



ELC

## History

Entry Level Certificate R434

# OCR Report to Centres

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June 2013

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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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## R434 Entry Level History

### Principal Moderator's Report, Entry Level History R434, Jun13

There was plenty of evidence of progress with the candidates who were entered for Entry Level History this year. Centres are to be congratulated for applying marking criteria much closer to agreed standards than in previous years. Many centres also thought very carefully about the range of assignments they gave to their candidates, providing a variety of skills and subject matter. This allowed for an enthusiastic response from many, enabling them to score very highly in the mark levels.

The use of OCR provided materials increased in a constructive manner, as many of them elicit very good source skills from candidates at this level. The most enterprising centres mixed these tasks with some of their own, some of which had a different emphasis to broaden the experience of the individuals involved. These might involve longer answers or opportunities to use other types of evidence. The degree of interest and effort that many teachers give to producing these exercises for a minority of their candidates (in most cases) is to be admired. One way of achieving success is clearly through the presentation of materials, as a number of centres achieved excellent results from candidates by providing them with exciting cover sheets and other materials.

Few areas seemed to provide real concerns for centres offering Entry Level History; however, the most common was Task 2 on a historical individual. Most candidates are more than capable of writing a well framed description of a person's past, but then tend to spend very little time on the importance of these people. OCR provides a series of sub-questions in the specification that can be used to encourage better responses in this area. In some cases, there is also a suggestion that candidates did not get sufficient time to properly deal with this element of the individual study. Overall however there were many examples of excellent standards of work and care by the teachers involved.

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