

Session	June	Year	Guidance on Completion of this form: Please read the instructions printed below. <u>One</u> of these sheets, suitably completed, should be attached to the assessed work of <u>each</u> 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 individual (50%)		
	Overall Total (100)	

Please tick to indicate 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

- 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.
- Enter the mark awarded for each AO of the marking criteria in the relevant mark column.
- 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.
- Calculate the overall total out of 100 and enter in the relevant box. Tick to indicate that the work has been standardised internally.
- Include evidence for both tasks with this form.

Task 1 Levels of Response

Marking Criteria			Teacher Comment	Page No.	Mark
Level One	Level Two	Level Three			
Recall, Select and Communicate					
AO1	<p><input type="checkbox"/> Candidates can sometimes select limited relevant information</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Candidates can demonstrate limited factual knowledge of some of the main events and people they have studied</p> <p style="text-align: right;">[0 - 5 Marks]</p>	<p><input type="checkbox"/> Candidates can select a reasonable range of partly relevant information</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Candidates can demonstrate some factual knowledge and understanding of some of the main events and people they have studied</p> <p style="text-align: right;">[6 – 10 Marks]</p>	<p><input type="checkbox"/> Candidates can select a range of mostly relevant information</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Candidates can demonstrate reasonable factual knowledge and understanding of some of the main events and people they have studied</p> <p style="text-align: right;">[11 – 15 Marks]</p>		
Explanation and Analysis			Teacher Comment	Page No.	Mark
AO2	<p><input type="checkbox"/> Candidates can identify some events, people, changes or key features and characteristics of the period they have studied</p> <p><input type="checkbox"/> 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</p> <p style="text-align: right;">[0 - 5 Marks]</p>	<p><input type="checkbox"/> Candidates can describe some events, people, changes or key features and characteristics of the period they have studied</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Candidates can recognise some reasons why people in the past acted as they did</p> <p style="text-align: right;">[6 – 10 Marks]</p>	<p><input type="checkbox"/> Candidates can begin to explain some of the main events, people, changes or key features and characteristics of the period they have studied</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Candidates can give some reasons for, and result of, the main events and changes of the period they have studied</p> <p style="text-align: right;">[11 – 15 Marks]</p>		

Task 2 Levels of Response

Recall, Select and Communicate			Teacher Comment	Page No.	Mark
AO1	<p><input type="checkbox"/> Candidates can sometimes select limited relevant information</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Candidates can demonstrate limited factual knowledge of some of the main events and people they have studied</p> <p style="text-align: right;">[0 - 9 Marks]</p>	<p><input type="checkbox"/> Candidates can select a reasonable range of partly relevant information</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Candidates can demonstrate some factual knowledge and understanding of some of the main events and people they have studied</p> <p style="text-align: right;">[10 - 17 Marks]</p>	<p><input type="checkbox"/> Candidates can select a range of mostly relevant information</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Candidates can demonstrate reasonable factual knowledge and understanding of some of the main events and people they have studied</p> <p style="text-align: right;">[18 - 25 Marks]</p>		
Explanation and Analysis			Teacher Comment	Page No.	Mark
AO2	<p><input type="checkbox"/> Candidates can identify some events, people, changes or key features and characteristics of the period they have studied</p> <p><input type="checkbox"/> 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</p> <p style="text-align: right;">[0 - 9 Marks]</p>	<p><input type="checkbox"/> Candidates can describe some events, people, changes or key features and characteristics of the period they have studied</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Candidates can recognise some reasons why people in the past acted as they did</p> <p style="text-align: right;">[10 - 17 Marks]</p>	<p><input type="checkbox"/> Candidates can begin to explain some of the main events, people, changes or key features and characteristics of the period they have studied</p> <p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> Candidates can give some reasons for, and result of, the main events and changes of the period they have studied</p> <p style="text-align: right;">[18 - 25 Marks]</p>		