

# **History B (Modern World)**

OCR GCSE (Short Course) in History B J117

**July 2009**

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Vertical black lines indicate a significant change to the previous printed version. Changes can be found on pages 7, 13 and 22.

# 1 About these Qualifications

This booklet contains OCR's GCSE short-course specification in History B, for teaching from September 2009.

## Key features

- A clear progression route to the revised OCR A/AS Level History specifications.
- An Aspects of International Relations Core, 1919–2005, charting key changes, defining key issues and including key people and events.
- Historical Enquiries controlled assessment (50%) which requires the completion of one task based on British History .
- Associated full GCSE History qualification.

This specification requires the study of:

- **Key events, people, changes and issues** identified through key questions and focus points in the core and controlled assessment
- **Key features and characteristics of the periods, societies, situations specified**, and, where appropriate, **the social, cultural, religious and ethnic diversity** of the societies studied and **the experiences of men and women** in these societies identified through key questions and focus points in the core
- **A significant element of British history**, contained in Controlled Assessment, building on the knowledge, skills and understanding acquired at Key Stage 3
- **History in two different ways**: an outline study of developments in Aspects of International Relations from the end of the First World War to the fall of Communism in Eastern Europe, and studies in the controlled assessment unit. The core content will be concerned with a single theme (Aspects of International Relations) in contrast to the two options of the controlled assessment
- **History from a variety of perspectives** – political, social, economic and cultural
- **History through a range of sources** of information, including ICT, appropriate to the period, such as written and visual sources, artefacts, music, oral accounts, and buildings and sites, as demonstrated in controlled assessment.

## 1.1 GCSE (Short Course)

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From September 2009 the GCSE is made up of two mandatory units. One is externally assessed and one is controlled assessment, which is internally assessed.

**A981:** Aspects of International Relations 1919–2005.

**A982:** British Historical Enquiry.

## 1.2 Qualification Titles and Levels

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This qualification is shown on a certificate as:

- OCR GCSE (Short Course) in History B.

This qualification is approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A\* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

## 1.3 Aims and Learning Outcomes

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GCSE specifications in history should encourage candidates to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. They should prepare candidates to make informed decisions about further learning opportunities and career choices.

GCSE specifications in history must enable candidates to:

- Actively engage in the process of historical enquiry to develop as effective and independent candidates and as critical and reflective thinkers with enquiring minds
- Develop their knowledge and coherent understanding of selected periods, societies and aspects of history
- Develop an awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes
- Develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context
- Organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgements
- Recognise that their historical knowledge, understanding and skills help them understand the present and also provide them with a basis for their role as responsible citizens, as well as for the possible further study of history.

## 1.4 Prior Learning/Attainment

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Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or Entry 3 at Entry Level within the National Qualifications Framework.

# 2 Summary of Content

## 2.1 GCSE (Short Course) Units

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### Unit A981: Aspects of International Relations, 1919–2005

The content consists of three sections on Aspects of International Relations, 1919–2005.

Candidates study any **one** section.

Section A: The Inter-War Years, 1919–1939

Section B: The Cold War, 1945–1975

Section C: A New World? 1948–2005

Candidates will be expected to demonstrate their ability to describe and explain historical change and cause, and analyse different features of historical situations. Candidates will also be expected to use their contextual knowledge to help them comprehend, interpret, evaluate and use historical sources.

There will be one written examination paper divided into three sections. Candidates choose one section and answer Question 1, which is a sources based question, and either Question 2 or Question 3, which are structured questions.

### Unit A982: British Historical Enquiry

OCR will issue controlled assessment tasks for this unit. Centres must choose **one** of the following options:

- How was British society changed, 1890–1918?
- How far did British society change, 1939–1975?

A new task for each option will be issued each year.

The controlled assessment task will be assessed out of 50 marks, of which 10 marks are allocated to AO1, 15 marks to AO2 and 25 marks to AO3.

Candidates must not base their controlled assessment task on content that will be examined in the other unit in the specification.

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# 3 Content

## 3.1 Unit A981: *Aspects of International Relations, 1919–2005*

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This unit consists of a three-part core on Aspects of International Relations, 1919–2005. Candidates must study **one** part.

The specified content is defined through a number of Key Questions and Focus Points. The Key Questions define the topics as well as encouraging an issues-based and investigative approach to the content. Focus Points indicate the issues that need to be addressed in each Key Question. Candidates will be expected to demonstrate understanding of the Key Questions and Focus Points using knowledge of relevant historical examples.

### **Core Content: Aspects of International Relations, 1919–2005**

#### Section A: The Inter-War Years, 1919–1939

#### Key Question 1: Were the Peace Treaties of 1919–1923 fair?

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##### Focus Points

- What were the motives and aims of the Big Three at Versailles?
- Why did the victors not get everything they wanted?
- What were the immediate reactions to the peace settlement?
- Could the treaties be justified at the time?

##### Specified Content

The peace treaties of 1919–1923 (Versailles, St. Germain, Trianon, Sevres and Lausanne); the roles of individuals such as Wilson, Clemenceau and Lloyd George in the peacemaking process; the immediate reactions to, and opinions about, the treaties, especially in Britain, France, Germany and the USA.

