specification

ENTRY LEVEL – HISTORY SPECIFICATION

ENTRY LEVEL CERTIFICATE IN

HISTORY

R434

For teaching from September 2010

www.ocr.org.uk/entrylevel2010

Why choose OCR Entry Level Certificate in History?

OCR Entry Level Certificate in History provides both you and your learners with a wide choice of exciting topics to study. These range from Ancient Greek medicine to youth culture in the 1960s to the Iraq War. You can choose topics to match your centre's resources and your learners' interests. You can also base your selection on providing your learners with a number of varied topics to maintain their interest and motivation.

A flexible choice

Our Entry Level Certificate in History offers a great deal of flexibility. In the first task, learners have to study aspects of any two from seventeen areas of content based on OCR GCSE specifications. Once these two areas have been chosen, you and your learners can decide which topics interest them most.

Learners have to complete three pieces of work for assessment. These tasks are set by your centre so that you can target your candidates' interests. The tasks can be structured or can allow more extended writing to suit the abilities of the candidates.

Interest and variety

OCR Entry Level Certificate in History also provides learners with the opportunity to choose a famous individual from the past in whom they are particularly interested. They can carry out some research on them and present their findings in a variety of ways, eg by designing pages for a website or producing a wall display or a cartoon strip.

Easy progression

As the areas of content and the Assessment Objectives in our Entry Level are based on our GCSE specifications, there is easy progression from one to the other. More content coverage will be required for GCSE, but learners moving from Entry Level will have made a start both in terms of content and skills.

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ENTRY LEVEL

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1 Introduction to Entry Level Certificate in History

1.1 Overview of OCR Entry Level Certificate in History

Entry Level History R434

Task 1 Portfolio 50% of the qualification	Internally assessed, externally moderated Three pieces of work testing all 3 assessment objectives

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Task 2 Study of an Individual 50% of the qualification	Internally assessed, externally moderated One piece of work divided into two parts: (i) biography, (ii) explanation and analysis. Assessment objectives 1 and 2 are assessed

1.2   What is new in OCR Entry Level Certificate in History?

This section is intended for teachers using OCR Entry Level Certificate in History. It highlights the differences between the current Entry Level Certificate in History and the new version for first teaching in September 2010:

What stays the same?	What's changing?
Many of the areas of content remain the same. The work the candidates must complete on two areas of content is similar to the work that was completed for the coursework portfolio. Candidates must complete a study of a chosen individual. This is still divided into two sections. Candidates can submit their work in a variety of media. The methods of assessment are similar.	Candidates must study two areas of content instead of four. Candidates must complete three pieces of work based on these areas of content instead of four. This work should total **approximately** 400 words instead of 600. Some new areas of content have been added. The ones based on the old Social and Economic GCSE specification have been removed. The piece of work on a chosen individual will **now be** 400 words long rather than 600. All the work will have to be completed under controlled conditions. The Assessment Objectives have been changed to match the GCSE ones.

1.3   Guided learning hours

There are no specified guided learning hours for this course but typically the course could take between 60 and 120 guided learning hours depending on the ability of the candidates and the delivery approach adopted.

2 Content of Entry Level Certificate in History

2.1 Specified Content

2.1.1 Task 1 List of Topics

Portfolio

Candidates should study aspects of any two of the following 17 areas of content. It is likely that many candidates for Entry Level will have followed a GCSE course. For this reason the content given below closely follows that of the OCR GCSE specifications. However, it is not a requirement for Entry Level that candidates must all cover all aspects of the two chosen areas of content. Centres should ensure that the aspects chosen have enough depth and range so candidates have the chance to study key features and characteristics of periods studied and the relationship between them, in order to cover Assessment Objective 3 (see page 17).

Studies over time

- Illness, Pain and Disease through the ages
- Crime and Punishment through the ages

Societies in Conflict

- From one World War to Another, 1919–1939
- East and West: The Cold War, 1945–1975
- A New World? 1948–2005

Countries and Societies

- England under Elizabeth
- Britain in a Time of Change, 1815–1851
- The Wild West, 1845–1895
- Germany in Change 1919–1945
- Russia – the Tsar, Lenin and Stalin, 1905–1941
- The USA – a Society Transformed, 1919–1941
- Mao's China, 1930–1976
- Causes and Events of the First World War, 1890–1918
- End of Empire, 1919–1969
- The USA, 1945–1975: Land of Freedom?
- Britain, 1890–1918: a Changing Society
- British Society, 1939–mid–1970s: How Much Changed?

