Entry Level Certificate
History

Qualification
Regulated

OCR
Oxford Cambridge and RSA

ENTRY LEVEL CERTIFICATE

Specification

HISTORY

R435

For first assessment in 2016

Contents

1 Why choose an OCR Entry Level Certificate in History?

1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new Entry Level Certificate in History has been refreshed to fit with reformed GCSE (9–1) History qualifications to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications that are designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

Our Entry Level Certificate in History is made up of 100% internally assessed tests and tasks. The flexibility allowed through this approach to assessment will allow you to take any issues into account in your planning that may affect your learners' performance.

We provide support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

• An extensive, high-quality exemplar task booklet

• Access to Subject Advisors to support you through the transition and throughout the lifetime of the specification.

All Entry Level Certificate qualifications offered by OCR are regulated by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's Entry Level Certificate in History is 603/0099/1.

1b. Why choose an OCR Entry Level Certificate in History?

It is our strong desire to ensure that OCR History, at all levels, should captivate learners and develop a desire within them to continue learning beyond the confines of the classroom. It is also our desire that teachers should be able to provide an OCR Entry Level Certificate in History in a variety of different ways and settings.

Our Entry Level Certificate in History provides a fantastic curriculum for learners to ignite and engage their passions and interests. Our content will aim to create independent learners, critical thinkers and decision makers – all personal assets that can make them stand out as they progress to further education and/or the workplace. This is just as true for those learners who may not be able to access the GCSE (9–1) curriculum. We want to be able to offer a recognised and meaningful qualification in history to all learners, regardless of prior attainment or ability.

We will adhere to the GCSE (9–1) History content in an innovative, attractive and valid way.

Aims and learning outcomes

Alongside the new GCSE (9–1) specifications, we want Entry Level history to enable learners to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history

- develop and extend their knowledge of the wide diversity of human experience

- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers

- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context

- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them

- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

1c. What are the key features of this specification?

OCR Entry Level Certificate in History provides both you and your learners with a wide choice of exciting topics to study. These range from Crime and Punishment, to modern American history, to the Vikings.

You can choose topics to match your centre's resources and your learners' interests. You can also base your selection on providing your learners with a number of varied topics to maintain their interest and motivation.

Our Entry Level Certificate in History offers a great deal of flexibility.

Learners have to complete three pieces of work for assessment. These tasks are set by your centre so that you can target your learners' interests. The tasks can be structured or can allow more extended writing to suit the abilities of the learners.

A task booklet of exemplar materials has been produced which teachers are free to use or adapt for the first two tasks if they would prefer.

In the first and second tasks, learners have to study one of five thematic studies, and one of eight depth studies. Once these two areas have been chosen, you and your learners can decide which topics interest them most.

In the third task, our OCR Entry Level Certificate in History also provides learners with the opportunity to choose either a famous individual from the past in whom they are particularly interested, or an historical site. They can carry out some research on the individual or site and present their findings in a variety of ways, e.g. by designing pages for a website or producing a wall display or a cartoon strip.

As the areas of content and the Assessment Objectives in our Entry Level are based on any GCSE (9–1) History specifications, there is easy progression from one to the other. More content coverage will be required for GCSE (9–1) but learners moving from Entry Level will have made a strong start both in terms of content
and skills.

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1d. What is new in OCR Entry Level Certificate in History (R435)

This section is intended for teachers using OCR's Entry Level Certificate in History.

It highlights the differences between the current Entry Level Certificate (R434) and the new version for first teaching from September 2016:

What stays the same?	What's changing?
• Many of the topics remain the same • All the work is internally-assessed and externally-moderated • The piece of work on either a chosen individual or a chosen site remains 400 words long • Learners can still submit their work in a variety of media (such as essays, PowerPoint presentations, posters) • Centres have the flexibility to teach this as a separate course or within GCSE (9–1) or other classes to allow co-teachability with GCSE courses.	• Learners must study three areas of content instead of two • Learners must complete four pieces of work instead of three • Some new areas of content have been added and some removed to reflect the changes to new GCSE (9–1) specifications • The assessment objectives have been revised to match new GCSE (9–1) assessment objectives • The thematic study and the period study will be marked through a mixture of points based and levels based mark schemes. • The exemplar task booklet will be available on OCR Interchange.

1e. How do I find out more information?

If you are already using OCR specifications you can contact us at: www.ocr.org.uk

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: www.ocr.org.uk

If you are not yet an approved centre and would like to become one go to: www.ocr.org.uk

Want to find out more?