#### Key Question 2: To what extent was the League of Nations a success?

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##### Focus Points

- What were the aims of the League?
- How successful was the League in the 1920s?
- How far did weaknesses in the League's organisation make failure inevitable?

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- How far did the Depression make the work of the League more difficult?
  - Why did the League fail over Manchuria and Abyssinia?

Specified Content

The aims of the League, its strengths and weaknesses in structure and organisation; successes and failures in peacekeeping during the 1920s; disarmament; the work of the Court of International Justice; the ILO and the Special Commissions; the impact of the World Depression on the work of the League after 1929; the failures of the League in Manchuria and Abyssinia.

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Key Question 3: Why had international peace collapsed by 1939?

Focus Points

- What were the long-term consequences of the peace treaties of 1919–1923?
- What were the consequences of the failures of the League in the 1930s?
- How far was Hitler's foreign policy to blame for the outbreak of war in 1939?
- Was the policy of appeasement justified?
- How important was the Nazi-Soviet Pact?
- Why did Britain and France declare war on Germany in September 1939?

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Specified Content

The collapse of international order in the 1930s; the increasing militarism of Germany, Italy and Japan; Hitler's foreign policy up to 1939; the Saar, remilitarisation of the Rhineland, Austria, Czechoslovakia and Poland; the Nazi-Soviet Pact; appeasement and the outbreak of war in September 1939.

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Section B: The Cold War, 1945–1975

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Key Question 4: Who was to blame for the Cold War?

Focus Points

- Why did the USA-USSR alliance begin to break down in 1945?
- How had the USSR gained control of Eastern Europe by 1948?
- How did the USA react to Soviet expansionism?

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- Who was more to blame for the start of the Cold War, the USA or the USSR?

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Specified Content

The origins of the Cold War; the 1945 summit conferences including the parts played by Churchill, Roosevelt, Stalin and Truman, and the breakdown of the USA-USSR alliance in 1945–6; Soviet expansion in Eastern Europe; the Iron Curtain; the Truman Doctrine and the Marshall Plan; the Berlin Blockade and its immediate consequences.

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Key Question 5: Who won the Cuban Missile Crisis?

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Focus Points

- How did the USA react to the Cuban Revolution?
- Why did Khrushchev put missiles into Cuba?
- Why did Kennedy react as he did?
- Who won the Cuban Missile Crisis?

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Specified Content

The Cuban Revolution and the USA's reaction to it; the Bay of Pigs; the events of the Crisis including the roles of Khrushchev and Kennedy; the resolution and the consequences of the Crisis.

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Key Question 6: Why did the USA fail in Vietnam?

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Focus Points

- Why did the USA get increasingly involved in Vietnam?
- What were the different ways that the USA and the Communists fought the war?
- Whose tactics were the most effective – the USA's or the Communists'?
- Why did the USA withdraw from Vietnam?

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Specified Content

Increasing American involvement in Vietnam under Eisenhower, Kennedy and Johnson; the main events of the war and the tactics used by the two sides; reasons for American withdrawal.

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Key Question 7: How secure was the USSR's control over Eastern Europe, 1948–c.1989?

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Focus Points

- Why was there opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968, and how did the USSR react to this opposition?
- How similar were events in Hungary in 1956 and in Czechoslovakia in 1968?
- Why was the Berlin Wall built in 1961?
- How important was 'Solidarity'?
- How far was Gorbachev responsible for the collapse of the Soviet Empire?

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Specified Content

The nature of Soviet control in Eastern Europe from 1948; the Hungarian Uprising of 1956 and the Soviet reaction; the building of the Berlin Wall in 1961; the 'Prague Spring' of 1968 and the Soviet reaction; 'Solidarity' in Poland; Gorbachev's policies and other factors and the collapse of Soviet control in Eastern Europe, including the fall of the Berlin Wall.

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Key Question 8: How effective has terrorism been since 1969?

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Focus Points

- What is terrorism, why do people become terrorists, why do people/organisations resort to terrorism?
- Why is terrorism generally condemned? Is terrorism ever justified?
- What roles do religion, nationalism and ideology play in terrorism?
- How different are terrorist groups in their membership, aims, motives and methods?
- How important are the leaders of terrorist groups?
- How have governments reacted to terrorism?
- How effective have terrorist groups been? What explains their success or failure?

Specified Content

The debate about 'terrorist or freedom fighter'? The aims, methods, and effectiveness of:

- (i) the Provisional IRA, 1969–1998; from the emergence of the IRA to the Good Friday Agreement;
- (ii) the Palestine Liberation Organisation 1969–1993, from Yasser Arafat becoming Chairman to the Oslo Accords: a terrorist organisation?
- (iii) Al-Qaeda, from the mid-1980s to 2004. The emergence of Al-Qaeda from the resistance against the Soviet invasion of Afghanistan to the American 'War on Terror' post 9/11.

*Candidates will not be required to have a detailed knowledge of the history of these three groups but will need to have knowledge of the main events and developments relating to these groups.*

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Key Question 9: What is the significance of the Iraq War?

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Focus Points

- Why did the multi-national force invade Iraq in 2003?
- Was the invasion legal? Why was there opposition in many countries to the invasion?
- How was the invasion completed so quickly?
- What were the consequences of the invasion inside Iraq and internationally?
- Was the invasion of Iraq a success?