2.1.2 Task 1 Topics in Depth

Studies over time: Illness, Pain and Disease through the ages

Candidates can focus on just one or two periods or can follow a theme across several periods. Centres should ensure that the aspects chosen have enough depth and range to ensure that candidates have the chance to study key features and characteristics of periods studied and the relationship between them in order to cover Assessment Objective 3 (see page 17).

The key questions to be addressed are:

What did people believe caused illness?
How did they try and make people better?
How did they try and prevent disease?

Prehistoric	• a story of the spirit world, medicine men, and common sense treatments
The Egyptians	• keeping clean the Egyptian way: how mummies and the River Nile helped Egyptian medicine
The Greeks	• the Greeks and gods, the god Asclepios and what happened in temple medicine • the Greeks' big idea – the Four Humours and bleeding and purging • the clever ideas of Hippocrates • keeping fit
The Romans	• the Romans' big idea – public health: baths, aqueducts and fountains • Galen and the squealing pig: new ideas about the human body
The Middle Ages	• ideas about disease including Christian ideas, the Four Humours, and astrology • hospitals – cesspools of infection? • visiting a medieval doctor and the treatments • visiting a medieval surgeon • women's role in medicine • the dreadful state of public health and the Black Death • the role of monasteries
The Medical Renaissance	• the stories of: Vesalius and the human body • Pare and surgery and Harvey and the circulation of blood
Great Changes	• fighting disease including the stories of Pasteur and germs, and Fleming and penicillin • caring for the ill – the stories of Florence Nightingale and Mary Seacole • what is it like in hospital today? • what was surgery like around 1800? • the stories of Simpson and Lister • blood transfusions • modern surgery: organ transplants and plastic surgery • public health – filth, squalor and cholera in the cities • how were conditions improved?

Studies over time: Crime and Punishment through the ages

Candidates can focus on just one or two periods or can follow a theme across several periods. The key questions to be addressed are:

How have crimes changed?
What different punishments have been used?
What different methods of law enforcement have been used?

The Romans	• what crimes were there and how were they punished? • how the Romans dealt with rebellions
The Middle Ages	• the Anglo Saxons – what were blood feuds, wergilds, tithings, trial by ordeal and juries? • changes introduced by the Normans • outlaws and the story of Robin Hood • women and the law
Early Modern Britain	• the story of the Gunpowder Plot • witches and witch–hunting • the treatment of vagabonds • the Bloody Code and public executions • stories of smuggling, poaching and highway men including Dick Turpin
Industrial Britain	• the growth of large towns and crime • riots such as Peterloo and the Rebecca Riots • new punishments – the experiences of those transported, the experiences of prisoners in the nineteenth century and the story of Elizabeth Fry • Peelers – the setting up of a police force; the changing role of the police
The Twentieth Century	• the story of the suffragettes • the impact of inventions such as television and computers on crime and the police

Societies in Conflict	
From one World War to Another, 1919–1939	- the punishment of Germany after the First World War, the roles of Clemenceau, Lloyd George and Wilson - the League of Nations and its aims - success of the League of Nations in the 1920s; failure of the League of Nations in the 1930s – Manchuria and Abyssinia - Hitler's aims and the steps to war – the Rhineland, Anschluss with Austria, the Sudetenland, the Nazi–Soviet Pact, Czechoslovakia, the invasion of Poland, appeasement by Britain and France
East and West: The Cold War	- the ideas and way of life of the Soviet Union, and the West - trying to find agreement at the end of the war – the roles of Churchill, Roosevelt and Stalin. - tension in Europe grows – including the Iron Curtain and the story of the Berlin Blockade and Airlift. - the story of the Cuban Missile Crisis and the roles of Khrushchev and Kennedy - the story of the USA in Vietnam – why did the USA get involved, the conduct of the war by both sides and the experiences of the soldiers and civilians, opposition to the war in the USA; reasons for America's withdrawal; the war as portrayed in the cinema
A New World? 1948–2005	- the impact of the Berlin Wall on the lives of Berliners - resistance to Soviet rule – Hungary in 1956, the Prague Spring of 1968 and Solidarity in Poland - Gorbachev and the collapse of Soviet control in Eastern Europe - international terrorists, their aims and methods through cases studies of groups such as the Provisional IRA, 1969–98, the Palestine Liberation Organisation, 1969–93 and Al–Qaeda, mid 1980s to 2004 - the reasons for the Iraq War, the story of the invasion, and the lives of ordinary Iraqi people since the war

