Coursework Guidance

GCE History B

OCR GCE in History B: H508

A2 Unit F987: Historical Significance

This Coursework Guidance is designed to accompany the OCR Advanced Subsidiary GCE and Advanced GCE specification in History B for teaching from September 2008.

Contents

1 Introduction

The new structure of assessment at Advanced level has been introduced for teaching from September 2008. The specifications are designed to provide candidates with an introduction to History B.

These specifications are set out in the form of units. Each teaching unit is assessed by its associated unit of assessment. Teacher guides are provided with these specifications to assist teachers in understanding the detail necessary for each unit.

It is important to make the point that the Teacher Support plays a secondary role to the Specification itself. The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this teacher support should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

OCR recognises that the teaching of this qualification will vary greatly from centre to centre and from teacher to teacher. With that in mind, this Coursework Guidance is offered as guidance but will be subject to modifications by the individual teacher.

2   Brief overview of the main requirements

- Candidates must produce a Research Diary (up to1000 words in length), and a Personal Study (up to 3000 words in length);

- Candidates can choose their own topic but this must come from **either** a different period **or** a different state or country form that studied in A2 Unit F985/F986 (Historical Controversies), **and** must not be a topic studied at AS;

- The Personal Study must be based on an understanding of the concept of historical significance and will involve investigating, and reaching and supporting a conclusion about, the significance of an individual, event, idea or site;

- The Research Diary will provide candidates with an opportunity to demonstrate their planning, to comment critically on sources used, and to reflect critically on the progress of their work;

- The coursework accounts for 20% of the total GCE marks;

- The coursework is marked out of 40 marks: AO1 (20 marks), AO 2(a) 10 marks, and AO2(b) 10 marks;

- Candidates' work (both the Diary and the Personal Study) will be internally marked by teachers using the OCR generic mark scheme. Coursework marks must be submitted to OCR by 10 January for the January session and 15 May for the June session;

- The marking will be externally moderated by OCR.

3 The place of this unit in the course as a whole

The coursework unit is a synoptic unit. It will involve candidates bringing together the skills and understandings acquired in the other three units.

In AS Units F981 and F982 candidates have developed an understanding of historical explanation and the ability to construct and evaluate explanations. These will be useful to when they come to explain, analyse and evaluate the significance of an individual, event, idea or site. These units also involved candidates in working a depth over a short period. This is one important way of judging significance.

In AS Units F983 and F984 candidates have also had the experience of evaluating and using historical evidence to test, construct and support interpretations. In their coursework they will need to be able to make critical use of sources to evaluate, generate and support judgements about significance. These units also involved candidates in working across time and developing an understanding of overview, change, continuity and development These aspects are also important when judging significance.

In A2 Units F985 and F986 candidates have had the opportunity to develop an understanding of how and why historians write different versions of the past. This will help them to understand that judgements made about significance are interpretations - they are provisional and negotiable and that historians disagree in their views about the significance of individuals, events, ideas and sites.

In the Personal Study candidates are being asked to produce a synthesis of these skills and understandings in order to assess the significance of an individual, event, idea or site. The work produced by candidates should provide a fitting climax to their course of study.

It is important that candidates understand the synoptic nature of this unit. They should be aware of the fact that they are meant to bring to their coursework the skills and understanding acquired in other units. However, they should not regard these as hoops to jump through or as a list of ingredients to mechanically insert into their work. Their first concern should be to produce an answer to the question set. Skills and understandings from other units should be integrated into the work when they add to the quality of the answer.

4   Organising the unit

The way the Coursework unit is organised will depend on how the course as a whole has been organised in a centre. The expectation is that most candidates will be studying *Units F985 and F986: Historical Controversies* and *Unit F987: Historical Significance* side by side and will be assessed in both in the June session although it is possible for candidates to sit the Controversies assessment in November/December and to submit coursework for assessment in January. Much of the discussion that follows is based on the assumption that candidates are being assessed in the June session.

As far as the Coursework unit is concerned there are a number of issues to consider:

- does the coursework unit need to be taught?

- should candidates be able to choose their topics for coursework from any period of history?

- what are the restrictions on choice of topics/periods?

- much of the candidates' time will be spent researching, planning and drafting - how should they be supervised during this time?

- how much support can the teacher provide?

Should there be a taught element?

Two possible models

There are two obvious models for the delivery of this unit. Below is a discussion of some of the advantages and disadvantages of each approach. The decision about which of these models would be the more appropriate can only be made by each individual centre in the light of their own circumstances, resources and candidates.

> **1** The first involves candidates being taught as a class about a particular period or topic of history. This model would lead to the candidates constructing their questions on different aspects of the taught period/topic. The chosen period/topic will need to be reasonably broad to ensure the possibility of a range of different questions. For example a topic such as 'the English Civil War 1642-6' would be too narrow, whereas a topic such as 'Developments in the Seventeenth Century' would be suitable. Past experience has shown that it is not advisable to allow candidates to use exactly the same question as each other.