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Specified Content

The debate over weapons of mass destruction, Saddam Hussein's human rights record, claims about his links with al-Qaeda, 9/11, spreading democracy, Iraq's oil, the role of religion within Iraqi society and the divisions within Iraqi society. The roles of the UN, Bush and Blair. Opposition to the invasion in Britain and in other parts of the world. The main events of the invasion. The post-invasion condition of Iraq: breakdown in law and order, the insurgency, the methods used by the Americans and the British against the insurgency. Everyday life for the Iraqi people, human rights abuses. The elections of 2005 and the setting up of the Transitional Government. The international consequences of the Iraq War.

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## 3.2 Unit A982: British *Historical Enquiry*

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Candidates must not base their controlled assessment task on content that will be examined in the other unit in the specification.

Candidates complete a single task which must be on British history . Candidates will be taught a broad background to the area of study and the relevant skills required. The task will cover all the assessment objectives. This unit will represent 50% of the total marks available for the specification. The task must be based on one of the two options:

- How was British society changed, 1890–1918?
- How far did British society change, 1939–1975?

Candidates should aim to write no more than 2,000 words for the task.

Centres must teach the broad area of study and should not teach only to the question. Coverage of the broad context will be necessary for satisfactory completion of the task.

OCR will issue new tasks for this unit each year.

**Centres must use the new OCR-issued task each year. It will not be possible to carry forward a task from one academic year to the next.**

Candidates must complete one task worth a maximum of 50 marks.

Tasks might be set on issues such as:

- The extent of change in British society over the period studied
- A comparison of how different groups in British society fared during the period studied
- Why there was so much change in British society over the period studied.

| The task will be marked by the centre using the marking criteria set out in Appendix B.

Key Question: How was British society changed, 1890–1918?

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Focus Points

- What were working and living conditions like for the poor in the 1890s?
- How were social reformers reacting to the social problems of the 1890s?
- Why did the Liberal government introduce reforms to help the young, old and unemployed?
- How effective were these reforms?
- What was the social, political and legal position of women in the 1890s?
- What were the arguments for and against female suffrage?
- How effective were the activities of the suffragists and the suffragettes?
- How did women contribute to the war effort?
- How were civilians affected by the war?
- How effective was government propaganda during the war?
- Why were some women given the vote in 1918?
- What was the attitude of the British people at the end of the war towards Germany and the Paris Peace Conference?

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Specified Content

Poverty and distress in the 1890s, the work and impact of Charles Booth and Seebohm Rowntree. Reasons for the liberal victory in the 1906 election. Reasons for the liberal reforms for example the extent of poverty, New Liberalism, the roles of Lloyd George and Churchill, the threat from the recently formed Labour party. The Children's Charter, compulsory medical inspections in schools, free medical treatment and free school meals for the poor, the

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establishment of juvenile courts and borstals. Old age pensions 1909, Labour exchanges 1909, the National Insurance Act 1911. Attempts to reform the Poor Law.

The social, economic and political position of women in the 1890s. The campaign to win women the vote. Millicent Fawcett and the founding of the National Union of Women's Suffrage Societies (NUWSS) in 1897. The Pankhursts and the founding of the Women's Social and Political Union (WSPU) in 1903. The leaders' tactics and activities of the two groups including the use of violence. The effectiveness of the different tactics and the reactions of the authorities including Lloyd George and Asquith. The attempts to get a bill for women's suffrage through Parliament. The situation regarding votes for women in 1914. The contribution of women during the First World War, including women in employment. What happened to the issue of votes for women during the war?

The 1918 Representation of the People Act. Recruiting in the early years of the war. New government powers: the Defence of the Realm Act 1914, conscription, rationing, use of propaganda, and their impact on civilian life. The mood of the British people at the end of the war and the different attitudes about what should happen to Germany.

## A982/22: British Depth Study, 1939–1975

Key Question: How far did British society change, 1939–1975?

### Focus Points

- What impact did the Second World War have on the British people?
- What immigrants were living in Britain in 1945?
- Why did different groups migrate to Britain between 1948 and 1972?
- What were the experiences of immigrants in Britain?
- What contribution had immigrants made to British society by the early 1970s?
- What was the impact of the National Health

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Service on people's lives?

- What was life like for most women in the 1950s?
- How were women discriminated against in the 1960s and early 1970s?
- What factors led to changes in the roles of women?
- How much change had taken place for women by 1975?
- What was it like growing up in the 1950s?
- Why were there changes in the lives of teenagers in the 1960s?
- How did teenagers and students behave in the 1960s and early 1970s?
- How far did the lives of all teenagers change in the 1960s and early 1970s?

Specified Content

Britain as a multi-cultural society in 1939. The experiences and impact of groups such as Italian and German prisoners of war, GIs and Commonwealth soldiers. Immigration from the Caribbean, India, Pakistan and Uganda. The experiences of these immigrants and attitudes towards them. The contribution made to British society by immigrants. The riots in 1958 and the activities of the British National Party (National Front). Legislation relating to immigration and race in the 1960s and early 1970s. Enoch Powell in 1968. The emergence of a multi-cultural society by the mid 1970s.