Countries and Societies	
England under Elizabeth I	• Elizabeth I – what kind of women was she, her character and her strengths and weaknesses • a divided society – lives of the rich and the poor including vagabonds • Elizabeth's struggle with Catholics and Puritans, life as a Catholic in England – the story of secret worship and the Jesuits • Elizabeth and rebellions, the story of Mary, Queen of Scots • the story of Francis Drake and his voyage around the world, treasures from abroad • shipwreck – the story of the Armada
Britain in a Time of Change, 1815–1851	• the poor – the lives of the poor, their experiences in workhouses • experiences of emigrating to Canada and North America • what was it like to live in the cities? • the experiences of men, women and children in factories and coal mines • the story of Lord Shaftesbury and reforms • Voting before 1832 – corruption and violence, the story of the events at Peterloo, reforming the system • the activities of the Chartists • the coming of the railways – travelling on the railways, the lives and work of the navvies, opposition to the railways, how the railways changed people's lives
The Wild West, 1845–1895	• the Great Plains – weather, vegetation, wild life • the lives of the Plains Indians including hunting, medicine men, tepees, nomadic lifestyle and the different roles of men and women • moving west – the story of the Mormons, wagon trains west, life and work on a homestead, the roles of men and women • law and order in the west including gunfighters, robbing stage–coaches, vigilantes and individuals such as Billy the Kid • the life of a cowboy on the ranch and on the long drive, cowboys as depicted in films, the end of the traditional way of life of the cowboy • the struggle between white Americans and the Plains Indians: Crazy Horse, Custer and the Battle of the Little Bighorn, life on reservations, defeat of the Plains Indians

Countries and Societies (continued)

Germany in Change 1919–1945	• life in Germany after the First World War including the impact of hyper–inflation • disorder in Germany – the Spartacists, the Kapp Putsch, the invasion of the Ruhr • recovery – Stresemann and economic improvements for many Germans • changes in society – women, social life, the arts • the rise of Hitler – his ideas and beliefs, the story of the early part of his life, the Munich Putsch, the effects of the Depression, consolidation of power in 1933–4 • what was it like to live in Nazi Germany? – everyday life for different groups • young people in Nazi Germany – the Hitler Youth, opposition groups • women in Nazi Germany – their changing lives • how did Hitler control Germany? – the Gestapo, the SS, informers, propaganda • the persecution of the Jews and other minorities
Russia – the Tsar, Lenin and Stalin, 1905–1941	• what was life like for most Russians in 1905? • the story of the 1905 Revolution and the reforms that follow • the impact of the First World War, the story of Rasputin • the events of the two revolutions of 1917 • the story of the Civil War and why the Bolsheviks won • the struggle for power between Stalin and Trotsky • how did Stalin control Russia –the Purges, terror, labour camps, propaganda • did people's lives improve under Stalin? – the impact of the Five–Year Plans, the kulaks and collectivisation
The USA – A Society Transformed, 1919–1941	• how lives for many Americans changed in the 1920s – better standard of living, consumerism • mass production in the car industry, the mass manufacture of consumer goods, the use of credit, hire purchase and advertising • the struggles of farmers during this period • changes in society – the cinema, new fashions, changing roles of women • the experiences of African Americans – the activities of the Ku Klux Klan • the impact of the Wall Street Crash and the Depression on people's lives • Roosevelt's election victory in 1932 • the alphabet agencies and their work • the impact of the New Deal on people's lives

Countries and Societies (continued)

Mao's China, 1930–1976	- what was life like in China in 1930? - the story of Mao and the Long March - the victory of the Communists in the Civil War - changes to people's lives under communism – the roles of women, health, education, destruction of traditional culture - the impact of the Five–Year Plans and the Great Leap Forward - what was life like on a commune? - China's relations with other countries - the story of Mao and 'The Hundred Flowers Movement' and the Cultural Revolution - how had life changed for most Chinese people compared to 1930?
Causes and Events of the First World War, 1890–1918	- the main factors leading to the First World War e.g. British – German rivalry, the Kaiser, the arms race (e.g. dreadnoughts) - the events of 1914 – the story of the assassination of Franz Ferdinand and the Schlieffen Plan, the outbreak of war - the experiences of the soldiers on trench warfare. - new developments in warfare such as aircraft, gas, machines guns and tanks - the story of General Haig and the Battle of the Somme - the war at sea – the Battle of Jutland, submarines and convoys - other fronts in the war - German defeat in 1918
End of Empire, 1919–1969	- the size of the British Empire in 1918 - the experiences of people in India under British rule e.g. the Amritsar Massacre - the roles of Gandhi and Nehru in leading opposition to British rule - why Britain decided to grant India independence e.g. the impact of the Second World War, the Labour election victory - the story of independence – the violence, the roles of Mountbatten and Jinnah - the situation in Kenya in the 1930s – the lives of the white settlers and the grievances of the African - the Mau Mau rebellion after the Second World War - the role of Kenyatta and the winning of independence in 1963

