



ELC

History

Entry Level Certificate **R434**

OCR Report to Centres June 2015

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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

Centres have again encouraged an impressive level of historical understanding and enthusiasm from their candidates in this qualification. The range of applications of the units for the assessment are, as ever, amazing. There are some centres who design tasks which really inspire the candidates, and who then apply the assessment objectives for marking with confidence. Other centres use the Board-set tasks in good combinations to allow individuals to experience a wide range of historical evidence and questioning.

Whilst some centres clearly use the award in classes of candidates, others have to teach the course alongside other students doing GCSE. In both instances, most centres show admirable dedication to ensure that candidates are suitably supported and their work is then appropriately marked. In many cases it is possible to see the candidates' enthusiasm for the subject through the materials they produce.

It is fair to say that many centres have understood that this specification is as much about providing experiences and understanding for individuals as it is about gaining a qualification. The qualification provides a helpful framework and the Board-set tasks raise some useful historical issues that can be assessed at the appropriate level.

Comments on individual questions

The number of centres who are now thoroughly familiar with the two elements of the "individual study" has grown, and this allows more of the candidates to access the top level. Previously, too many centres have made the candidates focus on the chronological history of the chosen individual at the expense of any evidence for the impact of the person. As this is worth 50% of the total mark and is split between the two parts, this aspect is obviously important.

A few key ideas can be provided to help candidates to develop the necessary focus.

A smaller problem revolves around the requirement to cover at least two historical subjects over the study of the individual and three "other" tasks. This problem is very limited, but should not arise at all. Candidates must cover more than one subject area in the same way as their GCSE compatriots do.

Overall, the qualification has made great strides, with virtually every centre using the helpful mark schemes and templates to record the candidate's marks.

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