The changing role and the contribution of women during the Second World War, for example, civil defence, the land, army, factory work, the forces and looking after families. The impact of these changes after the war. Women in the 1950s. Discrimination in the 1960s and early 1970s. The impact of the introduction of the pill, the 'women's lib' movement. Abortion. The 1969 Divorce Law Reform Act, the 1975 Sex Discrimination Act. The extent of the progress made by 1975.

The experiences of children during the Second World War: the Blitz, evacuation, rationing, diet,

children's health and education, the absence of fathers. The increasing awareness on the part of the middle classes of the condition of working class children. The Beveridge Report. The creation and impact of the National Health Service. The lives of teenagers in the 1950s, the impact of increased affluence, the impact of American culture on British teenagers. The introduction of comprehensive education and university expansion. Student protests in the 1960s. Youth culture, for example, Mods and Rockers, the growing popularity and impact of rock music, clothes and fashion. Teenagers as consumers. The reactions of the authorities to these changes. The extent to which the lives of all teenagers were changed by the mid 1970s.

# 4 Schemes of Assessment

## 4.1 GCSE (Short Course) Scheme of Assessment

### GCSE (Short Course) History B J117

#### Unit A981: *Aspects of International Relations, 1919–2005*

50% of the total GCSE marks  
Written paper  
1 hour 45 minutes  
50 marks

This question paper has **three** sections:

**Sections A, B and C:** Candidates must answer questions from **ONE** of these sections depending on which section of the core content they have studied.

Candidates answer Question 1 and either Question 2 or Question 3.

- Candidates answer **Section A** if they have studied The Inter-War Years, 1919–1939
- Candidates answer **Section B** if they have studied The Cold War, 1945–1975
- Candidates answer **Section C** if they have studied A New World? 1948–2005

This unit is externally assessed.

#### Unit A982: *British Historical Enquiry*

50% of the total GCSE marks  
1 task  
50 marks

Candidates' work must be based on one of two options:

- How was British society changed, 1890–1918?
- How far did British society change, 1939–1975?

Candidates must complete **one** task.

This unit is internally assessed.

## 4.2 Entry Options

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GCSE (Short Course) candidates must be entered for both units.

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered for the following certification code:

OCR GCSE (Short Course) in History B – J117.

## 4.3 Tiers

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This scheme of assessment is untiered, covering all of the ability range grades from A\* to G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

## 4.4 Assessment Availability

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There are two examination series each year, in January and June.

In January, Unit A981 will be available.

In June, Units A981 and A982 will be available.

Assessment availability can be summarised as follows:

Unit	January 2010	June 2010	January 2011	June 2011	January 2012 etc
A981	✓	✓	✓	✓	✓
A982	x	✓	x	✓	x

GCSE (Short Course) units will be assessed from 2010.

## 4.5 Assessment Objectives

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Candidates are expected to demonstrate the following in the context of the content described.

### AO1 Recall, Select and Communicate

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- Recall, select, use and communicate their knowledge and understanding of history.

### AO2 Explanation and Analysis

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Demonstrate their understanding of the past through explanation and analysis of:

- Key concepts: causation, consequence, continuity, change and significance within an historical context
- Key features and characteristics of the periods studied and the relationships between them.

### AO3 Understanding, Analysis and Evaluation

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Understand, analyse and evaluate:

- A range of source material as part of an historical enquiry
- How aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.

### AO weightings – GCSE (Short Course)

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The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE			
	AO1	AO2	AO3	Total
Unit A981: <i>Aspects of International Relations, 1919–2005</i>	20	15	15	50%
Unit A982: <i>British Historical Enquiry</i>	10	15	25	50%
	30%	30%	40%	100%

## 4.6 Quality of Written Communication

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Quality of written communication is assessed in Unit A981 and in Unit A982.

Candidates are expected to:

- Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- Present relevant information in a form that suits its purpose
- Use a suitable structure and style of writing.

Quality of written communication covers clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. It is one of the criteria used to determine the place of a response within a level in mark schemes.

Within Controlled Assessment centres may find the following levels useful when considering standards of written communication.

### **Standard**

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.

### **Intermediate**

Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.

### **High**

Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.

# 5 Controlled Assessment

## 5.1 The Controlled Assessment Unit

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Unit A982 has been designed to be internally assessed, applying the principles of controlled assessment. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach, but the Scheme of Assessment section includes more detail and any specific requirements.

Candidates may complete the task at any time during the course of study. It is expected, however, that candidates will complete the task either towards the end of, or immediately after, the completion of the relevant learning programme.

Candidates should have completed a learning programme based on one of the following:

- How was British society changed, 1890–1918?
- How far did British society change, 1939–1975?

## 5.2 Task setting

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### 5.2.1 The OCR approach

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OCR will assume a high level of control in relation to the setting of tasks. A number of Controlled Assessment tasks will be available from OCR for the Controlled Assessment units. These tasks have been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the designated assessment tasks.

### 5.2.2 Using Controlled Assessment tasks

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Centres can choose to complete their task on one of the two options offered by OCR. OCR will issue one task for each option each year.

The same OCR controlled assessment task must NOT be used as the practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen controlled assessment task as guidance.