Countries and Societies (continued)

The USA, 1945–1975: Land of Freedom?	- fear of Soviet spies and the story of McCarthyism especially the attack on Hollywood - the state of civil rights in America in 1950 - early campaigns for civil rights e.g. the stories of Little Rock High School, 1957, and the Montgomery Bus Boycott and Rosa Parks, 1955–6 - the story of Martin Luther King's contribution to civil rights - the contribution of others e.g. Malcolm X, Kennedy and Johnson - civil rights and women, Hispanic Americans and Native Americans
Britain, 1890–1918: A Changing Society	- working and living conditions in the 1890s - the work of social reformers e.g. Booth and Rowntree - the Liberal reforms for the young, the old, the poor and the unemployed; the contributions of Churchill and Lloyd George - the position of women in the 1890s - the campaign for votes for women; the contribution of the Pankhursts and Millicent Fawcett; the winning of the vote in 1918 - life on the Home Front during the First World War e.g. conscription and rationing - the increased role of the state during the war
British Society, 1939–mid–1970s: How Much Changed?	- what impact did the Second World War have on the lives of the British people e.g. the Blitz, evacuation, rationing - the story of the different waves of immigration into Britain between 1948 and 1972 - the experiences of immigrants in Britain up to the 1970s - what was life like for most women in the 1950s? - the changes to the lives of women between 1960 and the 1970s - what was it like growing up in Britain in the 1950s? - how did the lives of teenagers change in the 1960s and early 1970s?

2.1.3 Task 2

Study of an Individual

Candidates will research an important individual of their choice. The individual can come from any period of history. Candidates will complete one piece of work about the chosen individual. This will be divided into two parts: (a) the story of the person's life, (b) an assessment of the importance of the individual. The work should be approximately 400 words in length (or equivalent). Work can be submitted in a variety of media. The work is to be completed under controlled conditions.

Candidates must choose an important historical person who played an important part in events in the past.

They must find out about the chosen person, and produce a report on the person's life and work. The report must have two parts.

In the **first part** of the report, candidates must tell the story of the chosen person's life and work.

Candidates can: write about the kind of background the person came from;
describe what kind of life the person had;
write about what the person did;
describe what kind of person he or she was.

In the **second part** of the report, candidates must explain why the chosen person was important.

They could be given some of the following questions to answer. They should be encouraged to support their explanations with examples.

Did the person change things?
Were these changes for the better or worse?
Did the person make a difference to other people's lives?
Did he or she make other people's lives better or worse?
Did the person make some events happen?
Why did the person do what they did?
Did their personality help them in their work?
Was the person good or bad?
Would you say the person was very important in the period you have studied?

Candidates can write a report in any form they wish. For example it could take the form of pages on a website, a wall display, an obituary or a comic strip (especially for the first part).

3 Assessment of Entry Level Certificate in History

3.1 Overview of the assessment in Entry Level Certificate in History

Entry Level	
Task 1	
50% of the total marks 50 marks	Three pieces of work testing AOs 1, 2 and 3. The tasks will be set by the centre and can be completed at any time during the course of study. Exemplar tasks have been provided by OCR for guidance.
	The work will be completed under controlled conditions. The completed work will be internally assessed using the OCR marking criteria and will be externally moderated. The completed work will be internally assessed using the OCR marking criteria and will be externally moderated.
	The tasks can be structured or can require more extended writing. The work can be submitted in any media. The completed work should be approximately 400 words in total.
Task 2	
50% of the total marks 50 marks	One piece of work based on a chosen individual, testing AOs 1 and 2. This will be divided into two parts: (a) the story of the individual's life, and (b) an explanation of the importance of the individual. The work will be completed under controlled conditions.
	The completed work will be internally assessed using the OCR marking criteria and will be externally moderated. The work can be submitted in any media. The completed work should be approximately 400 words in total.

