



ELC

History

Entry Level Certificate **R435**

OCR Report to Centres June 2017

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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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General Comments:

This year has also seen the moderation being carried out for the new version of the History Entry Award (R435) with a few centres entering candidates. This proved useful to highlight that the demands on candidates remain much the same. Initially, there was a suspicion that the greater number of closed tasks might make achieving a top level more difficult, but by the end of the process moderators were convinced that the two awards are equitable. Most centres that have done the old award should be able to convert with little difficulty, but there are plenty of new materials to use provided by the Board, if needed. On the other hand, centres who like setting their own materials will find the award flexible enough to continue.

This year, most centres chose to use the Board set tasks, apart for the work on an individual or historical site. Only a small number of centres chose the latter option.

Hopefully many existing centres will continue to see the potential of the award for some of their students.

History Entry Level has again shown that candidates taking this award can achieve to a high level, whilst for the majority, it provides an opportunity to develop historical skills across a wide range of periods and themes. The level of understanding shown is often impressive and sources are used in a sensible way to draw out inferences and conclusions. The commitment provided by many of the teachers supporting these candidates must be applauded, as they realise that the value of their candidates' success goes far beyond the weight of the award.

The standard of administration for the award is still mixed, but continues to improve and most teachers try very hard to provide supporting annotation for the mark they give.

Another area of progress has been with the approach to the study of an historical individual. Most centres now encourage or provide sufficient structure to the work to ensure that candidates look carefully at both aspects of the task. This allows candidates to achieve higher marks. Many centres also clearly encouraged candidates to explain themselves in knowledge and source based tasks with again, positive outcomes.

The most uplifting experience from this year's award was a centre where the candidates are somewhat constrained. The effort that most made was commendable, but beyond that, there was clear engagement with the tasks, especially the individual study. There was plenty of evidence there to show that the award could be used to spark a lifelong interest in history.

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