## 5.3 Task taking

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### 5.3.1 The OCR approach

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OCR will assume a high level of control in relation to the taking of the task. The task taking parameters will be defined for several key controls and the remainder set by centres as outlined below.

### 5.3.2 Definitions of the controls

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(a) **Authenticity control:** Candidates will complete all work for assessment under direct teacher supervision except as outlined below. For GCSE History most, but not all, work for assessment will be under direct teacher supervision, for example, it is acceptable for some aspects of exploration to be outside the direct supervision of the teacher but the teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

(b) **Feedback control:** Feedback to candidates will be encouraged but tightly defined. Within GCSE History OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:

- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

(c) **Time control:** The time recommended for candidates to complete the assessment task is eight hours; OCR recommends four hours as an appropriate amount of time for candidates to carry out the necessary preparation for the task: research, note taking, planning and drafting. The writing-up of the final piece of work for the task is recommended at a further four hours. The teaching time for coverage of the study unit is in addition to these recommendations. Tasks will be set within a broader learning programme which will allow the acquisition of subject specific knowledge and the development of appropriate practical skills.

There is a word limit of 2,000 words: headings included within the body of the material presented by the candidate should be included in the word count but footnotes, figures, tables, diagrams, charts and appendices should not be included.

Controlled assessment work should be supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre, for example, research work, but it is likely that the use or application of this material will be undertaken under direct teacher supervision. With all internally assessed work, the teacher must be satisfied that the work

submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure.

(d) **Collaboration control:** Candidates must complete and/or evidence all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual candidate.

(e) **Resource control:** Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. For most units basic workplace equipment will be adequate.

### 5.3.3 Quality assuring the controls

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It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.

### 5.3.4 Completing the tasks

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Candidates should be allowed sufficient time to complete the task. It is suggested that evidence is produced in several sessions, each focusing on a specific task within the overall task or scenario. These may be interspersed with opportunities to learn sector knowledge and develop appropriate practical skills.

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide writing frames, model answers or to work through answers in detail.

Candidates may use information from any relevant source to help them with producing evidence for the task unless there are restrictions on any evidence or resources to be used. Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material used directly from a source is appropriately and rigorously referenced.

### 5.3.5 Presentation of work

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Candidates must observe certain procedures in the production of controlled assessments.

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation or marking must be marked with the:

- centre number
- centre name
- candidate number
- candidate name
- unit code and title
- task title.

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix C.

## 5.4 Task marking

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### 5.4.1 The OCR approach

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OCR will assume a medium level of control in relation to the marking of tasks. All controlled assessment units will be marked by the centre assessor(s) using awarding body marking criteria and guidance and will be moderated by the OCR-appointed moderator. External moderation will take the form of postal moderation or e-moderation via the OCR Repository where evidence in a digital format is submitted.

### 5.4.2 Applying the assessment criteria

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The starting point for marking the task is the mark scheme in Appendix B. This contains levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. The descriptor for each band covers all of the assessment objectives. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

### 5.4.3 Use of 'best fit' approach to marking grids

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The assessment task should be marked by the teacher according to the given assessment criteria using a 'best fit' approach. For each of the assessment objectives, one of the descriptors provided in the marking criteria that most closely describes the quality of the work being marked should be selected.

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

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

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

- Where the candidate's work *convincingly* meets the statement, the highest mark should be awarded
- Where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- Where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work that fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'.

#### 5.4.4 Authentication

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Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/course tutor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/course tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Centres should reinforce this message to ensure candidates understand what is expected of them.

**Please note:** Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form provided by OCR includes a declaration for assessors to sign. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

#### 5.4.5 Internal standardisation

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It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for Centres' own standardisation. In subsequent years, this, or Centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

## 5.4.6 Moderation

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### *Information on process*

All work is marked by the teacher and internally standardised by the centre. Centres must check the OCR website for submission dates; after submission 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 candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Appendix B.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for each task. If the work is to be submitted in digital format this cover sheet should also be submitted electronically within each candidate's files.

## 5.5 Minimum requirements for Controlled Assessment

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There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed unit, then the candidate should be indicated as being absent from that unit on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

# 6 Technical Information

## 6.1 Making Unit Entries

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Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and/or moderator details for controlled assessments.

**It is essential** that unit entry codes are quoted in all correspondence with OCR.

Candidates must be entered for either component 01 or 02. Centres must enter all of their candidates for ONE of the components. It is not possible for centres to offer both components within the same series.

Unit code	Component code	Submission method	Unit title
A982	01	<i>OCR Repository</i>	<i>British Historical Enquiry</i>
	02	<i>Postal moderation</i>	

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For Unit A982 candidates must be entered for either component 01 or 02. Centres must enter all of their candidates for ONE of these components. It is not possible for centres to offer both components within the same series.

## 6.2 Terminal Rules

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Candidates must take at least 40% of the assessment in the same series in which they enter for the short course qualification certification.

## 6.3 Unit and Qualification Re-sits

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Candidates may re-sit each unit once before entering for certification for a GCSE.

Candidates may enter for this qualification an unlimited number of times.

## 6.4 Making Qualification Entries

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Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE (Short Course) certification J117.

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE (Short Course) certification is available for the first time in June 2010, and each January and June thereafter.