Ask our Subject Advisors:

Email: history@ocr.org.uk

Customer Contact Centre: 01223 553998

Visit our Online Support Centre at support.ocr.org.uk

Teacher support: www.ocr.org.uk/history

Twitter: @OCR_History

2 The specification overview

2a. OCR's Entry Level Certificate in History (R435)

Learners must complete all three tasks which make up 100% of the assessment.

<table>
<tr><td>Content Overview</td><td colspan="2">Assessment Overview</td></tr>
<tr>
<td rowspan="3">

One from:
- Crime and Punishment
- People's Health
- Migration
- War and British Society
- Power, Monarchy and Democracy.

One from:
- Germany 1925–55
- The USA 1919–74
- Normans 1065–1087
- Elizabethans 1580–1603
- The Making of America 1789–1900
- The Viking Age c. 750–c. 1050
- Britain: Peace and War 1900–18
- International Relations 1918–2001.

Learners choose either a site or an individual to study and complete two pieces of work:
- A 150-word biography (of the person) or guide (to the site)
- A 250-word explanation of the importance and impact of their site or individual over time.

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Thematic Study

40 Marks

Internally-assessed/ externally-moderated

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40%
of total
Entry Level
Certificate

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Depth Study

30 Marks

Internally-assessed/ externally-moderated

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30%
of total
Entry Level
Certificate

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Study of a Site or Individual

30 Marks

Internally-assessed/ externally-moderated

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<td>

30%
of total
Entry Level
Certificate

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2b. Content of Thematic Study

Centres should choose one of the following five topics. Learners can focus on just one or two key periods or can follow a theme across several periods.

Centres should ensure that the aspects chosen have enough depth and range to ensure that learners have the chance to study key features and characteristics of periods studied and the relationship between them in order to cover Assessment Objectives 1, 2 and 3.

Centres can use our exemplar task booklet in the assessment, or can set their own tasks using the exemplar task booklet as a guide.

From September 2016, you will be able to access the exemplar task booklets for the Thematic Study and Depth study via OCR Interchange.

Topic 1: Crime and Punishment	
Key Topic	**Key content/questions:**
Medieval Britain c. 1250–1500	• Crimes and criminals – who were the criminals, what types of crimes did they commit? • Enforcing law and order, e.g. courts • Punishing offenders: types of punishment and effects, e.g. fines, whipping, humiliation.
Early Modern Britain c. 1500–1750	• Changing nature of crimes and criminals – who were the criminals and what types of crimes did they commit? • Enforcing law and order, e.g. different law enforcers • Punishing offenders: types of punishment and effects, e.g. Bloody Code.
Industrial Britain c. 1750–1900	• Crimes and criminals – who were the criminals and what types of crimes did they commit? • Enforcing law and order, including introduction of police force • Punishing offenders: types of punishment and effects, e.g. transportation, executions.
Britain since c. 1900	• Crimes and criminals – who were the criminals and what types of crimes did they commit? • Enforcing law and order • Punishing offenders: types of punishment and effects, e.g. abolition of capital punishment, rehabilitation.

Topic 2: The People's Health

Key Topic	Key content and questions:
Medieval Britain c. 1250–1500	• Living conditions: housing, food, water and waste • Responses to the Black Death • Approaches to public health in towns, monasteries and cities.
Early Modern Britain c. 1500–1750	• Living conditions: housing, food, water and waste • Responses to outbreaks of plague • Approaches to public health in towns and cities, and by national governments.
Industrial Britain c. 1750–1900	• Living conditions in industrialised Britain: housing, food, water and waste • Responses to the cholera epidemics • Approaches to public health in towns and cities, such as Public Health Acts.
Britain since c. 1900	• Living conditions: housing, food, air pollution and lifestyle changes • Responses to Spanish influenza and AIDS • Approaches to public health and growing government involvement, e.g. anti-smoking initiatives and the obesity crisis.

Topic 3: Migration to Britain

Key Topic	Key content and questions
Medieval Britain c. 1250–1500	• The diversity of migrant communities including Dutch, Flemish and other European migrants • Jewish communities and their expulsion • Attitudes towards migrants: official and unofficial responses.
Early Modern Britain c. 1500–1750	• The diversity of migrant communities including Jews and Gypsies • Protestant refugees including Huguenots and Palatines • Attitudes towards early African and Indian migrants.
Industrial Britain c. 1750–1900	• The diversity of migrant communities including Italians and east European Jews • Lascars and the growth of Indian, Chinese and African communities • Attitudes towards migrants: large-scale migration from Ireland and the growth of Irish communities.
Britain since c. 1900	• The diversity of migrant communities including Commonwealth migrants since the Second World War • Aliens and refugees in the world wars e.g. Kindertransport • Attitudes towards migrants: racist and anti-racist movements, legislation, refugees, asylum-seekers and economic migrants since the 1980s.