> The teaching of the period/topic need only be in outline as the purpose of such teaching would be to provide candidates with a knowledge and understanding of the main features of the period/topic. This will help them choose and construct a question, and will ensure they begin with some familiarity with the necessary content, issues and resources for their question. This approach can also allow a centre to exploit the fact that they may have considerable resources on a particular period or topic. However, large numbers of candidates setting their questions on the same period/topic could well stretch such resources to their limits.

> It is important not to spend too much time on teaching a period/topic. As is explained below, further teaching is required about 'significance' and about the Controversies unit. Candidates should still be expected to do their own research and reading on the chosen period/topic. It is also important to remember that the candidates' work has to be marked by teachers. To allow time for this, candidates will need to complete their work by March/April at the latest.

> **2** The other model does not involve the teaching of a particular period or topic. Instead, it allows candidates a completely free choice of periods and topics for their questions.

Some candidates might, for example, choose to attempt a question about the Romans, other might choose medieval topics, while others might focus on the twentieth century. This allows candidates to follow their own personal interests. This can help to motivate candidates and allows them to exploit the considerable knowledge they might have of a favourite topic. However, not all candidates in a group will have such expertise at their fingertips. This approach clearly places more responsibility of the candidates in terms of becoming familiar with the chosen period/topic. It could also lead to some candidates working on topics for which a centre has few resources or little expertise amongst its staff.

Teaching 'significance'

Whichever of these models is used, it is important that some teaching for the coursework unit is essential. The hallmark of this specification is that candidates have an understanding of the concepts that underpin each part of the course. The concept that underpins the coursework is 'significance'. Once candidates have some understanding of this concept, and how to measure and judge it, they will be equipped with useful strategies to attempt the constructing and answering of a worthwhile question. Several lessons will be required to explore the concept of 'significance' with candidates. Candidates need to understand the historical significance' and be familiar with the different criteria that can be used to judge it. They need to understand why it is important to judge significance across time and over time. They also need to understand how and why judgements about significance differ and change, and that these judgements need to be supported by a critical use of evidence. Guidance about this is provided later.

The Historical Controversies unit

If the Historical Controversies unit is being taught alongside the Coursework unit it might be necessary to use some of the early lessons for the Coursework unit to introduce some of the key ideas in the Controversies unit. Some grasp of these key ideas will help candidates to understand the provisional and negotiable nature of significance, and will encourage them to use in their work some consideration of the different views about the significance of the individual, event, idea or site being studied. If different members of staff are teaching the two units some careful planning will be required but it might help candidates if the first lessons for both units are used to introduce some of the key features of the Controversies unit.

Restrictions on choice of topics/periods

Candidates' questions must be about **either** a different period **or** a different state or country from that studied in A2 Unit F985/F986 (Historical Controversies), **and** must not be from a topic studied at AS. However, it is allowed, and indeed might be advisable, to use a question on a period/topic that is linked to periods or topics studied in the other units. It is clearly essential that candidates (i) ask their question on a period/topic that is allowed, and (ii) ask a question that allows them to tackle the concept of significance properly and to cover the relevant AOs. Centres can send candidates' questions to an OCR Spec B consultant for feedback. This service can be accessed through the OCR website.

Some examples:

Student A studied Lancastrians and Yorkists, 1437-85, European Nationalism 1815-1914, and Different American Wests 1840-1900. She wanted to complete her coursework on Bismarck. This was not allowed because it comes from a topic she studied at AS. She decided on a question about an aspect of the First World War. This was allowed and worked well as it was linked, but did not overlap with the work she had done on European Nationalism.

Student B studied Russia in Turmoil 1900-1921, The Impact of War on British Society and Politics since 1900, and Debates about the Holocaust. He was interested in the development of civil rights in the USA and so used a question about the significance of Malcolm X. Although this is a twentieth century topic like his Controversies unit on the Holocaust, it was allowed because it is about a different country.

Supervision of candidates and the role of the teacher

Once any taught course has been completed, candidates will need to spend time allocated to their history lessons and homework to research, planning, drafting and completing their final answer. One issue that arises from this is: how should candidates be monitored and supported during this time?

In some centres it will necessary to insist that candidates attend all timetabled lessons and work on their studies during such lessons. In other centres it might be possible to allow candidates to spend this time more flexibly e.g. in the library or working at home. What matters is that candidates are (i) monitored, to ensure that reasonable progress is being made and that the work is the candidate's own work, and (ii) supported, to help them meet the requirements of the task. These can be achieved through regular seminars with groups of candidates or through regular meetings with individual students. The candidates Research Diary should play an important role in such meetings with any discussions and the candidates' decisions and actions that followed such meetings being recorded.

The most useful way of defining what support teachers are, and are not, allowed to provide is to look at the three stages in the production of the coursework.

- **Stage 1 Planning of the task**:

  Teachers **can** provide guidance, following discussion, on an appropriate and effective question, recommended reading, a possible structure, research techniques, and the planning the use of time. Teachers can also resolve practical and conceptual problems and monitor progress to ensure that candidates are proceeding satisfactorily.

- **Stage 2 First draft**:

  Teachers **can** review the work in either written or oral form, to ensure that candidates are proceeding satisfactorily. Support of a general nature can be provided in relation to the appropriateness of the title and content, structure and references.