## 6.5 Grading

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GCSE results are awarded on the scale A\*–G. Units are awarded a\* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, for example, 41/50.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
50%	50	45	40	35	30	25	20	15	10	0

Candidates' uniform marks for each unit are aggregated and grades for the specification are generated on the following scale.

GCSE Qualification	Qualification Grade									U
	Max UMS	A*	A	B	C	D	E	F	G	
GCSE (Short Course)	100	90	80	70	60	50	40	30	20	0

## Awarding Grades

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The written paper will have a total weighting of 50% and controlled assessment a weighting of 50%.

A candidate's uniform mark for the written paper will be combined with the uniform mark for the controlled assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

## 6.6 Result Enquiries and Appeals

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Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results must be made immediately following the series in which the relevant unit was taken (by the Enquiries about Results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Administrative Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

## 6.7 Shelf-Life of Units

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Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 6.8 Guided Learning Hours

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GCSE (Short Course) History B requires 60–70 guided learning hours in total.

## 6.9 Code of Practice/Subject Criteria/Common Criteria Requirements

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These specifications comply in all respects with the current *GCSE, GCE and AEA Code of Practice* as available on the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE History.

## 6.10 Classification Code

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Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 4010.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, for example, from their centre or the institution to which they wish to progress.

## 6.11 Disability Discrimination Act Information Relating to this Specification

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GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher-level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council [www.jcq.org.uk](http://www.jcq.org.uk)

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

These access arrangements permissible for use in this specification are in line with QCA's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of assessment
Readers	Y	All written examinations
Scribes	Y	All written examinations
Practical assistants	Y	Practical assessments
Word processors	Y	All written examinations
Transcripts	Y	All written examinations
BSL signers	Y	All written examinations
Live speaker	Y	All written examinations
MQ papers	Y	All written examinations
Extra time	Y	All written examinations

## 6.12 Arrangements for Candidates with Particular Requirements

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For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council. In such cases advice should be sought from OCR as early as possible during the course.

## 6.13 OCR Repository

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The OCR Repository allows centres to store controlled assessment electronically and to submit their moderation sample in electronic format.

The OCR GCSE History B (Short Course) Unit A982 can be submitted electronically. Please see Section 6.1 for unit entry codes for the OCR Repository.

More information on the OCR Repository can be found in Appendix C: Guidance for the Production of Electronic Assessment. Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

# 7 Other Specification Issues

## 7.1 Overlap with other Qualifications

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There is no significant overlap between the content of this specification and that of any other GCSE specification.

## 7.2 Progression from these Qualifications

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GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A\* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

## 7.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

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This specification enables candidates to develop their understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues in depth. Spiritual issues are addressed. Moral and ethical issues are addressed in the core content, for example, in evaluating the fairness of the peace treaties of 1919–1923. Social issues are addressed and a range of cultural issues are also addressed by considering the role of culture in society and politics.

Candidates will also consider varied interpretations and representations of different cultures in the controlled assessment.

## 7.4 Sustainable Development, Health and Safety Considerations and European Developments consistent with international agreements

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This specification supports these issues, consistent with current EU agreements, in the following topics:

Health, safety and environmental issues are addressed in the core content, for example, in the study of the work of the International Labour Organisation in relation to health, safety and environmental issues in the workplace, and the work of the Health Committee in fighting dangerous diseases and educating people about health and sanitation.

Environmental issues are also addressed through candidates' understanding of how past actions, choices and values impact on present and future societies, economies and environments.

Safety during fieldwork is paramount and candidates should be involved in Risk Assessment as part of their preparation for coursework.

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

The European dimension is addressed in the core content where both co-operation and conflict between European states are studied. Attempts at co-operation are examined, for example, in the key question, 'To what extent was the League of Nations a success?', while reasons for conflict between European nations are addressed in the key question, 'Why had international peace collapsed by 1939?'

## 7.5 Avoidance of Bias

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OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind.

## 7.6 Language

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These specifications and associated assessment materials are in English only.

## 7.7 Key Skills

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 and/or 2. 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 Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A981	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A983	✓	✓			✓	✓			✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)). A summary document for Key Skills Co-ordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

## 7.8 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of History.

The assessment of this course requires candidates to:

ICT Application/ Development	Opportunities for using ICT during the course
Find things out from a range of sources; select and synthesise information to meet needs.	For controlled assessment candidates access electronic archives, search for and use appropriate websites for museums, government agencies and university departments.
Use a database to search and analyse patterns and test hypotheses effectively.	Candidates use CD-ROMs and websites to test hypotheses about a given topic such as the effectiveness of the League of Nations.  Candidates use a database showing changing voting patterns in Germany in the late 1920s and early 1930s to establish patterns in the

	changing support for the Nazi party.
Develop an ability to question the accuracy, bias and plausibility of information researched.	Candidates evaluate the different interpretations to be found on the internet about, for example, the fall of communism in Europe.
Develop ideas using ICT tools; amend and refine work, and enhance its quality and accuracy.	Candidates may organise and deliver a presentation about, for example, the reasons for America's defeat in the Vietnam War to the rest of the class using PowerPoint.
Use a word-processing package to organise and classify	Candidates organise and classify different types of causes of the Second World War and produce an annotated causal chain.
Exchange and share information.	E-mail projects may be set up for candidates to communicate with each other, their teacher, an expert or students from another Centre. Ideas and information about topics such as the Cold War, the Vietnam War and the fall of Communism in Europe could be exchanged.  Candidates can use e-mail or an electronic notice board to collect and pass on revision notes.