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Topic 4: Power, Monarchy and Democracy	
Key Topic	**Key content and questions**
Medieval Britain c. 1000–1500	• The power and responsibility of kings, relations between the kings and subjects • Claimants to the throne in 1066 and changes by 1087 • Challenges to power: John and Magna Carta, Parliament and Henry III, Richard II and Peasants' Revolt, Wars of the Roses.
Early Modern Britain c. 1500–1750	• Tudor, Stuart and Hanoverian government: growth of royal power under Henry VIII and Elizabeth I • Defeat and return of the monarchy 1629-1660 • Reasons for, legacy and effects of the Glorious Revolution.
Industrial Britain c. 1750–1900	• Development of parliamentary monarchy and democracy from 1750 • Reasons for and impact of Parliamentary reform in 1832, 1867, 1884 • Rise of mass trade unions and Chartism.
Britain since c. 1900	• Changing relationship between government and people, e.g. increased government control, the welfare state • The rise of the Labour Party and the women's rights movement • Challenges to power since the Second World War, e.g. Miners' Strike, CND, Greenpeace, and the growth of Prime Ministerial power under Thatcher and Blair.

Topic 5: War and British society	
Key Topic	**Key content and questions**
Medieval Britain c. 790–1500	• Viking raids on Anglo-Saxon England • Norman Conquest • War in society under Stephen, John, Edward I and its impact on the population.
Early Modern Britain c. 1500–1750	• Elizabeth's wars with Spain and Anglo-Scottish skirmishes • Effects of the 1642–1651 wars on England, Scotland and Ireland • Impact of the Jacobite Wars of 1715 and 1745.
Industrial Britain c. 1750–1900	• Imperial wars in the 18th centuries, e.g. in North America • Effects of the wars against France 1792–1815 • Imperial conflicts such as Crimea, Boer Wars and their impact.
Britain since c. 1900	• The impact of the First World War • The impact of the Second World War • Wars and conflicts since 1945 and their impacts, e.g. the Cold War, the IRA, Iraq, the threat from terrorism since 2003.

2b. Content of Period Studies

Centres should choose one of the following eight topics. Learners can focus on just one or two key ideas, such as the Cold War or the American West, or they can follow the whole period of study. Some of these topics have been adapted from the GCSE (9–1) topics and therefore cover a longer and more detailed period than others.

Centres should ensure that the aspects chosen have enough depth and range to ensure that learners have the chance to study key features and characteristics

of periods studied and the relationship between them in order to cover Assessment objectives 1, 2 and 4.

Centres can use our exemplar task booklet in the assessment, or can set their own tasks using the exemplar task booklet as a guide.

From September 2016, you will be able to access the exemplar task booklets for the Thematic Study and Depth study via OCR Interchange.

Topic 1: International Relations 1918–2001	
Key Topic	**Key content and questions:**
Between the wars	• The Treaty of Versailles, conflict and cooperation in the 1920s • Conflict, nationalism and failure of cooperation in the 1930s • The debate over Appeasement and the outbreak of war.
The Cold War	• Actions of the USA and USSR in Europe in the 1940s and the debate over blame for the Cold War • Crises such as Berlin, Cuba, Vietnam and how these changed international relations • The invasion of Afghanistan, Reagan and the 'new' Cold War.
The end of the Cold War	• Gorbachev and his role • The events of 1989 • Superpower relations under Reagan and Gorbachev.
The world since 1990	• The Taliban and Al-Qaeda: reasons for formation • Conflicts and conflict resolution in the 1990s • The actions of Al-Qaeda from 1993 to 2001 (9/11).

Topic 2: Germany 1925–55

Key Topic	Key content and questions:
Germany 1925–33	• Successes and failures of Weimar Germany • Impact of the depression • Rise of the Nazis and reasons for Hitler becoming Chancellor.
Germany 1933–39	• Actions of the Nazis in government, e.g. Night of the Long Knives in establishing dictatorship • Education, women, children and everyday life • Opposition to the Nazis and increased persecution of minorities.
Germany 1939–45	• Germany at war: the economy and the impact of war on the people • Total war 1943–45 and defeat • The Holocaust.
Germany 1945–55	• Denazification • West German recovery to 1955 and the development of democracy • East German development to 1955 and the impact of communism.