  Teachers **cannot** give detailed advice and suggestions as to how work may be improved in order to meet the assessment criteria. Detailed advice includes: indication of errors or omissions; indication of specific improvements needed to meet the criteria; the provision of outlines, paragraph headings or writing frames; personal intervention to improve the presentation or content of the work.

- **Stage 3 Final submission**:

  Once the final draft is submitted it must not be revised; 'fair copies' of marked work are not allowed; material cannot be added to, or removed from, the work after it has been submitted by the candidate.

5 The personal study and the concept of 'significance'

What do candidates have to do?

Candidates must produce a piece of work no longer than 3000 words in length. Their question must focus on significance and must allow them to demonstrate the following understandings:

- historical significance can be measured by using appropriate criteria;

- historical significance can be measured across time or over time - or be reference to both dimensions;

- claims about historical significance are provisional and negotiable.

Their question must also allow them to demonstrate the following skills:

- propose a title question that defines the study;

- explain and analyse the significance of an individual, event, idea or site;

- use criteria to organise an answer and to determine significance;

- measure significance either across time, or over time, or by reference to both dimensions - by comparing and combining them;

- explain, analyse, and reach and support judgements about, significance that may include:

  - explanations of ideas, actions or events (building on F981 or F982), and/or

  - critical use or primary and/or secondary source material as evidence (building on F983 or F984), and /or

  - critical evaluation of historians' interpretations (building on F985 or F986).

Historical significance (and what it is not)

It is important that teachers and candidates share a common understanding of how 'significance' is being used in Specification B. It might help by thinking of 'historical significance' rather than just significance. 'Historical significance' involves a broad judgement about an individual, event, idea or site. Traditional causation questions e.g. 'Was Charles' leadership the most important reason he lost the Civil War?' should be avoided. This type of question usually ends up with the candidate explaining the role of Charles, then writing about the role of other factors, and then comparing their importance and reaching a conclusion. Such a question, and its answer, will fail to take candidates beyond the explanation work they were doing in Units F981 and F982. It does not address historical significance. By asking a question about the causation of a particular event the scope is limited by placing the focus on a particular outcome e.g. losing the Civil War. Questions are more likely to provide candidates with an opportunity to judge historical significance if the question is not limited to a particular outcome. A question such as 'How significant was Charles I's defeat in the Civil War?' is much broader and allows the candidate to consider the importance of the defeat at the time and immediately afterwards, but also whether it has any longer term importance over the next few decades. Some significance questions may allow candidates to range over periods of hundreds of years.

Some misconceptions about significance:

- it is not the same as relevance to today, although this may be part of it;

- it is broader than causation or consequence. Some individuals or events are significant because of their consequences. Others may not have had major consequences but they can still be significant;

- significance is a value given to individuals, events, ideas and sites. It is not a quality intrinsic to the individual, event, idea or site. It is provisional and negotiable. Historians and others will come to different judgements about it;

- significance should not be confused with fame or rank;

- it is not necessarily to do with size e.g large sites are not significant simply because of their size;

- interpretations of significance should not be affected by moral judgement e.g. Cromwell is not significant because he put the inhabitants of Drogheda to the sword, Hitler cannot be significant because of the Holocaust. These claims confuse significance with greatness.
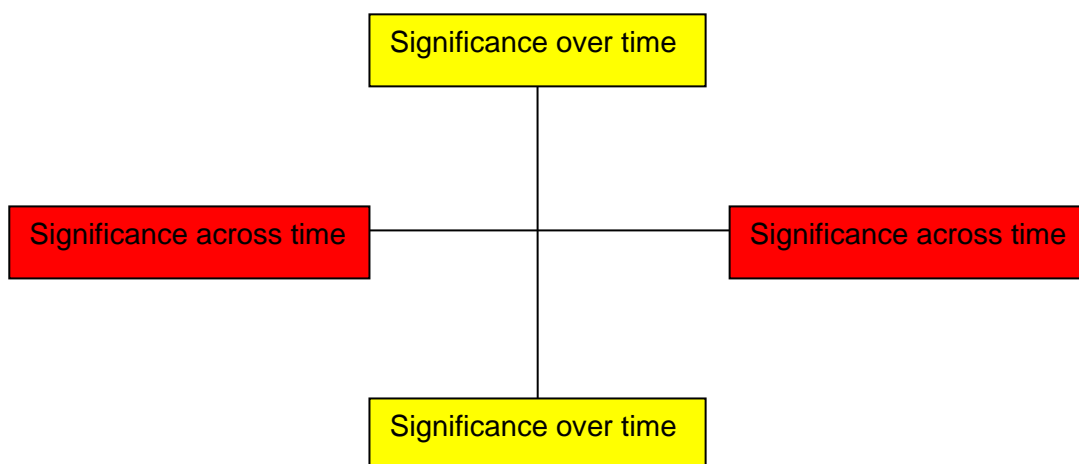
How to measure significance

Claims made about significance need to be based on more than assertion. Candidates should be encouraged to **demonstrate** the significance of individuals, events, ideas or sites. This involves:

- recognising that significance can be considered in at least two dimensions - across time (impact at the time) and over time (impact on the longer-term course of events);

- using criteria against which to measure significance in each dimension - extent of immediate impact (across time) and relationship to prior and subsequent events (over time);

- acknowledging that more than one view of the significance of individuals, events, ideas or sites are likely.