3.2 Assessment availability

There is one assessment series each year in June.

3.3 Assessment Objectives (AO)

Candidates are expected to demonstrate the following in the context of the content described:

AO1	**Recall, Select and Communicate**
	Candidates demonstrate their ability to recall, select, use and communicate their knowledge and understanding of history.
AO2	**Explanation and Analysis**
	Candidates demonstrate their understanding of the past through explanation and analysis of:
	• Key concepts: causation, consequence, continuity, change and significance within an historical context.
	• Key features and characteristics of the periods studied and the relationships between them.
AO3	**Understanding, Analysis and Evaluation**
	Candidates demonstrate their ability to understand, analyse and evaluate:
	• A range of source material as part of an historical enquiry.
	• How aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.

3.4 Assessment Objective weightings

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid:

Tasks	% of Entry Level			Total
	AO1	AO2	AO3	
Task 1	15	15	20	50
Task 2	25	25	0	50
Total	40	40	20	100

3.5 Awarding of grades

The grades awarded for the Entry Level Certificate will be at three levels: Entry 1, Entry 2 and Entry 3.

All mark schemes have been written to address the following targeted thresholds:

Specification Grade	Entry 3	Entry 2	Entry 1
Target	80%	60%	40%

4   Regulations for internally assessed work

4.1   Internal assessment tasks

All internal assessment tasks are set by OCR or the centre.

The exemplar internal tasks can be found on the OCR website:

http://www.ocr.org.uk/interchange/repository/index.aspx

4.2   Supervision and authentication of internally assessed work

OCR expects teachers to supervise and guide candidates who are undertaking work that is internally assessed. The degree of teacher guidance will vary according to the kind of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgments and conclusions.

When supervising internally assessed tasks, teachers are expected to:

- offer candidates advice about how best to approach such tasks

- exercise supervision of the work in order to monitor progress and to prevent plagiarism

- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified mark descriptions and procedures.

Work should, wherever possible, be carried out under supervision. However, it is accepted that some tasks may require candidates to undertake work outside the centre. Where this is the case, the centre must ensure that sufficient supervised work takes place to allow the teachers concerned to authenticate each candidate's work with confidence.

4.3   Marking criteria for internally assessed work

Marks should be awarded according to the following criteria for each Assessment Objective. These are set out below. It should be noted that these criteria are general and refer to the qualities which might be found in a candidate's work at these mark levels. However, these criteria are not mark schemes. For each exercise, the teacher will need to devise mark schemes which are specific to that exercise, but which reflect the general standards of attainment outlined in these criteria.

In Task 1 the three pieces of work should be marked together holistically, as one piece, using a best–fit approach. Three marks should be awarded: for AO1, (out of 15), for AO2 (out of 15) and for AO3 (out of 20). A detailed breakdown is provided in the table below.

In Task 2 the two parts of the work should be marked together holistically, as one piece, using a best–fit approach. Two marks should be awarded: for AO 1 (out of 25) and for AO 2 (out of 25). A detailed breakdown is provided in the table below.

