

History

OCR Entry Level Certificate Unit R434 Candidate Coversheet

Session	June	Year Guidance on Completion of this form: Please read the instructions printed below. One of these sheets, suitably completed, should be attached to the assessed work of each candidate.			
Centre Name			Centre Number		
Candidate Name			Candidate Number		
			Brief title of each piece of work	Total Mark	
Task 1 Portfolio (50%)		Piece 1			
		Piece 2			
		Piece 3			
Task 2 Study of an indivi	idual (50%)				
		Overall Total (100)		
	[Diagon tiek to indi	icate this work has been standardised		

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website (www.ocr.org.uk).

Guidance on Completion of this form

- 1 One Coversheet should be used for each candidate. Please ensure that the appropriate boxes at the top of the form are completed.
- Please enter comments and page references where evidence can be found in Task 1 Key Theme Project. Indicate which parts of the text in the AOs the evidence relates to by either highlighting, ticking or underlining.
- 3 Enter the mark awarded for each AO of the marking criteria in the relevant mark column.
- 4 Add the marks for the AOs together to give a total out of 50 for each Task. Enter this total in the relevant box above.
- 5 Calculate the overall total out of 100 and enter in the relevant box. Tick to indicate that the work has been standardised internally.
- 6 Include evidence for both tasks with this form.

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Task 1 Levels of Response

		Marking Criteria		Teacher Comment	Page No.	
	Level One	Level Two	Level Three			
Recall, Select and Communicate						
VOA Sein Control Contr	☐ Candidates can sometimes select limited relevant information ☐ Candidates can occasionally deploy this information in a selevant way to make some points about the events, becople, changes or key seatures of the period they have studied ☐ Candidates can demonstrate simited factual knowledge of some of the main events and people they have studied	□ Candidates can select a reasonable range of partly relevant information □ Candidates can sometimes deploy this information in a relevant way to describe some points about the events, people, changes or key features of the period they have studied □ Candidates can demonstrate some factual knowledge and understanding of some of the main events and people they have studied	□ Candidates can select a range of mostly relevant information □ Candidates can often deploy this information in a relevant way to explain some points about the events, people, changes or key features of the period they have studied □ Candidates can demonstrate reasonable factual knowledge and understanding of some of the main events and people they have studied			
	[0 - 5 Marks]	[6 – 10 Marks]	[11 – 15 Marks]			
·	E	Explanation and Analysis		Teacher Comment	Page No.	
SCO SCO OR CH	Candidates can identify ome events, people, changes r key features and haracteristics of the period ney have studied Candidates can distinguish etween the present and the ast. They can sequence a few vents, changes and key eatures and characteristics of ne period they have studied. They can use everyday terms bout the passing of time, for xample, after, old, past	□Candidates can describe some events, people, changes or key features and characteristics of the period they have studied □Candidates can make distinctions between aspects of people's lives today and people's lives in past times. They can sequence some of the main events, changes and key features and characteristics of the period they have studied. They can use terms concerned with the passing of time, for example, century, decade □Candidates can recognise	□Candidates can begin to explain some of the main events, people, changes or key features and characteristics of the period they have studied □Candidates can recognise some changes and some things that stayed the same during the period they have studied. They can make correctly sequenced statements about events, changes and key features and characteristics of the period they have studied □Candidates can give some reasons for, and result of, the			

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	Underst	anding, Analysis and Evaluati	Teacher Comment	Page No.	Mark	
AO3	□ Candidates can comprehend some sources of information about the past and are beginning to use these sources to find answers to questions about the past	□ Candidates can identify some of the different ways in which the past is represented □ Candidates can make simple observations from sources of information and use these to answer questions about the past	□ Candidates can use their knowledge and understanding to identify some of the different ways in which the past is represented □ Candidates can answer questions about the past using sources of information in ways that go beyond simple observations, for example, by making inferences. They can use more than one source of information to answer questions about the past [15 – 20 Marks]			

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Task 2 Levels of Response

	Reca	all, Select and Communicate	Teacher Comment	Page No.	Mark	
A01	□ Candidates can sometimes select limited relevant information □ Candidates can occasionally deploy this information in a relevant way to make some points about the events, people, changes or key features of the period they have studied □ Candidates can demonstrate limited factual knowledge of some of the main events and people they have studied □ Candidates can demonstrate limited factual knowledge of some of the main events and people they have studied	□ Candidates can select a reasonable range of partly relevant information □ Candidates can sometimes deploy this information in a relevant way to describe some points about the events, people, changes or key features of the period they have studied □ Candidates can demonstrate some factual knowledge and understanding of some of the main events and people they have studied	□ Candidates can select a range of mostly relevant information □ Candidates can often deploy this information in a relevant way to explain some points about the events, people, changes or key features of the period they have studied □ Candidates can demonstrate reasonable factual knowledge and understanding of some of the main events and people they have studied □ Tangle Tangl			
		Explanation and Analysis	110 20	Teacher Comment	Page No.	Mark
AO2	□ Candidates can identify some events, people, changes or key features and characteristics of the period they have studied □ Candidates can distinguish between the present and the past. They can sequence a few events, changes and key features and characteristics of the period they have studied. They can use everyday terms about the passing of time, for example, after, old, past	□Candidates can describe some events, people, changes or key features and characteristics of the period they have studied □Candidates can make distinctions between aspects of people's lives today and people's lives in past times. They can sequence some of the main events, changes and key features and characteristics of the period they have studied. They can use terms concerned with the passing of time, for example, century, decade □Candidates can recognise some reasons why people in the past acted as they did [10 − 17 Marks]	□ Candidates can begin to explain some of the main events, people, changes or key features and characteristics of the period they have studied □ Candidates can recognise some changes and some things that stayed the same during the period they have studied. They can make correctly sequenced statements about events, changes and key features and characteristics of the period they have studied □ Candidates can give some reasons for, and result of, the main events and changes of the period they have studied □ Tandidates can give some reasons for and result of the period they have studied □ Candidates can give some reasons for and result of the period they have studied □ Tandidates can give some reasons for and result of the period they have studied □ Tandidates can give some reasons for and result of the period they have studied □ Tandidates can give some reasons for and result of the period they have studied □ Tandidates can give some reasons for and result of the period they have studied □ Tandidates can give some reasons for and result of the period they have studied □ Tandidates can give some reasons for and result of the period they have studied □ Tandidates can give some reasons for and result of the period they have studied □ Tandidates can give some reasons for and result of the period they have studied □ Tandidates can give some reasons for and result of the period they have studied □ Tandidates can give some reasons for and result of the period they have studied □ Tandidates can give some reasons for and the period they have studied □ Tandidates can give some reasons for and the period they have studied □ Tandidates can give some reasons for and the period they have studied □ Tandidates can give some reasons for and the period they have studied □ Tandidates can give some reasons for an and the period they have studied □ Tandidates can give some reasons for an			

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