A conceptual framework – the dimensions of time and space

The obvious image to represent the framework is that of a cross, in which, for any individual, event, idea or site, the vertical axis represents significance over time, and the horizontal axis significance across time.

Fig. 1: a framework for determining significance

Having established the basic framework, we can add criteria that will enable us to measure the extent of significance of an individual event, event or site along one or other axis.

Criteria for measuring significance along the horizontal axis (across time) might be:

- Nature of the individual, event, idea or site

    - How typical/how unique?
    - How expected/how unexpected?
    - How reported/how received?
    - How iconic or symbolic?

- Width of impact (could be materially, or ideas, action...)

    - How many people, groups or institutions were affected?
    - Were rich/poor, men/women, old/young affected in the same way?
    - Were different parts of the country affected in the same way?
    - How wide, geographically, was the impact?

- Depth of impact (could be materially, or ideas, actions...)

    - How deeply were people's beliefs and attitudes affected?
    - For how long were people affected?
    - How important was it to people at the time?
    - How far it was it remarked on by people at the time?
    - How powerful was the impact?
    - What kind of reaction was caused?

- Nature of the impact

    - How far was it beneficial?

- Relevance for historians

    - The extent to which the impact increases historians' understanding of the period
    - What does it reveal about the period?
    - How iconic or symbolic?
    - Why have different judgements about its significance been made by different ages, and/or historians? What criteria or values influenced their judgements?

Criteria for measuring significance along the vertical axis (over time) might be:

- how much of a change occurred between what went before and what came after (event etc. seen as a turning point)?

- how much continuity occurred between what went before and what came after (event etc. seen as part of a trend)?

- how is the amount of change/continuity affected by variations to the time scale (event etc. seen as a 'false dawn')?

Other criteria:

- it has been remembered at some stage in history within the collective memory of a group or groups;

- it has had a resonance. People make analogies with it, it is possible to connect it with experiences, beliefs or situations across time and space.

Synthesis: combining the horizontal and vertical axes

Questions to ask:

- do both judgements (across time and over time) agree about the significance I can attach to the individual, event, idea or site?

- if so, how do I combine these similarities within a single account?

- do the judgements (across time and over time) disagree about the significance I can attach to the individual, event, idea or site?

- if so, how can I explain/reconcile these differences within a single account?

Candidates should attempt to consider their judgements about significance across time and over time. In most cases, these are likely to agree, but not in all cases. The candidate then has two choices: (s)he can either accept the similarity or difference in the judgements and settle for two valid but separate answers to the initial question; or (s)he can try to combine, or integrate the two calculations in order to arrive at an overall answer that *either* explains the similarities *or* reconciles the differences – in other words, a synthesis.

The best way to illustrate the whole process – from question to answer – is by means of an example.

Case Study: The Execution of Charles I

Step 1: Thinking about the purpose of the unit
An important first step is for the candidate to recognize what (s)he is **not** required to do. A question that requires a detailed explanation of the execution of Charles I, or a source-based investigation into why he was executed, or a study of competing interpretations of the event will not be a suitable question for this specification. Instead, the candidate is required to construct a question that will require the significance of the execution to be assessed. Consequently, the starting position is that of the balloonist, rather than the truffle-hunter, where length and width of view are more desirable and more useful than depth of detail.

Step 2: Devising a title
This is the most important step. Following a period of reading and research, a candidate decides that (s)he would like to focus her coursework on the significance of the execution of Charles I. With help and guidance from her/his teacher, the candidate comes up with the following coursework title:

"If England experienced a revolution in the 17th Century - this was it". How far would you agree with historian Barry Coward's assessment of the significance of the execution of Charles I?

The subject is well chosen because:
- it offers opportunities to assess both the contemporary impact of the event and its significance over time – in particular, within the 'revolutionary' period of 1640-60 but also within the wider context of the seventeenth century;
- it deals with a topic that is particularly well documented with both primary and secondary testimony;
- the significance of the event over time is contentious.

Step 3: Research
The candidate will then need to set about some methodical research, refining research questions in the light of what is found. These are likely to address the criteria associated with each of the axes – e.g. (horizontal) 'How did contemporaries react to the death of Charles I?' 'Why were some contemporaries less impressed than others?' (vertical) 'What changes occurred in the government of England as a result of the king's execution?' 'How, if at all, would observers in 1653 and 1665 agree about the longer-term significance of the execution of Charles I?' How far have historians disagreed about the significance of the execution? Slowly, the candidate will begin to assemble a range of contextual knowledge and sources (primary and secondary) relevant to the research questions (eventually to be formalized into a bibliography).