Task 1 Levels of Response

	Level One (AO1 = 1–5 marks, AO2 = 1–5 marks, AO3 = 1–7 marks)	Level Two (AO1 = 6–10 marks, AO2 = 6–10 marks, AO3 = 8–14 marks)	Level Three (AO1 = 11–15 marks, AO2 = 11–15 marks, AO3 = 15–20 marks)
AO1 **Recall, Select and Communicate**	▪ Candidates can sometimes select limited relevant information ▪ Candidates can occasionally deploy this information in a relevant way to make some points about the events, people, changes or key features of the period they have studied ▪ Candidates can demonstrate limited factual knowledge of some of the main events and people they have studied	▪ Candidates can select a reasonable range of partly relevant information ▪ Candidates can sometimes deploy this information in a relevant way to describe some points about the events, people, changes or key features of the period they have studied ▪ Candidates can demonstrate some factual knowledge and understanding of some of the main events and people they have studied	▪ Candidates can select a range of mostly relevant information ▪ Candidates can often deploy this information in a relevant way to explain some points about the events, people, changes or key features of the period they have studied ▪ Candidates can demonstrate reasonable factual knowledge and understanding of some of the main events and people they have studied
AO2 **Explanation and Analysis**	▪ Candidates can identify some events, people, changes or key features and characteristics of the period they have studied ▪ Candidates can distinguish between the present and the past. They can sequence a few events, changes and key features and characteristics of the period they have studied. They can use everyday terms about the passing of time, for example, after, old, past	▪ Candidates can describe some events, people, changes or key features and characteristics of the period they have studied ▪ Candidates can make distinctions between aspects of people's lives today and people's lives in past times. They can sequence some of the main events, changes and key features and characteristic of the period they have studied. They can use terms concerned with the passing of time, for example, century, decade ▪ Candidates can recognize some reasons why people in the past acted as they did	▪ Candidates can begin to explain some of the main events, people, changes or key features and characteristics of the period they have studied ▪ Candidates can recognise some changes and some things that stayed the same during the period they have studied. They can make correctly sequenced statements about events, changes and key features and characteristics of the period they have studied ▪ Candidates can give some reasons for, and result of, the main events and changes of the period they have studied
AO3 **Understanding, Analysis and Evaluation**	▪ Candidates can comprehend some sources of information about the past and are beginning to use these sources to find answers to questions about the past	▪ Candidates can identify some of the different ways in which the past is represented ▪ Candidates can make simple observations from sources of information and use these to answer questions about the past	▪ Candidates can use their knowledge and understanding to identify some of the different ways in which the past is represented ▪ Candidates can answer questions about the past using sources of information in ways that go beyond simple observations, for example, by making inferences. They can use more than one source of information to answer questions about the past

Task 2 Levels of Response

	Level One (AO1 = 1–9 marks, AO2 = 1–9 marks)	Level Two (AO1 = 10–17 marks, AO2 = 10–17 marks)	Level Three (AO1 = 18–25 marks, AO2 = 18–25 marks)
AO1 **Recall, Select and Communicate**	▪ Candidates can sometimes select limited relevant information ▪ Candidates can occasionally deploy this information in a relevant way to make some points about the events, people, changes or key features of the period they have studied ▪ Candidates can demonstrate limited factual knowledge of some of the main events and people they have studied	▪ Candidates can select a reasonable range of partly relevant information ▪ Candidates can sometimes deploy this information in a relevant way to describe some points about the events, people, changes or key features of the period they have studied ▪ Candidates can demonstrate some factual knowledge and understanding of some of the main events and people they have studied	▪ Candidates can select a range of mostly relevant information ▪ Candidates can often deploy this information in a relevant way to explain some points about the events, people, changes or key features of the period they have studied ▪ Candidates can demonstrate reasonable factual knowledge and understanding of some of the main events and people they have studied
AO2 **Explanation and Analysis**	▪ Candidates can identify some events, people, changes or key features and characteristics of the period they have studied ▪ Candidates can distinguish between the present and the past. They can sequence a few events, changes and key features and characteristics of the period they have studied. They can use everyday terms about the passing of time, for example, after, old, past	▪ Candidates can describe some events, people, changes or key features and characteristics of the period they have studied ▪ Candidates can make distinctions between aspects of people's lives today and people's lives in past times. They can sequence some of the main events, changes and key features and characteristic of the period they have studied. They can use terms concerned with the passing of time, for example, century, decade ▪ Candidates can recognize some reasons why people in the past acted as they did	▪ Candidates can begin to explain some of the main events, people, changes or key features and characteristics of the period they have studied ▪ Candidates can recognise some changes and some things that stayed the same during the period they have studied. They can make correctly sequenced statements about events, changes and key features and characteristics of the period they have studied ▪ Candidates can give some reasons for, and result of, the main events and changes of the period they have studied

4.4   Production and presentation of internally assessed work

Candidates must observe certain procedures in the production of tasks.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place

- Any copied material must be suitably acknowledged

- Quotations must be clearly marked and a reference provided wherever possible

- Work submitted for moderation or marking must be marked with the:

    – centre number
    – centre name
    – candidate number
    – candidate name
    – unit code and title
    – assignment title.

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix A at the end of this specification.

4.5   Annotation of candidates' work

Each piece of assessed work should show how the marks have been awarded in relation to the mark descriptions.

The writing of comments on candidates' work provides a means of dialogue and feedback between teacher and candidate and a means of communication between teachers during internal standardisation of internally marked work.

However, the use of a completed cover sheet for each candidate's work provides a means of communication between teacher and moderator and might replace the need for annotation.

