3531849016



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 | | | |
| | | | · | 1 | | |
| | | Brief title of each piece of work | | | | |
| Task 1 Portfolio (50%) | | Piece 1 | | | | |
| | | Piece 2 | | | | |
| | | Piece 3 | | | | |
| Task 2 Study of an | individual (50%) | | | | | |
| | | Overall Total (100 |) | | | |
| | | | | 1 | | |
| | | 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.
- 3 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.
- 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.

Task 1 Levels of Response

| 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 today and people's lives in past times. They can sequence some of the main events, changes and some things that stayed the same during the period they have studied. They can use everyday terms about the passing of time, for example, century, decade Candidates can people, changes or key features and characteristics of the period they have studied 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 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 Candidates can recognise Candidates can people's lives today and people's lives | | | Marking Criteria | | Teacher Comment | Page No. | ı |
|--|--------------------------------|---|--|--|-----------------|-------------|---|
| select imited relevant information □ Candidates can select a range of mostly relevant information □ Candidates can sometimes especially to make some expensive points about the events, people, changes or key features of the period they have studied □ Candidates can demonstrate Candidates can describe Candidates C | | Level One | Level Two | Level Three | | | |
| select limited relevant 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 identify some events, people, changes or key features and characteristics 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 — Candidates can demonstrate reasonable factual knowledge and understanding of some of the main events and people they have studied — Candidates can demonstrate reasonable factual knowledge and understanding of some of the main events and people they have studied — 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 pass studied. They can use everytay terms about the passing of time, for example, after, old, past events, people, changes or key features and characteristics of the period they have studied — Candidates can describe some changes and key features and characteristics of the period they have studied. They can use everytay terms about the passing of time, for example, century, decade — Candidates can recognise some changes and key features and characteristics of the period they have studied. They can make correctly sequenced statements about tevents, changes and key features and characteristics of the period they have studied. They can make correctly sequenced statements about tevents, changes and key features and characteristics of the period they have studied — Candidates can great or the period they have studied — Candidates can great or the period they have studied — Candidates can great or the period they have studied — Candidates can great or the period they ha | Recall, Select and Communicate | | | | | | |
| Candidates can identify some events, people, changes or key features and characteristics of the period they have studied Candidates can make distinctions between the present and the past. They can sequence a few events, changes and key features and characteristics of time, for example, after, old, past 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 make distinctions between aspects of 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 begin to explain some of the main events, people, changes or key features and characteristics of the period they have studied Candidates can recognise statements about events, changes and key features and characteristics of the period they have studied. They can make correctly sequenced statements about events, changes and key features and use terms concerned with the passing of time, for example, century, decade Candidates can give some reasons for, and result of, the 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 soft the period they have studied Candidates can feet of the period they have studied Candidates can make distinctions between aspects of the period they have studied Candidates can feet of the period they have studied Candidates can make distinctions between aspects of the period they have studied Candidates can feet of the period they have studied Candidates can feet of the period they have studied Candidates can feet of the period they have studied Candidates can feet of the period they have studied Candidates can feet of the period they have studied Candidates can feet of the period they have studied Candidates can feet of the period they have studied Candidates can | AO1 | 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 | 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 | 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 | | | |
| Candidates can identify some events, people, changes or key features and characteristics of the period they have studied □Candidates can describe past. They can sequence a few events, changes and key features and characteristics of the period 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 everyday terms about the passing of time, for example, century, decade □Candidates can begin to explain some of the main events, changes or key features and characteristics of the period they have studied □Candidates can recognise some changes or key features and characteristics of 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. They can make correctly sequenced statements about events, changes and key features and characteristics of 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 pegin to explain some of the main events, changes or key features and characteristics of the period they have studied □Candidates can necognise | | [0 - 5 Marks] | | [11 – 15 Marks] | | | |
| Some events, people, changes or key features and characteristics of the period they have studied | | E | Explanation and Analysis | | Teacher Comment | | N |
| the past acted as they did the period they have studied | AO2 | 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 | 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 | 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 | | | |

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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

| Recall, 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 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 - 9 Marks] | [10 – 17 Marks] | [18 – 25 Marks] | | Page | |
| | E | Explanation and Analysis | | Teacher Comment | 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 main events and changes of the period they have studied □ Tandidates 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 main events and changes of the period they have studied □ Tandidates 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 main events and changes 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 any the period they have studied □ Tandidates can give some reasons for any the period they have studied □ Tandidates can give some reasons for any the period they have studied □ Tandidates can give some reasons for any the period they have studied □ Tandidates can give some reasons for any the period they have studied □ Tandidates can give some reasons for any the period they have studied □ Tandidates can give some reasons for any the period they have studied □ Tandidates can give some reasons for any the period they have studied □ Tandidates can give some reasons for any the period they have studied □ Tandidates can give some reasons for any the period they have studied □ Tandidates can give some reasons for any the period they have studied □ Ta | | | |

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