Step 4: Putting a plan together

Finally, the candidate will begin to put together a plan for the study, based on the twin axes and the assessment objectives, being careful to leave the possibility of synthesis as a final move in the study. In broad terms, the rising requirements of the assessment objectives are as follows:

The candidate:

(L1) constructs a largely chronological narrative that includes comments about the significance of an individual, event, idea or site by assertion or common sense reasoning. Uses sources to illustrate points. Selects relevant statements by historians about significance;

(L2) constructs a narrative about an individual, event, idea or site showing how significance can vary according to the standpoint of the observer. Uses sources at face value and uncritically to make claims about significance. Juxtaposes statements by historians that agree or agree about significance;

(L3) constructs a narrative that assesses the **contemporary** or the **longer-term** significance of an individual, event, idea or site. Begins to make critical use of sources to make or evaluate claims about significance. Begins to make critical use of historians' views to make or evaluate claims about significance;

(L4) constructs a narrative that assesses the **contemporary and longer-term** significance of an individual, event, idea or site, treating the two perspectives as separate elements of a single interpretation. Makes critical use of sources in context to make or evaluate claims about significance. Makes critical use of historians' views to make or evaluate claims about significance;

(L5) constructs a complex narrative that **combines contemporary and long-view perspectives** to assess the significance of an individual, event, idea or site, demonstrating a relationship between perspectives. Makes critical use of sources in context to make or evaluate complex claims about significance. Makes critical use of historians' views to make or evaluate complex claims about significance.

In other words, what distinguishes the performance of candidates at higher levels is not so much the ability to construct narratives of significance, but the ability to analyse the relationship between them in order to arrive at an overall judgment. A lesser, but nevertheless important emphasis will be placed on the candidate's ability to make critical use of evidence from primary sources and from the views of historians about the significance of the chosen individual, event, idea or site. Abler candidates will acknowledge that more than one judgment is possible because, throughout the study, calculations of significance have been based on interpretations of evidence which is by nature provisional.
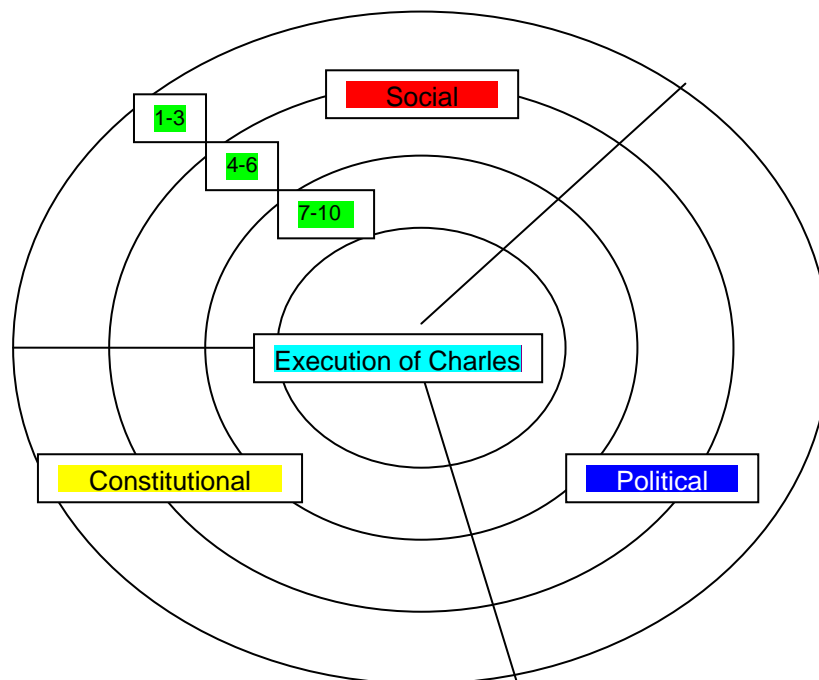
Step 5: Putting the study together

The candidate has gathered a range of relevant evidence – primary and secondary - and has made a plan (see below guidance on how to compose and maintain the Research Diary). (S)he has decided to proceed by first assessing the contemporary significance of the execution shown by the horizontal axis (L3). (S)he will then assess the longer-term significance represented by the vertical axis (L4) and pause at that point, before making the final analysis.

For each stage in the process, (s)he needs to organize her/his material, in order to obtain a broad impression of the main significance claims. One useful way of doing this is to use diagrams. These can help candidates plan, organise and stay in control of the material, the topic and their ideas. Use of such diagrams is also recommended during the taught part of this course as a way of introducing the concept of significance to candidates. They allow candidates to try out ideas and develop their understanding without having to complete a lot of writing.

For the 'horizontal' calculation, a diagram/data capture sheet for deploying evidence or information about the impact of the execution at the time can be constructed.