4.6   Marking and moderation

All centres entering candidates are subject to quality control via moderation of a sample of candidates' work towards the end of the course. This specification offers the opportunity for moderation evidence to be submitted by post as well as electronically via the OCR Repository (see Entry codes in Section 7.1 Registration and entries of this specification).

All internally assessed tasks are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The **Moderator will** select the sample and advise the centre where the work is to be sent (postal moderation). Centres entering candidates via the OCR Repository must ensure that the sample is uploaded on receipt of the Moderator's selection.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's folder.

4.7 Minimum requirements for internally assessed work

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the criteria or mark scheme and the appropriate mark awarded, which may be zero.

4.8 Submission of the moderation samples via the OCR Repository

The OCR Repository allows centres to submit moderation samples in electronic format to the OCR Repository via Interchange: please check Entry codes in **Section 7.1:** *Registration and entries* of this specification. Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

5 Support for Entry Level Certificate in History

5.1 Free resources available from the OCR website

The following materials will be available on the OCR website www.ocr.org.uk:

- Entry Level Certificate in History Specification

- Exemplar tasks

- Teachers Handbook.

5.2 Training

For more information go to http://www.ocr.org.uk/training/

5.3 Support

OCR Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate free access to candidate information at your convenience. Sign up at https://interchange.ocr.org.uk.

6   Access arrangements for Entry Level Certificate in History

Arrangements for candidates with special needs for Entry Level Certificate specifications are based on the principle that the centre is best able to assess the needs of the candidate and the appropriateness of the arrangement required. Arrangements for candidates with special needs should not advantage nor disadvantage a particular candidate, nor should they reduce the reliability and validity of the assessment.

The arrangements for candidates with special needs are more flexible than those currently available at GCSE and as such it should not be assumed that any arrangements made at Entry Level Certificate Level will automatically be available at GCSE or GCE Level. Please consult the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration*. Entry Level Forms are available on the JCQ website (Forms 11–13).

The following arrangements can be made for candidates without permission being sought:

- mechanical and technological aids may be used by candidates who are physically dependent on them; (screen readers must not be used in reading texts)

- instructions regarding the conduct of any In–Course tests may be simplified

- language support staff may provide linguistic help; (please see regulations relating to readers and scribes, sign language and oral language modifiers)

- bilingual and word exchange lists may be used.

For information relating to permission to use the following special arrangements, please consult the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration.*

Under certain circumstances:

- the teacher may act under the candidate's instructions to perform simple physical actions which the candidate is unable to undertake; (please see regulations on the use of practical assistants)

- mechanical and technological aids may be used by candidates who generally use them in their normal work; (for screen readers, please see regulations relating to readers)

- communicators or signers may be used

- readers and amanuenses may be used

- the tests may be modified as necessary for visually impaired candidates. It is the responsibility of the centre to Braille or enlarge the tests.

It is expected that, generally, the candidate's own teacher will act as a communicator, a signer, a reader or an amanuensis.

Further clarification of any special arrangements may be obtained by consulting the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* or by contacting OCR Special Requirements Team.

7 Administration of Entry Level Certificate in History

7.1 Registration and entries

Centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries.

Both estimated and final entries must be made in the certification year. Estimated entries, giving estimated numbers only, are needed for the appointment of the centre Moderators and final entries provide the necessary individual candidate details.

Candidates should be entered for the qualification code **R434**.

It is essential that entry codes are quoted in all correspondence with OCR.

For this qualification candidates must be entered for either component 01 (electronic submission via the OCR Repository) or 02 (postal moderation). Centres must enter all of their candidates for ONE of these components. It is not possible for centres to offer both components within the same series.

Entry option code	Component code	Submission method
R434A	01	*OCR Repository*
R434B	02	*Postal moderation*

7.2 Entry Deadlines

Candidate entries must be made by date as published on the website for the June session.

7.3 Grading and award of certificates

Final certification is available from OCR on a three–point scale of grades: Entry 1, Entry 2 and Entry 3, where Entry 3 is the highest grade available.

7.4 Qualification re–sits

Candidates may enter for the qualification an unlimited number of times.

7.5   Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about Results must be made immediately following the series in which the qualification was taken (by the Enquiries about Results deadline).

Please refer to the *JCQ Post–Results Services* booklet and the *OCR Admin Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

7.6   Restrictions on candidates' entries

Candidates who enter for this Entry Level specification **may not** also enter for any Entry Level specification with the certification title History in the same examination series.
They may, however, also enter for any GCSE, NVQ or equivalent qualification.