Topic 3: The USA 1918–74

Key Topic	Key content and questions:
The USA 1918–29	• The economy, society and politics • The growth of the women's rights movement; prejudice and discrimination • The Ku Klux Klan and the Red Scare.
The USA 1929–45	• The impact of the depression on government and the ordinary people • The New Deal and its impact on society • Impact of the war: increased government power, better economy, segregation and Japanese internment.
The USA 1945–64	• Concern over communism, McCarthyism and superpower relations • The growth of the civil rights movement including Martin Luther King • The roles of the supreme court, Presidents Kennedy and Johnson, in civil rights.
The USA 1964–74	• The emergence of Black Power and the influence of Malcolm X • The emergence, key features and impact of the Women's rights movement and gay rights movement • Anti-Vietnam war protests, Johnson and Nixon's policies on welfare.

Topic 4: The Norman Conquest

Key Topic	Key content and questions:
England in 1066	• Anglo-Saxon society • Religion • Culture
Invasion and victory	• Norman society and warfare • The claimants and their strengths in 1066 • The battles and reasons for outcomes.
Resistance and response	• Uprisings against Norman rule in Mercia • The Harrying of the North • Hereward's rebellion and the end of resistance.
Castles and control	• Design and distribution of castles to 1087 • Purpose and function of castles • Domesday Book: creation and purpose.

Topic 5: The Elizabethans 1580–1603

Key Topic	Key content and questions:
Elizabeth and England	• Elizabeth's court • The role of Parliaments and how Elizabeth controlled them • Local government and propaganda.
Catholics	• Elizabeth's religious settlement • Catholic links abroad and plots • Mary Queen of Scots and the Armada.
Daily life	• Rich, middle and poor Elizabethans • Husbands and wives, children, and causes of poverty • Theatres, Puritans and witches.
The wider world	• Elizabethan adventurers: aims, key features, extent of success • Roanoke: aims, key features, extent of success • Trade with the east.

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Topic 6: Britain: Peace and War 1900–18

Key Topic	Key content and questions:
Wealth	• Britain's power and wealth • The lives of the upper, middle and working classes • Poverty and Rowntree's investigation.
Politics and empire	• Liberals, Conservatives and Labour • Liberal reforms and the crisis years 1910–14 • Attitudes to empire including India and Ireland.
Women	• Women's lives • Suffragists and suffragettes • The government's response and women's position by 1914.
War	• Government policy and propaganda, e.g. DORA, conscription • Men's responses including pals' battalions and conscientious objection • Women's responses including employment and the suffrage campaign.

Topic 7: The Viking Age c.750–c.1050

Key Topic	Key content and questions:
Homelands	• Landscape, society and everyday life in Scandinavia • Ships, seafaring and trade • Beliefs and rituals.
Volga Vikings	• Viking trade and settlement in Russia • Interaction with the Arab world • Relations with Constantinople and the Byzantine Empire.
Raiders and invaders	• Nature and causes of Viking raids in Britain, Ireland and France • Viking warfare: warships, warriors and tactics • The 'great heathen army' in England and the Danelaw.
Settlers and kings	• Viking life in the British Isles and France, e.g. Jorvik • Viking settlement in Iceland, Greenland and North America • Harald Bluetooth, Svein Forkbeard and Cnut.

Topic 8: The Making of America 1789–1900	
Key Topic	**Key content and questions:**
America's expansion 1789–1838	• How and why the USA expanded 1789–1838 • Southern cotton plantations and slavery 1793-1838 • The removal of indigenous people from the east 1830–1838.
The West 1839–1860	• The culture of the Plains Indians • The journeys of the early migrants to California, Oregon and Utah • Californian Gold Rush and the Pikes Peak Gold Rush.
Settlement and conflict on the Plains 1861–77	• Railroads, ranches and cow towns • Homesteaders • The Indian Wars 1862–1877.
Civil War, reconstruction and cultures 1861–1900	• Causes of the civil war and the African-American experience of the war • Reconstruction, limitations on African-American liberty, the growth of cities and big business • Changes to the Plains Indians' way of life including the reservations and the buffalo.

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2b.   Content of the Site or Individual Study

Learners are free to choose either an historical figure or a site for this task. Centres are free to decide if every one of their learners studies the same person or site, or give learners a choice. Centres may have a mixture of some learners studying a site and others studying an individual. Each learner can only study either an individual or a site study. The total word count for both pieces of work should be up to 400 words. It can be presented in a variety of media (for example essays, posters, PowerPoint presentations).

The site or individual could be one connected with one of the other topics chosen for tasks one and two, or a completely different site or individual.

