

Examiners' Report

June 2011

R434/R/11

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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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The start of the new specification for Entry Level History saw encouraging signs within the work, many reflecting positive aspects of the previous course, alongside use of new elements. For example, it was pleasing to see that the vast majority of centres who submitted candidates' work used the new mark scheme to help them settle the overall mark for their candidates. The mark scheme seemed to be helpful in aiding judgement where large numbers were not available to develop a "feel" for where a mark should lie. However, some centres still remain a little harsh in their application of the mark scheme for this award.

The effort provided by both teachers and many of the candidates is a rewarding element of moderating at this level. Many teachers clearly go to considerable lengths to provide tasks that are both interesting and varied in the skills they help to develop, despite the small numbers who are going to access them. Clear evidence of an individual's commitment to the notion of every child matters. This is reciprocated through many small signs that suggest the candidate has gained from the course and enjoyed various elements within it. What makes this especially pleasing is the fact that without the Entry Level, many of the students would struggle with the GCSE course.

Many centres made use of a good combination of their own tasks alongside the tasks provided by OCR to create interesting areas of study and assessment. Hopefully other centres might realise the valuable role the award can play in keeping certain students engaged in useful study. Whilst it is often difficult to exactly plan for candidates at this level, due to the wide range of factors that finds them involved, it needs to be considered that the task on the role of the individual is very important to the overall mark, so candidates need to be given an opportunity to tackle it in good time. Developing some areas of study to suit candidates for this level can also have other benefits in teachers considering how assessment works, alongside considering how interest can be sparked with key pieces of evidence. It has been pleasing to see a great deal of good history being created to serve the Entry Level Historians.

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