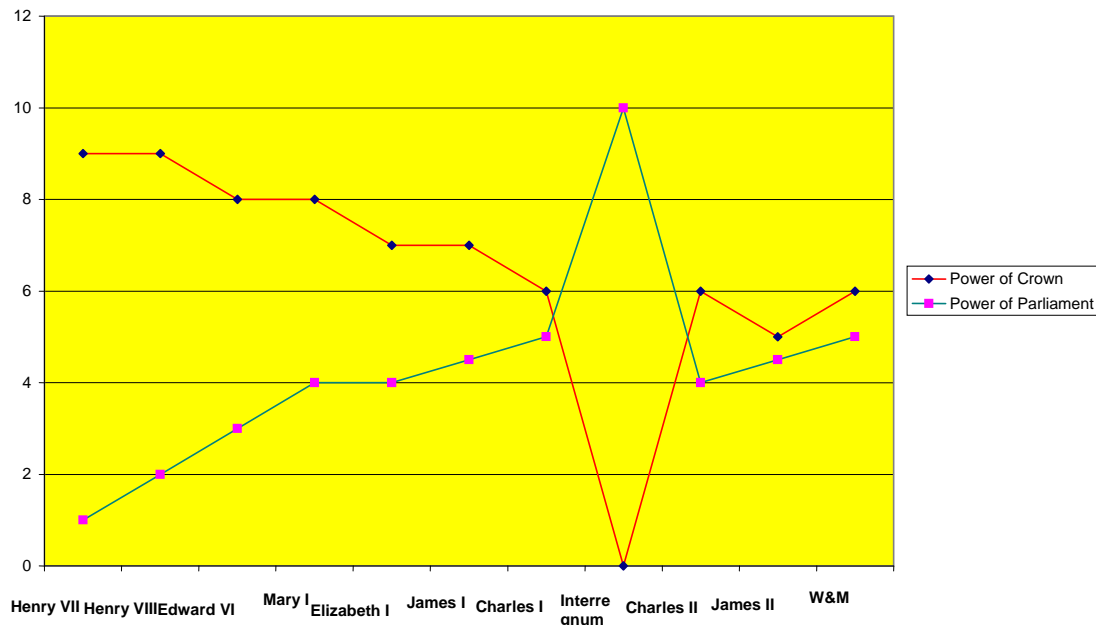*Fig 2: Circle diagram for calculating contemporary significance*

The diagram takes the form of concentric circles, centering upon the target event (execution of Charles I). The circles themselves are divided in terms of the constitutional, political and social impact of the event. In addition, the degree of support for any claim to significance based on the available evidence is graded on a scale of 1-10, descending, as it moves away from the target event. Decisions about what 'score' to award a piece of evidence might be made according to the influence or power of individuals or groups experiencing the impact, or according to the value of the evidence provided. For example, written accounts of the crowd's reaction to the execution itself, combined with contemporary prints showing members of the audience swooning in despair at what they have witnessed might at first attract a high rating in the 'social' segment, until a closer scrutiny of the print in particular reveals that the artist did not actually witness the scene; similarly, expressions of outrage by other rulers in Europe might have attracted a high position in the 'political' segment – in particular because of the influence of the respondents – but this is balanced by the fact that these rulers were soon equally willing to do business with Oliver Cromwell, once he had demonstrated the strength of the army and navy of the English Commonwealth.

Clearly, if a single diagram proves cumbersome, three different diagrams could be used to represent constitutional, political and social impact. The disadvantage of doing this, however, would be that links between these categories would be lost. A useful way of saving space, of course, would be to catalogue all sources and simply stick the number, or letter, of the source on to the diagram. The purpose of the diagram is simply to give an overall impression of how many areas were affected, of where the impact was greatest and of the reliability of the evidence being used. In other words, the diagram gives the candidate a **framework** for completing the first part of the study.

For the 'vertical' calculation, the candidate uses a similar approach but a different diagram:

Fig 3: The Relations of Crown and Parliament 1485-1688

The purpose of the candidate now is to calculate the significance of Charles' execution over time. (S)he has decided to look at the event as part of a longer narrative of changing relations between Crown and Parliament between 1485 and 1688. There is no specified timescale for the 'vertical' axis – but it should be long enough to reveal prior and/or subsequent developments relevant to the target individual, idea or site. Indeed, there can be decided advantages in producing more than one graph, of differing timescales; for example, a graph centred on the same event as that in *Fig 3*, but spanning a shorter period of, say, 1640-58, would reveal a very different story – one that can be usefully compared and contrasted with that of *Fig 3*[1].

The candidate approaches the problem in the same way as in the first part of the analysis. (S)he decides, on the basis of existing contextual knowledge, that the significance over time of the execution of Charles I can best be revealed as part of a longer narrative about the relations between Crown and Parliament over 200 years (represented by the two graph lines in *Fig 3*). With this in mind, (s)he gathers information and evidence about prior and subsequent developments in relations between Crown and Parliament. (S)he then identifies a number of 'stages' in the 200-year period (represented by plot points on each of the graph lines above) and focuses the evidence and information on each of these stages. The dates on the graph are not necessarily meant to be exact. As before, the requirement is not for detailed accuracy but for a framework overview that will facilitate analysis.

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[1] It is worth noting that graphs of the above kind can be quickly produced using the 'Chart Wizard' facility of **Microsoft Excel**. Simply input the plot values on the spreadsheet and let the wizard do all the rest. In addition – and very usefully – Excel will allow you to insert a trend line, summarizing the direction of development over any line plotted on the graph. Finally, the graphs produced by different groups of candidates can be compared as 'Sheet1', Sheet 2' etc. on the click of a mouse.