Study of an Individual	
Key Topic	**Key requirements:**
Biography	• Produce an up to 150-word description of the individual.
Explanation	• Produce an up to 250-word explanation of the importance of the individual over a period in history of at least fifty years.

Study of a Site	
Key Topic	**Key content and questions:**
Guide	• Produce an up to 150-word guide to the key features of the site.
Explanation	• Produce an up to 250-word explanation of the importance of the site over a period in history of at least fifty years.

2c. Prior knowledge, learning and progression

- No prior learning of the subject is required.

- Progression – this Entry Level Certificate is a general qualification designed to enable learners to progress either directly to employment or to foundation level courses.

The progress of some learners during the course might be sufficient to allow their transfer to a History GCSE (9–1) course.

There are a number of History qualifications at OCR. Find out more at www.ocr.org.uk

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3 Assessment of Entry Level Certificate in History

3a. Forms of assessment

OCR's Entry Level Certificate in History consists of three tasks that are assessed by the centre and externally-moderated by OCR.

Task 1	
Thematic Study 40 Marks Internally-assessed/ externally-moderated 40% of total marks	There is one task to be completed either from the bank of tasks set by OCR in the specimen material, or from the centre's own material. The specimen task material booklet remains live for the lifetime of the specification and can be accessed via OCR Interchange from September 2016. Each task consists of series of questions testing learners' knowledge and understanding of the theme studied. The questions within these tasks test different assessment objectives, and centres must ensure they have covered all the required assessment objectives for each task. Teachers may use their discretion as to the timing of this task, depending of the needs of individual learners. Teachers should draw learners' attention to the allocation of marks for each question and the relationship between the answer space provided and the expected length of their responses. Teachers may also read out the tasks to the learners and help them with any proper names or key terms that may not readily be recognised.

Task 2	
Depth Study 30 Marks Internally-assessed/ externally-moderated 30% of total marks	There is one task to be completed either from the bank of tasks set by OCR in the specimen material, or from the centre's own material. The specimen task material booklet remains live for the lifetime of the specification and can be accessed via OCR Interchange from September 2016. Each task consists of series of questions testing learners' knowledge and understanding of the depth study studied. The questions within these tasks test different assessment objectives, and centres must ensure they have covered all the required assessment objectives for each task. Teachers may use their discretion as to the timing of this task, depending of the needs of individual learners. Teachers should draw learners' attention to the allocation of marks for each question and the relationship between the answer space provided and the expected length of their responses. Teachers may also read out the tasks to the learners and help them with any proper names or key terms that may not readily be recognised.

Task 3	
Study of a Site or Individual 30 Marks Internally-assessed/ externally-moderated 30% of total marks	Teachers should decide whether their learners will study a site or an individual. Teachers may choose to have some learners study a site, and others an individual. There are two tasks to be completed, and these can be presented in any suitable format. The first task requires learners to produce an up-to-150-word biography of the individual, or guide to the site. The second task requires learners to explain the importance of either the individual or the site across a period of time (at least 50 years), and should be up to 250 words. Teachers should discuss the suitability of the chosen site or individual with their learners before starting work. Teachers may give guidance to learners on completing the task but should aim to intervene as little as possible. Learners should be free to submit their work in whatever format they chose, so long as the teacher feels it is appropriate.

3b. Assessment objectives (AO)

There are four Assessment Objectives in OCR Entry Level Certificate in History. These are detailed in the table below.

Learners are expected to demonstrate their ability to:

	Assessment Objective
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
AO2	Explain and analyse historical events and periods studied using second-order historical concepts, such as causation, consequence and significance, change and continuity over time.
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO weightings for OCR Entry Level Certificate in History

The relationship between the Assessment Objectives and the tasks are shown in the table below:

Assessments	% of overall Entry Level Certificate in History				Total %
	AO1	AO2	AO3	A04	
Thematic study	15	10	15	0	40%
Depth study	5	10	0	15	30%
Site or individual study	15	15	0	0	30%
Total	35	35	15	15	100%

3c.   Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study and assessment. The total qualification time for Entry Level Certificate in History is 120 hours. The guided learning hours are 120.

3d.   Qualification availability outside of England

This qualification is available in England. For Wales and Northern Ireland please check the Qualifications in Wales Portal (QIW) or the Northern Ireland Department of Education Performance Measures / Northern Ireland Entitlement Framework Qualifications Accreditation Number (NIEFQAN) list to see current availability.

3e.   Language

This qualification is available in English only. All assessment materials are available in English only and all candidate work must be in English.

3f.   Assessment availability

There will be one examination series available each year in May/June to **all** learners.

This specification will be certificated from the June 2017 examination series onwards.

