



ELC

History

Entry Level Certificate **R435**

OCR Report to Centres June 2018

About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice 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.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our Active Results service and CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our reviews of results services. For full information about the options available visit the [OCR website](http://www.ocr.org.uk). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on [Interchange](http://www.ocr.org.uk).

Further support from OCR



Active Results offers a unique perspective on results data and greater opportunities to understand students' performance.

It allows you to:

- Review reports on the **performance of individual candidates**, cohorts of students and whole centres
- **Analyse results** at question and/or topic level
- **Compare your centre** with OCR national averages or similar OCR centres.
- Identify areas of the curriculum where students excel or struggle and help **pinpoint strengths and weaknesses** of students and teaching departments.

<http://www.ocr.org.uk/administration/support-and-tools/active-results/getting-started/>



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessors or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>

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General Comments:

The transition by centres to the new R435 specification went smoothly with many teachers using the marking criteria well. The new assignments, which were available to use across all the main themes of the award, provided a good basis for centres to provide their candidates with suitable tasks. The majority of centres used these assignments almost exclusively for the thematic and period studies. In most centres, moderators were able to see that the candidates had clearly benefitted from the experience of completing the studies, showing sound skills with source material and some reasonable historical reasoning. The majority of centres presently seem to favour doing an individual study rather than a site. There were examples this year of both working well.

Moderators reported far fewer cases of needing to adjust marks due to marking being much closer to agreed OCR standards. The only areas where a few errors arose were to be found in tasks requiring longer answers with some explanation and in the individual study. This was to be expected, as mark ranges are wider with more opportunity for differences in application of the mark scheme. A good rule of thumb is that where candidates display valid historical context in their answers along with reasonable explanation, the mark should be in the highest level. With the individual study, if the candidate has considered both elements of the task with reasonable support, order and explanation, again the top level is likely to be valid for this award.

There were a small number of centres who produced tasks for themselves, which is fine. However, in at least a couple of cases of this happening, the tasks were all very similar in terms of candidate demand, with a heavy emphasis on extended writing. I would discourage this, simply because the greatest asset of the award is the breadth of experience it offers with regard to the skills tested and subject matter. Some direct source use should certainly be included. Designing your own task is great, but have a look at the Board set options to see the type of demands offered.

Finally, in respect of how centres help their candidates prepare for this award, I would like to relate a move that a couple of centres carried out that really seemed to be based on good practice. In each case, a Board set task was used, but one source was replaced for another of the centres choosing, which they felt was either more suitable or offered more for explanation. I am sure other centres have material they use already, perhaps in Key Stage 3; that might prove equally useful for them. Along similar lines, if a centre wishes to help scaffold the candidates in a

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positive way, the use of similar sources and questions before using the ones in the assignment can boost confidence and allow teachers the chance to illustrate good examples. For centres who carried on using R434 this year, it might be worth remembering to download sources and tasks as soon as possible before it all disappears from the OCR website.

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