Next, the candidate, having gathered evidence for each 'stage' - and for each of Crown and Parliament – gives a score (out of 10) to both Crown and Parliament at each 'stage' and plots the score on the graph. Gradually, (s)he builds up the 'story' for both Crown and Parliament over the period covered by the graph. One possible outcome of this process can be seen in *Fig 3*. This shows a dramatic republican upheaval, a 'turning point' - the Rump and Protectorate regimes all ushered in by the execution of Charles I in 1649. At first glance, this would suggest agreement with Barry Coward's interpretation (title question), particularly if confirmed by the first, 'horizontal' analysis. However, when the period is lengthened to the 1670s a different story emerges with the power of the monarchy having revived. But when we move to 1688-9, the story changes again, and we have one that suggests that the execution of Charles I can be seen as part of a more gradual trend in the growth of parliamentary power (and simultaneous decline in monarchical power), which is formalised during the so-called 'Glorious Revolution' of 1688-89. This might lead to a calculation that the execution of Charles I was a 'false dawn' in constitutional terms – the real change was less visible and more gradual.

This, in turn creates a tension between the horizontal and vertical calculations – one that needs to be resolved in some way. As with conflicting interpretations in the *Historical Controversies* units, it is not a problem that calculations of significance disagree – the point is for the candidate to understand why they disagree (or why they agree, for that matter). In this case, the tension can be resolved by arguing, for example, that the immediate shock of the event - i.e. as an affront to popular cultural values – could not be assuaged by 11 years of godly rule and this explains the gradual return to monarchy. However, there was also a long-term movement in the relations between monarchy and Parliament. The monarchy that was restored was not the monarchy of earlier years and some major adjustment in the relationship was likely to occur in the near future.

In this way, the candidate is able to combine, or integrate the two calculations in order to arrive at a final, overall, judgment in response to the title question. Of course, a different outcome might have been arrived at – the two calculations (horizontal and vertical) are dependent on the evidence and contextual knowledge on which they are based. The two calculations could just as easily have ended in agreement – in which case the candidate, to reach the top level of response, would still have needed to explain why this was the case – e.g. why significance in the 'horizontal' dimension was long enough lasting to impact on significance in the vertical dimension. The important thing is that the candidate, having controlled and analyzed the material, is able to form a valid overall judgment based on the analysis (s)he has undertaken.

Some examples of coursework questions

These are merely suggestions provided for this guidance document. Candidates do not have to choose a question from this list. They are provided as examples of the types of questions that will help candidates meet the coursework requirements. Some deal with the significance of events or individuals; others with the significance of ideas or historical sites. A series of stems for questions have not been provided as what matters is the whole question. A possible stem could be turned into an inappropriate question by the later wording of the question.

- How significant were the religious changes introduced by Thomas Cranmer in 1549?

- Do you agree with those who regard Culloden regarded as a turning point in Scottish history?

- How significant was Pasteur's Germ Theory to the history of modern medicine?

- What difference did the American Civil War make to the development of slavery?

- What, if anything, does modern Russia owe to Mikhail Gorbachev?

- How far would you agree that the contribution of the WSPU to the cause of women's rights been exaggerated?

- With what justification has Charlemagne / Alfred / Peter / Catherine (etc.) come to be known as 'the Great'?

- Why did the Edwardian conquest of Wales prove permanent?

- How close did Wales come to revolution in 1911?

- Using a local example, show how and with what results your locality was affected by the enclosure of common land / the dissolution of a monastery / the building of a canal or railway /the building of a workhouse (etc).

- How significant was the White Rock Copper Works in the industrial development of the Lower Swansea Valley?

- How significant were the religious changes made during the reign of Mary Tudor?

- How far do you agree with the view that Emmeline Pankhurst's contribution to the achievement of women's political rights has been greatly exaggersted?

- How important was I K Brunel to the economic development of Britain?

- Who was more important in Russian history, Lenin or Stalin?

- Do you agree that because the monarchy was restored in 1660, the execution of Charles I has little historical significance?

- How far does Oliver Cromwell deserve to be remembered by the statue that stands outside the Houses of Parliament?

- With what justification have historians claimed that the Battle of Agincourt has little historical significance?

- Why do we remember the Great Exhibition of 1851?

- How significant was Edward I's Model Parliament of 1295?

- How important were the ideas of Thomas Paine?

- Who is more historically significant, Florence Nightingale or Mary Seacole?

- What is the historical significance of the French Revolution?

- How significant is Michael Collins in Irish history?

- 'Magna Carta's true importance is to be found after the thirteenth century rather than in the reign of King John.' How far do you agree?

- With what justification have historians claimed that X was a turning point?

- Do you agree that because the Chartists failed, they have little historical significance?

- Can the fact that most history books about Britain in the nineteenth century contain many more men than women be justified?

- Are the witch hunts of the sixteenth and seventeenth centuries historically important?

- With what justification is Churchill regarded as a significant figure in British history?