3g.   Retaking the qualification

Learners can retake the qualification as many times as they wish.

3h. Internal assessment tasks

All internal assessment tasks are set by the centre.

Assessment	Set by centre
Task 1	✓
Task 2	✓
Task 3	✓

Internal assessment exemplar tasks 1 and 2 can be found on OCR Interchange: https://interchange.ocr.org.uk

3i. Study of a Site and Individual – marking criteria

Work submitted for the Entry Level Certificate tasks should reflect the standard expected for a learner after a full Entry Level course of study.

All tasks for OCR's Entry Level Certificate in History are internally-assessed and externally-moderated.

Learners' work should be marked by the centre assessor to the marking criteria in the relevant table, using a 'best-fit' approach.

Marking should be positive, rewarding achievement rather than penalising omissions. The awarding of marks must be directly related to the marking criteria.

Teachers should use their professional judgement in selecting band descriptors that best describe the work of the learner to place them in the appropriate band for each assessment objective strand.

To select the most appropriate mark in the band descriptor, teachers should use the following guidance:

• where the learner's work convincingly meets the statement, the highest mark should be awarded

• where the learner's work adequately meets the statement, the most appropriate mark in the middle of the range should be awarded

• where the learner's work just meets the statement, the lowest mark should be awarded.

Teachers should use the full range of marks available to them and award full marks in any band for work which fully meets that descriptor.

There should be clear evidence that work has been attempted and some work produced. If a learner submits no work for a task then the learner should be indicated as being absent from that assessment. If a learner completes any work at all for the tasks then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

The marking criteria for tasks 1 (Thematic Study) and 2 (Depth Study) can be found in the exemplar tasks booklets, accessed via OCR Interchange.

Task 3: Site or Individual Study (30 marks: AO1 15 marks AO2 15 marks)

Level 5	25–30 marks	• Candidates can demonstrate knowledge and understanding of the key features and characteristics of the topics studied • Candidates can explain and analyse historical events and periods studied
Level 4	19–24 marks	• Candidates can demonstrate some knowledge and understanding of the key features and characteristics of the topics studied • Candidates can explain and analyse historical events and periods studied to some extent
Level 3	13–18 marks	• Candidates can demonstrate some knowledge, and are beginning to show understanding, of the key features and characteristics of the topics studied • Candidates are beginning to explain and analyse historical events and periods studied
Level 2	7–12 marks	• Candidates can sometimes select relevant information to demonstrate their knowledge of the key features and characteristics of the topics studied • Candidates can occasionally deploy this information in a relevant way to make some points about the event, people, changes or key features of the period they have studied
Level 1	1–6 marks	• Candidates can sometimes select limited relevant information to demonstrate their knowledge of the key features and characteristics of the topics studied • Candidates can begin to deploy this information in a relevant way to make some points about the event, people, changes or key features of the period they have studied

3j. Calculating qualification results

A learner's overall qualification grade for OCR Entry Level Certificate in History will be calculated by adding together their marks from the tasks taken to give their total mark.

This mark will then be compared to the qualification level grade boundaries for the relevant exam series to determine the learner's overall qualification grade.

4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at: http://www.ocr.org.uk/administration

4a. Pre-assessment

Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series.

Estimated entries should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking an Entry Level Certificate in History must be entered for R435.

Entry option		Components		
Entry code	Title	Code	Assessment type	Submission method
R435 A	History	01	Non-exam assessment	Moderated upload
R435 B	History	02	Non-exam assessment	Moderated postal

Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website at: https://www.ocr.org.uk/administration/general-qualifications/assessment/.

4b. Access arrangements and special consideration

Adjustments to standard assessment arrangements are made on the basis of the individual needs of learners.

It is important, therefore, that centres identify as early as possible whether learners have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is shared between your centre and OCR.

For further information please read the Joint Council of Qualifications' (JCQ) publication Access Arrangements and Reasonable Adjustments.

There are sections providing eligibility criteria and details relating to the delivery of each access arrangement. Please pay particular attention to Chapter 8.8 in relation to Entry Level Certificate.