8 Other information about Entry Level Certificate in History

8.1 Overlap with other qualifications

There is overlap of content with the OCR GCSE in History A and GCSE in History B, although the assessment requirements will be different.

8.2 Progression from this qualification

This Entry Level qualification is a general qualification designed to enable candidates to progress either directly to employment or to Foundation Level courses.

The progress of some candidates during the course might be sufficient to allow their transfer to a History GCSE course.

8.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind.

8.4 Regulatory Requirements

This specification complies in all respects with *The Statutory Regulation of External Qualifications 2004.*

8.5 Language

This specification and associated assessment materials are in English only.

8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

During the course there are opportunities to promote candidates' spiritual, moral, social and cultural development.

8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification. European examples should be used where appropriate in the delivery of the subject content.

Although this specification does not make specific reference to the European Dimension it may be drawn into the course of study in a number of ways.

8.8 Key skills

This specification provides opportunities for the development of some of the Key Skills of Communication (C), Application of Number (AoN), Information Technology (IT), Working with Others (WwO), Improving Own Learning and Performance (IoLP) and Problem Solving (PS) at Level 1. However, the extent to which this evidence fulfils the Key Skills criteria at this level will be totally dependent on the style of teaching and learning adopted.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Level 1.

| Unit | C | AoN | IT | WwO | IoLP | PS |
	1	1	1	1	1	1
R434	✓		✓	✓	✓	✓

8.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of the programme of study for Citizenship (2007) may be delivered through an appropriate treatment of other subjects.

This section offers examples of opportunities for developing knowledge, skills and understanding of citizenship issues during this course.

Citizenship Programme of Study	Opportunities for teaching citizenship Issues during the course
Understand about the legal and human rights underpinning society.	The provision of government intervention compared to individual responsibility can be debated whilst learning about Medicine or Crime and Punishment Through Time. These issues are addressed when studying legal and human rights and responsibilities, for example in Nazi Germany, Soviet Russia, and comparing these with the rights and responsibilities of citizens in a modern democratic state.
The origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom.	Candidates can investigate the origins and effects of religious diversity in sixteenth–century England in England under Elizabeth. Nineteenth–century emigration can be explained in Britain in a Time of Change, 1815–1851.
The work of Parliament, government and the courts in making and shaping the law.	Candidates can trace the development of the justice system and government intervention in health or crime issues in the studies over time. These issues are addressed when studying the making and shaping of laws, for example, in Britain during the First World War and the USA in the 1920s and 1930s. They are also addressed by studying the operation of the League of Nations.
The opportunities for individuals and voluntary groups to bring about social change.	The role of influential individuals and voluntary groups can be studied, for example, the campaigners for social reform in Britain, 1815–1851. The role of influential individuals and groups in bringing about change is studied, for example, Countries and Societies.
The importance of a free press and the role of the media in society.	Case studies of the influence of the press on public opinion are available in Countries and Societies. Candidates can compare the American press in the 1870s or Nazi control of the media with current examples. Study of the importance and role of the media in Countries and Societies will give opportunities to discuss the importance of a free media.
Research a topical issue by analysing information from different sources; show an awareness of the use and abuse of statistics.	Candidates can carry out research for a class debate on contemporary issues in health care or crime and punishment. They can find, compare and evaluate statistics on crime rates or patient waiting lists from government sources.

Express, justify and defend orally and in writing a personal opinion about such issues.	In response to a particular issue, for example a solution to a crime problem in urban areas, candidates can be hot–seated and answer questions from the class.
Contribute to group and class discussion and formal debates.	Many opportunities for such development will arise. Candidates could debate the evidence for and against change in the near future in British Society, 1939–mid–1970s. Working in groups, candidates can prepare arguments in favour and against, for example, British rule in India.
Use imagination to consider and evaluate other people's experiences and opinions.	Candidates can adopt the role of a character type and present their ideas in a meeting on a specific issue, for example, the solution to the Plains Indian problem in the American West.

Appendix A: Guidance for the production of electronic internal assessment

Structure for evidence

An internal assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or Moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top–level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code R434, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces an assignment for internal assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's internal assessment portfolio should be stored in a secure area on the Centre's network. Prior to submitting the internal assessment portfolio to OCR, the centre should add a folder to the folder tree containing internal assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic internal assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only Word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format from that in which the document was originally created. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the Moderator and fully represent the evidence available for each candidate.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

XML (*xml)

Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)

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