

**ENTRY LEVEL**

**Moderators' report**

# **HISTORY**

**R435**

For first teaching in 2016

**R435/01/02 Summer 2024 series**

# Contents

Introduction .....3

    Online courses.....3

General overview .....4

    Helpful resources.....5

## Introduction

Our moderators' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

## Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

### Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

### GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

### Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email [support@ocr.org.uk](mailto:support@ocr.org.uk).

#### Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

## General overview

There has been a pleasing growth in the number of centres and candidates for Entry Level History. While this has created challenges in these centres and for the teachers delivering the course, considering these pressures, the moderation process was not unduly difficult. The mark range has been wide, but the overall standard was maintained.

In terms of administration, there were issues which could easily be adopted to the advantage of candidates, teachers and moderators. In general terms, if teachers have a good grasp of documents and assignments available for the candidates to work with, the centre administration and candidates' potential for higher levels would improve. One specific example of this being the subject specific front sheets that OCR have for R435. These ensure that the right elements are covered, the marks are accurately recorded and moderators can easily check them. This is clear to us from the large majority of centres who do make good use of them.

Likewise, with the use of the additional code for entries: the 01 or 02. In previous years, we have had centres who simply put 01, assuming that this was the main way of entering, rather than for centres who wish to upload their candidates work to the moderation process – 02 being for centres who are using the postal system to send in work. The situation this year was more complicated as discussions with some centres revealed that they were having problems uploading work, so they made late decisions to post the candidates' work instead. Overall, given the number of new centres involved, administration was not a massive issue.

Marking accuracy has continued the steady trend of improvement. This speaks very highly of the effort of the teachers marking the work, and the care taken in the majority of cases. This is especially true when considering the number of staff who must have found themselves doing this task for the first time. Another part of the pattern which continued was that the accuracy on the Thematic and Depth Studies was most closely in line with our expected standards. There is more variation with the Individual and Site Studies because the mark scheme has larger mark ranges at each level, so the differences here are not unexpected.

Be open to adapting the assignments and materials you find in text books or online. You know your candidates better than anyone else and a few adaptations can make them work really well for them. If a source in one of the assignments does not seem right for them, look for a replacement to drop in. You can always use the original for experience and confirm your expectations and increase their understanding at the same time. Be brave and experiment to find ways that appeal to your candidates.

Candidates who did well generally:	Candidates who did less well generally:
<ul style="list-style-type: none"> <li>knew the context of the sources used</li> <li>had clearly targeted goals to achieve</li> <li>produced work that did not seem rushed</li> <li>had opportunities to improve their work</li> <li>worked with appropriate materials.</li> </ul>	<ul style="list-style-type: none"> <li>lacked challenge</li> <li>didn't know the context behind the sources they were being tested with</li> <li>produced rushed work</li> <li>struggled with the wording and/or concepts.</li> </ul>

## Helpful resources

Most standard GCSE texts and online resources offer parts within them that can be used for Entry Level History - likewise with good texts for KS3.

### Assessment for learning



History Entry Level candidates' progress and success can be achieved with the same staples of good methodology that apply at other levels. Where the candidate has a sufficient level of context to understand the sources used in the assignments, along with experience of testing themselves with similar tasks and sources, they can achieve high levels.

Unlike other levels of assessment, the challenge with Entry Level is to make this strongly targeted. If the experience is catchy, involves them directly and is not too long, chances of success improve markedly. Quirky aspects of the context are great, if they reflect broader context, rather than being unrepresentative of the normal picture. A variety of delivery methods can also help.

As with last year, some centres produce their Individual or Site Study as a PowerPoint presentation and get their candidates to present it to the group. This can motivate and adds a valuable extra skill.

There is a gulf in outcomes between candidates who lack the necessary background knowledge to properly address the tasks and those who are well prepared.

### OCR support



Entry Level History is exceptionally fortunate to have access to a very active and helpful assistance process with online meetings held at regular intervals. For any centre that is new, or has experienced problems, it is well worth getting in touch with OCR.

[History@ocr.org.uk](mailto:History@ocr.org.uk)

---

# Supporting you

---

## Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

**Don't have access?** If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

## Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

## Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

## OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

## Signed up for ExamBuilder?

[ExamBuilder](#) is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an [Interchange](#) account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

[Find out more](#).

**You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.**

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on  
**01223 553998**

Alternatively, you can email us on  
**support@ocr.org.uk**


For more information visit

 **[ocr.org.uk/qualifications/resource-finder](https://ocr.org.uk/qualifications/resource-finder)**

 **[ocr.org.uk](https://ocr.org.uk)**

 **[facebook.com/ocrexams](https://facebook.com/ocrexams)**

 **[twitter.com/ocrexams](https://twitter.com/ocrexams)**

 **[instagram.com/ocrexaminations](https://instagram.com/ocrexaminations)**

 **[linkedin.com/company/ocr](https://linkedin.com/company/ocr)**

 **[youtube.com/ocrexams](https://youtube.com/ocrexams)**

## We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



**I like this**



**I dislike this**

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource in your centre, in line with any specific restrictions detailed in the resource. Resources intended for teacher use should not be shared with students. Resources should not be published on social media platforms or other websites.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.