The access arrangements permissible for use in the Entry Level Certificate qualifications are as follows:

Access Arrangements for Entry Level Certificate in History.	
The arrangements listed on the right may be granted by the centre and do not need to be recorded. Evidence of need is not required to be held on file.	• Amplification equipment, taped questions and responses • Bilingual dictionary • Braille transcript • Braillers • Brailling of non-secure assessment material • Closed Circuit Television (CCTV) • Colour naming by the invigilator for candidates who are colour blind • Coloured overlays • Communication Professional for written questions and responses (but not in MFL Speaking assessments) • Enlarge or photocopy the question paper on to coloured paper • Fidget toys and stress balls • Live speaker for pre-recorded examination components • Low vision aid/magnifier • Non-electronic ear defenders/ear plugs • Optical Character Reader (OCR) scanners • Prompter • Read aloud (which can include an examination reading pen) • Separate invigilation within the centre (sitting the examination outside of the main examination hall/room, e.g. a room for a smaller group of candidates • Squared paper for visual spatial difficulties • Supervised rest breaks • Word processor (with spelling and grammar checks switched off)

Access Arrangements for Entry Level Certificate in History.	
Where permitted by the specification, the following arrangements may be granted by the centre without prior approval from OCR, but Form 11 – JCQ/EL/NF must be completed online. Form 11 can be accessed online through the Centre Admin Portal (CAP), via Interchange.	• Bilingual dictionary with 10% extra time (for the use of the dictionary) • Computer reader/reader • Extra time in timed components • Practical Assistant • Scribe

The access arrangements detailed above may be appropriate for learners with disabilities, special educational needs or temporary injuries impacting on their ability to access the assessment, but this is not an exhaustive list. If you have any queries regarding Access Arrangements, please contact the Special Requirements Team at OCR (srteam@ocr.org.uk).

The JCQ document *A Guide to the Special Consideration Process* should also be referred to regarding post-assessment special consideration in cases of temporary illness, indisposition, or injury at the time of the examination/assessment. For Entry Level Certificate, applications for special consideration should be submitted using Special Consideration Online, accessed via OCR Interchange.

4c.   Admin of non-exam assessment

Regulations governing arrangements for internal assessments are contained in the JCQ *Instructions for conducting non-examination assessments.*

Level of support

OCR expects teachers to supervise and guide learners who are undertaking work that is internally-assessed. The degree of teacher guidance will vary according to the kind of work being undertaken. It should be remembered, however, that learners are required to reach their own judgments and conclusions. When supervising internally assessed tasks, teachers are expected to: offer learners advice about how best to approach such tasks exercise supervision of the work in order to monitor progress and to prevent plagiarism ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified mark descriptions and procedures.

Work should, wherever possible, be carried out under supervision. However, it is accepted that some tasks may require learners to undertake work outside the centre. Where this is the case, the centre must ensure that sufficient supervised work takes place to allow the teachers concerned to authenticate each learner's work with confidence.

Authentication of learners' work

Centres must declare that the work submitted for assessment is the learner's own by completing a centre authentication form (CCS160). This information must be retained at the centre and be available on request to either OCR or the JCQ centre inspection service.

It must be kept until the deadline has passed for centres to submit a Review of Results (RoR). Once this deadline has passed and centres have not requested a RoR, this evidence can be destroyed.

Head of Centre Annual Declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

Private Candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: http://www.ocr.org.uk

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Internal standardisation

Centres must carry out internal standardisation to ensure that marks awarded by different teachers are accurate and consistent across all candidates entered for the assessment from that centre.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

Moderation

The purpose of moderation is to bring the marking of internally-assessed tasks in all participating centres to an agreed standard. This is achieved by checking a sample of each centre's marking of candidates' work.

Following internal standardisation, centres submit marks to OCR and the moderator. If there 10 learners or fewer, all the work should be submitted for moderation at the same time as marks are submitted.

Once marks have been submitted to OCR and your moderator, centres will receive a moderation sample request. Samples will include work from across the range of attainment of the candidates' work.

There are two ways to submit a sample:

Moderated upload – Where you upload electronic copies of the work included in the sample via our Submit for Assessment service and your moderator accesses the work from there.

Moderated postal – Where you post the sample of work to the moderator.

The method that will be used to submit the moderation sample must be specified when making entries. The relevant entry codes are given in Section 4a above.

All learners' work must be submitted using the same entry option. It is not possible for centres to offer both options within the same series.

Each learner's work should have a cover sheet attached to it with a summary of the marks awarded for the tasks. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's folder. For more information on the evidence required for moderation, see section 5d Files.

Centres will receive the outcome of moderation when the provisional results are issued. This will include:

Moderation Adjustments Report – Listing any scaling that has been applied to internally-assessed tasks.

Moderator Report to Centres – A brief report by the moderator on the internal assessment of candidates' work.

4d. Results and certificates

Grade Scale

Entry Level qualifications are graded on the scale: Entry 3, Entry 2 and Entry 1, where Entry 3 is the highest grade available. Candidates who fail to reach the minimum standard of Entry 1 will be Unclassified (U). Only subjects in which grades Entry 3, Entry 2 and Entry 1 are attained will be recorded on certificates.