## 7.9 Citizenship

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Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory Programme of Study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of:

<b>Citizenship Programme of Study</b>	<b>Opportunities for teaching citizenship issues during the course</b>
The legal and human rights and responsibilities underpinning society and how they relate to citizens, including the operation of the criminal and civil justice systems.	These issues are addressed when studying legal and human rights and responsibilities, for example in the British Depth Study and comparing these with the rights and responsibilities of citizens in a modern democratic state.
The work of Parliament, government and the courts in making and shaping law.	These issues are addressed when studying the making and shaping of laws, for example, by studying the operation of the League of Nations.

<p>The United Kingdom's relations in Europe.</p>	<p>The changing nature of the United Kingdom's relations in Europe through the twentieth century is studied as part of the core content. This contributes to an understanding of the United Kingdom's relations in Europe today.</p>
<p>Opportunities for individuals and voluntary groups to bring about social change.</p>	<p>The role of influential individuals and groups in bringing about change.</p>
<p>Express, justify and defend orally and in writing a personal opinion about such issues.</p>	<p>Candidates can, through the use of hot seating, express, justify and defend their views about, for example, the policy of appeasement or America's involvement in Vietnam.</p>
<p>Contribute to group and class discussion and formal debates.</p>	<p>Working in groups, candidates can prepare arguments in favour and against, for example, the terms of the Treaty of Versailles.</p>
<p>Use imagination to consider, express, explain and evaluate other people's experiences and opinions.</p>	<p>The controlled assessment unit provides many opportunities for candidates to understand the experiences and views of other people.</p>

# Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

## Grade F

Candidates recall, select and organise some relevant historical knowledge to show some basic understanding of historical periods, themes and topics studied. They communicate their ideas using everyday language.

They demonstrate their understanding of the past through description of reasons, results and changes in relation to the events, people and issues studied. They provide limited descriptions of events, issues or periods, including characteristic ideas, beliefs and attitudes.

They understand sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and drawing simple conclusions.

They identify some differences between ways in which events, people or issues have been represented and interpreted, and may identify some of the reasons for these.

## Grade C

Candidates recall, select, organise and deploy historical knowledge with accuracy and relevance. They show sound understanding of the historical periods, themes and topics studied. They communicate their ideas using historical terminology appropriately.

They demonstrate their understanding of the past through structured descriptions and explanations of the main concepts, features and characteristics of the periods studied. Their descriptions are accurate and their explanations show understanding of relevant causes, consequences and changes.

They evaluate and use critically a range of sources of information in an historical context to investigate historical questions, problems or issues and, with some limited guidance, to reach reasoned conclusions.

They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, and provide an appropriate consideration of their value in the historical context.

## **Grade A**

Candidates recall, select, organise and deploy detailed historical knowledge effectively and with consistency. They show thorough understanding of the historical periods, themes and topics studied. They communicate their ideas using historical terms accurately and appropriately.

They demonstrate their understanding of the past through developed, reasoned and well substantiated explanations. They make perceptive analyses of the key concepts, features and characteristics of the periods studied, and the interrelationships between them.

They evaluate and use critically a wide range of sources of information in an historical context to investigate historical questions, problems or issues independently, and to reach reasoned and substantiated conclusions.

They recognise and provide reasoned comments on how and why events, people and issues have been interpreted and represented in different ways, and provide a well developed consideration of their value in relation to their historical context.

# Appendix B: Marking Criteria for Controlled Assessments

## How to use the mark scheme

- Each band descriptor covers all the relevant assessment objectives.
- The descriptors should be read and applied as a whole.
- Make a best-fit match between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- The extent to which the statements within the band have been achieved
- The quality of written communication.

For example:

- An answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band.
- An answer that meets many of the requirements of the band descriptor but never does so in a convincing manner should be placed in the middle of the band.
- If an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band.

