OCR

Oxford Cambridge and RSA

ENTRY LEVEL

Moderators' report

HISTORY

R435

For first teaching in 2016

R435/01/02 Summer 2022 series

Contents

Introduction

Our moderators' reports are produced to offer constructive feedback on centre's assessment of moderated work, based on what has been observed by our moderation team. These reports include a general commentary of accuracy of internal assessment judgements; identify good practice in relation to evidence collation and presentation and comments on the quality of centre assessment decisions against individual Learning Objectives. This report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost to other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our website.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

General overview/Introduction

After an effective gap of two years in moderating this award, it was very pleasing to see entries back to previous levels together with many centres effectively meeting the demands of the award. Entries in the "Covid years" were virtually nil, so there was some trepidation that there would be many situations where centres would find it difficult to follow the demands of Entry Level History correctly among the many other demands on their time. Apart from administrative points which caused a small number of centres to make errors and the apparent drop in candidates achieving the highest level, most other elements of the specification appeared to be back working well. The assignments provided by the Board appeared to be working especially effectively, with most centres using them for two of the three tasks: Crime and Punishment being the most popular Thematic Task, closely followed by Medicine. The Depth Studies are more varied.

Marking of the Thematic and Depth Studies were carried out with a considerable level of accuracy by the vast bulk of teachers with a few even using internal moderation to provide a further check to ensure this. There does remain a certain amount of under marking on the Site or Individual Study, especially where centres have encouraged the candidates to address both elements of the task in a clear way. Once the foundations are in place, candidates can achieve high marks for meeting these objectives.

One area where it would be good to see progress next year is in the percentage of candidates able to achieve the top level. Centres which do well in this award appear to make sure that the candidates approach the assignments after they have the skills and context to do themselves justice. As with GCSE, where candidates are not provided with these foundations, confidence and performance fall away badly. As an example of this, there is a task on the Health Thematic Study where candidates have to describe the impact of two individuals from the 19th Century. An A4 sheet with five short sources about an individual could be provided for the candidates to consider. Not only does this encourage a good response for the direct task, but it can also be tweaked to provide an early experience of doing the Individual Study by getting them to consider the two elements of the work on this individual. This follows on to the second way of improving the number of candidates getting the highest level; where centres make sure the candidates are aware of the two parts to the Individual or Site Studies, marks will always be higher. The OCR materials to help with this award provide some good suggestions to bring progress.

Some centres this year provide another way forward. Where a task provides a stumbling block, there is nothing to stop a centre replacing a source to help candidates over that problem. There were a number of centres this year which clearly altered small parts of the Board provided assignments to encourage better responses. Try to make sure that the source is appropriate, and the task continues to cover the same type of assessment objective.

The overriding message from this year's moderation was the potential effectiveness of this award to encourage a wide range of candidates to achieve. Whether the individual struggles with attendance at school, or finds the rigours of GCSE difficult to face, Entry Level History appears to offer an alternative. The proof for this came in many different forms over the Summer, where moderators witnessed some students showing real engagement in characters from history, or sites around them that they wrote about with real enthusiasm. They also structured these responses and assessed their impact with thoughtful observation. It is great to be back.

Candidates who did well generally did the following:	Candidates who did less well generally did the following:
• Were well prepared for the specific nature of the tasks and the contextual background to the period • they wrote confidently and with some supporting context that addressed the task • responses on the Individual or Site closely followed the demands of the two parts of the task.	• Were forced to guess or write general comments in response to the source stimuli • produced responses about the Individual or Site with no regard to the two-part framework of the task.

Most common causes of centres not passing

Few candidates fail this award; however, where this happens, the incompleteness of the folder for a candidate is almost always the reason. Candidates who complete three tasks very rarely fail to achieve a level.

Common misconceptions

A small number of centres used the MS1 forms to record the level they felt a candidate would achieve rather than the marks from the three tasks. This had knock on effects of raising a clerical error which greatly delayed the moderation for a centre. These points must be set against the fact that after a two-year delay, under which centres have been under enormous pressure, the fact that so many avoided this sort of issue is a welcome outcome.

Avoiding potential malpractice

The use of a front sheet for each individual candidate allows the centre to have a clear check on what has been achieved and gives a snapshot for the moderator, so should be used. Only small numbers of centres did not do this, but when cover sheets were missing, it caused difficulties.

Helpful resources

The OCR online material for Entry Level History provides a great deal of helpful material. This varies from complete assignments that can be copied and used through to frameworks to help guide a candidate.

Supporting you

Post-results services

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Keep up-to-date

We send a weekly roundup to tell you about important updates. You can also sign up for your subject specific updates.
If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses on the relevant subject page on our [website](#) or visit [OCR professional development](#).

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit
 ocr.org.uk/qualifications/resource-finder
 ocr.org.uk
 /ocrexams
 /ocrexams
 /company/ocr
 /ocrexams

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.

 I like this   **I dislike this**

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.