Results

Results are released to centres and candidates for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results' information for each candidate:

- the grade for the qualification

- the total mark for the qualification.

The following supporting information will be available:

- grade boundaries for each entry option.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A candidate's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Entry Level Certificate in History'.

4e. Post-results services

A number of post-results services are available:

- **Review of results** – If you are not happy with the outcome of a candidate's results, centres may request a review of their moderation.

- **Missing and incomplete results** – This service should be used if an individual subject result for a candidate is missing, or the candidate has been omitted entirely from the results supplied.

4f. Centre Malpractice guidance

It is the responsibility of the Head of Centre to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to OCR compliance@ocr.org.uk.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly, and report the outcomes to compliance@ocr.org.uk.

Further information is contained in the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments* which is available from www.jcq.org.uk.

5 Appendices

5a. Awarding of grades

The grades awarded for the Entry Level Certificate in History will be at three levels: Entry 1, Entry 2 and Entry 3.

All mark schemes have been written to address the following targeted thresholds:

Specification Grade	Entry 3	Entry 2	Entry 1
Target	80%	60%	40%

5b. Overlap with other qualifications

There is some overlap of content with the OCR GCSE (9–1) History A (Explaining the Modern World) and GCSE (9–1) History B (Schools History Project), although the assessment requirements are different.

There may be a small degree of overlap between the content of this specification and those for other Entry Level Certificates in History.

5c. Key skills sections

This specification provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance and Problem Solving* at Levels 1. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Level 1 for each unit.

Unit	C 1	AoN 0	IT 1	WwO 1	IoLP 1	PS 1
R435	✓	–	✓	✓	✓	✓

5d. Files

All centres entering candidates for the OCR Entry Level Certificate in History must submit a sample of candidates' files as evidence for moderation. Learners' files can be submitted via moderated upload or moderated postal. See section 4a for the relevant entry codes.

All the Entry Level History tasks are internally-assessed. They are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR by 15 May on an annual basis, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of learners within the centre.

Once marks have been submitted to OCR and your moderator, centres will receive a moderation sample request.

The sample will consist of 10 candidates from across the centre's attainment range. Where 10 candidates or fewer are entered for the qualification, the centre will submit files for all candidates. Files submitted for moderation should be clearly labelled and include the following details:

- • Centre number

- • Centre name

- • Candidate number

- • Candidate name

- • Task title.

Work submitted for moderation should be secured with treasury tags. Each candidate's file should include a cover sheet with a details of the marks awarded for each task in accordance with the marking criteria. If the work is to be submitted electronically, this cover sheet should also be submitted electronically within each candidate's file.

Each candidate's file should contain the following evidence and should be submitted for each candidate in the sample:

- • Task 1 (Thematic Study)

- • Task 2 (Depth Study)

- • Task 3 (Study of a Site or Individual).

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Summary of updates

Date	Version	Section	Title of section	Change
May 2018	1.1	Front cover	Disclaimer	Addition of disclaimer
September 2018	1.2	4a	Pre-assessment	Updated entry codes
January 2019	1.3	3c	Total Qualification Time	Insertion of new section
January 2020	1.4	i) 4c ii) 4e	i) Admin of non-exam assessment ii) Post-results services	i) Enquiries about results changed to Review of results ii) Enquiries about results changed to Review of results
January 2021	1.5	3c	Total qualification time	Typo corrected from 140 to 120 hours Update to specification covers to meet digital accessibility standards.
January 2023	1.6	4b	Special consideration	Update to access arrangements
May 2023	1.7	3c 4a 4c 5d	Total qualification time Pre-assessment Admin of non-exam assessment Files	Inclusion of GLH and update to the wording of moderation submission options.
January 2024	1.8	3d, 3e 4a Checklist	Qualification availability, Language Pre-assessment	Inclusion of disclaimer regarding language and availability Update to include resilience guidance Inclusion of checklist with key links

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YOUR CHECKLIST

Our aim is to provide you with all the information and support you need to deliver our specifications.

☐ Bookmark [OCR website](#) for all the latest information and news on our History Entry Level Certificate

☐ Sign up for [Teach Cambridge](#): our personalised and secure website that provides teachers with access to all planning, teaching and assessment support materials

☐ Be among the first to hear about support materials and resources as they become available – register for [History Entry Level Certificate](#)

☐ Find out about our [professional development](#)

☐ View our range of [skills guides](#) for use across subjects and qualifications

Contact the team at:

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history@ocr.org.uk

@OCR_history

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