<b>Controlled Assessment Marking Criteria</b>		
<b>1</b>	<p><b>Target: AOs 1, 2 and 3.</b></p> <p><b>Band 0:</b> Candidates: Submit no evidence or fail to address the question.</p>	<b>[0]</b>
	<p><b>Band 1:</b> Candidates:</p> <ul style="list-style-type: none"> <li>• Demonstrate little relevant contextual knowledge</li> <li>• Demonstrate limited ability to select and organise information</li> <li>• Describe a few key features, reasons, results and changes of the societies, events, people and situations studied. The work contains some relevant material but this is not often deployed relevantly and there are no effective comparisons or links</li> <li>• Extract some information from sources</li> <li>• Describe a few surface features of representations and interpretations</li> <li>• Write relatively little or it is of some length but the content is not focussed on the task.</li> </ul>	<b>[1-12]</b>
	<p><b>Band 2:</b> Candidates:</p> <ul style="list-style-type: none"> <li>• Demonstrate some, but limited, contextual knowledge</li> <li>• Select and organise some relevant material. This is only sometimes deployed relevantly</li> <li>• Identify and describe key features, reasons, results and changes of the societies, events, people and situations studied but with little awareness of the broad context. There is some structure in the descriptions. Attempts are made at obvious points of comparison or links</li> <li>• Attempt conclusions but these are asserted and not supported</li> <li>• Explicitly uses sources, but these are used uncritically (or attempts at evaluation are basic) and at face value and are not used to support arguments. Can identify some agreements and disagreements between sources</li> <li>• Show understanding of representations and interpretations at a surface level. They can describe some features of the representations and interpretations. Can identify some differences/similarities. Can begin to identify some reasons for these differences although these will not be explained or supported</li> <li>• Present work that lacks precision and succinctness.</li> </ul>	<b>[13-23]</b>
	<p><b>Band 3:</b> Candidates:</p> <ul style="list-style-type: none"> <li>• Demonstrate and select some relevant contextual knowledge and mostly deploy it relevantly to support parts of their answers</li> <li>• Select and organise mostly relevant information, much of it deployed relevantly</li> <li>• Demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations studied with some awareness of the broad context. They produce structured descriptions and explanations. Reasonable comparisons/links are made and conclusions have some support although these are not always well substantiated</li> <li>• Interpret some sources and make explicit use of sources to support arguments. They begin to evaluate the sources but this is often not integrated into their arguments</li> </ul>	<b>[24-33]</b>

	<ul style="list-style-type: none"> <li>• Show some understanding of representations and interpretations. They demonstrate the ability to make some inferences from representations and interpretations and to explain the reasons for some of the more obvious differences and similarities between at least two representations and interpretations</li> <li>• Write with some precision or succinctness.</li> </ul>	
	<p><b>Band 4:</b> Candidates:</p> <ul style="list-style-type: none"> <li>• Select and deploy mostly relevant and accurate contextual knowledge to support parts of their answers</li> <li>• Select a range of relevant information which is generally well-organised and deployed relevantly. They demonstrate a reasonable understanding of the significance of key features, reasons, results and changes of the societies, events, people and situations studied with awareness of the broad context. They have some understanding of interrelationships in the period studied. They can produce developed and reasoned and supported conclusions</li> <li>• Effectively interpret, use and evaluate a range of sources. Evidence is used to support arguments and conclusions</li> <li>• Show a satisfactory understanding of a range of representations and interpretations. They demonstrate the ability to interpret and infer from representations and interpretations, and to explain some differences and similarities across several representations and interpretations. Show some understanding of why societies/events/situations/people have been represented and interpreted in different/similar ways. They can make some valid use of at least one of the following in their explanations: purpose, audience, context, medium, access to information</li> <li>• Write with precision or succinctness.</li> </ul>	[34-43]
	<p><b>Band 5:</b> Candidates:</p> <ul style="list-style-type: none"> <li>• Select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers</li> <li>• Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions. They demonstrate a good understanding of key features, reasons, results and changes of the societies, events, people and situations studied. They demonstrate an awareness of the importance of the broad context and of interrelationships in the period studied. They produce well-developed, well-reasoned and well-supported conclusions</li> <li>• Effectively and rigorously evaluate and use a broad range of sources in their historical context to investigate and to support effectively arguments and conclusions</li> <li>• Show a good understanding of a range of representations and interpretations. They demonstrate a high level of ability to interpret and infer from representations and interpretations, and to clearly explain several differences and similarities across a range of representations and interpretations. They show a good understanding of why societies/events/situations/people have been represented and interpreted in different/similar ways. They make good use of some of the following in their explanations: purpose, audience, context, medium, access to information</li> <li>• Write with precision and succinctness.</li> </ul>	[44-50]

# Appendix C: Guidance for the Production of Electronic Controlled Assessment

The Controlled Assessment in Unit A982 comprises one task. For each candidate, the task forms a Controlled Assessment portfolio, stored electronically.

## Structure for evidence

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page'.

There should be a top-level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code A982, so that the portfolio is clearly identified as the work of one candidate.

Each candidate's Controlled Assessment portfolio should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree containing Controlled Assessment and summary forms.

## Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word-processed documents, PowerPoint presentations, digital photographs and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Word-processed documents or PowerPoint presentations must be converted to HTML or PDF formats before submission. Where new formats become available that might be acceptable, OCR will provide further guidance.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises

against changing the file format in which the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

## Accepted File Formats

### Movie formats for digital video evidence

MPEG (\*.mpg)

QuickTime movie (\*.mov)

Macromedia Shockwave (\*.aam)

Macromedia Shockwave (\*.dcr)

Flash (\*.swf)

Windows Media File (\*.wmf)

MPEG Video Layer 4 (\*.mp4)

### Audio or sound formats

MPEG Audio Layer 3 (\*.mp3)

### Graphics formats including photographic evidence

JPEG (\*.jpg)

Graphics file (\*.pcx)

MS bitmap (\*.bmp)

GIF images (\*.gif)

### Animation formats

Macromedia Flash (\*.fla)

### Structured mark-up formats

XML (\*.xml)

### Text formats

PDF (.pdf)

Comma Separated Values (.csv)

Rich text format (.rtf)

Text document (.txt)

### Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)