

ELC

History

Entry Level Certificate **R434**

OCR Report to Centres June 2016

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It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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CONTENTS

Entry Level Certificate

History (R434)

OCR REPORT TO CENTRES

Content	Page
Entry Level History	4

Entry Level History

General Comments:

The work of many candidates was extremely high for this award and clearly reflected the enthusiasm with which many teachers worked with them. Many centres showed exemplary methodology by applying the mark schemes provided by OCR for this award and ensuring each candidate had a collection of tasks that reflected their abilities in areas of history they had made themselves contextually confident about. Many centres also rely on the tasks provided by the Board, while others still use some of these but add interesting additions that seem to appeal to the candidates. Most centres choose combinations that allow the candidates to hit all the assessment objectives appropriately.

Teachers also generally applied the mark schemes appropriately, although a minority still use them rather harshly.

Comments on Individual Questions:

The historical individual assignment

Some centres clearly provide a structure and/or carefully select a relatively small range of sources to provide stimuli material for individuals to work with. Others ensure that the candidates are clearly aware of what is expected in the two sections of the assessment. All these approaches are fine and work. In a minority of cases however it appeared that candidates had selected a historical figure and also been left to do everything for themselves, putting them at risk of missing some aspect of the work, despite their obvious enthusiasm. While work should be the candidate's own, it is important that they are supported to ensure that they understand the requirements of the assignment and will be able to access suitable resources.

Combinations of "other" tasks

Clearly the Board offers a very good range of tasks that individual centres can use. These need to be combined with care to allow candidates to show their abilities across each of the assessment objectives. Most centres clearly take care to ensure this.

Without writing at any great depth, it is also a great boost if candidates are encouraged to explain themselves in some of their answers.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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