- Is it more important to study great individuals in history than long-term economic or social developments?

- 'Louise XVI was a failure as King of France and so is not historically significant.' How far do you agree with this statement?

- Who is more important in US history, Martin Luther King or Malcolm X?

6   The Research Diary

The Research Diary is no longer than 1000 words in length. It takes the form of a log and is organised according to each candidate's choosing. The purposes of the Diary include:

*   encouraging candidates to be more reflective and self-critical about their coursework research;

*   helping candidates approach the business of planning, preparation and drafting in a more methodical way;

*   enabling teachers more easily to monitor the progress being made.

In their diaries, candidates need to demonstrate the ability to:

*   formulate a valid and appropriate historical question;

*   plan a systematic process of historical research, based on a valid historical question;

*   adapt and modify objectives in the light of the research;

*   reflect critically upon the processes undertaken and the progress being made.

In particular, the diary should contain:

*   the candidate's name, candidate and centre numbers;

*   a question and some discussion of how it came to be chosen;

*   a more specific justification for the question, showing how it meets the coursework requirements and associated assessment criteria. There should be an explicit explanation of how the question enables to concept of significance to be explored in a number of worthwhile ways;

*   a plan for the study, including a number of research questions designed to address different facets of the main question. These should address criteria for determining significance;

*   critical discussion of source material (primary and/or secondary) used. This should include an explanation of how sources were identified, a discussion of the nature and availability of sources for the chosen topic, and a commentary on their content, context and usefulness to the study;

*   an explanation of any significant problems encountered e.g. in locating sources, and of measures taken to overcome them;

*   a schedule for completing the study – e.g. deadlines for initial reading, completion of research notes and first written drafts, periodic meetings with teachers to monitor progress;

*   a record of important outcomes of meetings with teachers;

*   critical reflection on how the work is progressing e.g. any refinements or modifications that have had to be made in the light of work in progress;

*   a critical summative comment on the question and the completed study e.g. looking back - would the candidate have done anything differently?

*   references (e.g. footnotes) and a bibliography.

The diary should be an ongoing log that is added to as work progresses. It is not necessary for candidates to produce a neat, clean copy of it. It is a working document and moderators will expect to see evidence of this.

Sample extract from a Research Diary. NB this is only an extract and does not necessarily cover all the elements required in the Diary.

Date	Progress Log
12.09	Tutorial 1: Discussed issues and questions about significance in history and how to measure it. AK gave me good advice about how to plan my study: find the right title - AK showed us some examples from OCR and we discussed these at length; choose something where significance can be measured both across and over time; take the long view when measuring significance over time (as in Unit 2); be aware of the nature and value of competing evidence and interpretations (as in Unit 3). Research/follow-up: Living near the battlefield of Marston Moor, I've always been interested in the period of the Civil Wars. As we did not study this option in Unit 3, I was allowed to look for a title in this area. If anything seemed significant it was the execution of Charles I, so I decided to focus on this and found a likely quote in Coward's *The Stuart Age* (1980, p. XX): "*If England experienced a revolution in the 17th Century - this was it*". I added, '*How far would you agree with historian Barry Coward's assessment of the significance of the execution of Charles I?*' and took the whole thing to next tutorial.
26.09	Tutorial 2: Discussed my title. AK said he liked it because: it had both contemporary and longer-term impact – not only within the 'revolutionary' period of 1640-60, but also the wider context of the 17th Century; it was well documented from a ready supply of both primary and secondary sources; historians disagree about its overall significance. He then suggested that I go and research it more widely: the event itself; its impact at the time; and what changed as a result of it (in short and longer term). Finally, he suggested some secondary sources as a starting point. Research/follow-up: Started by looking for evidence about the way in which people at the time reacted to the event (significance across time) Purkiss (2006, pp.552-570) – interesting detail on immediate reactions and dismantling of royal authority, e.g. selling off of Charles' art collection. Bowle *Charles the First* (1975 pp. 329-337) - graphic description of the execution and crowd reaction, secretive embalming to avoid Royalist reaction and fears of new authorities about hostile reaction in Ireland and Scotland. Very useful paragraph in Anderson (1995, p.135) about importance of <u>manner</u> in which Charles met his death. [X-ref to Woolrych (2002, p. 433)]. Copy of frontispiece of Eikon Basilike could be useful – or image of Charles the Martyr in Ollard (1976, p. 215). Coward (1980, pp.200-01), insists that the execution/revolution was carried out by a tiny clique against the wishes of the majority of the country,

Date	Progress Log
	and this can be linked broadly with Morrill's (2004) interpretation (though this focuses on the outbreak of civil war). Very useful narrative of political changes 1649-53 in Ellis (1992, pp.131-138*). Good on indecision and disagreements amongst leaders of Parliament and Army about how to replace monarchy and how to deal with threats to newly formed Republic. Even better analysis in Woolrych (2002 pp.434-5) Best account so far of immediate reaction is in Ollard (1976, pp.192-6). Still difficult to get evidence of reactions of 'ordinary people', or of those living outside London, so decided to look again at Morrill – even though his account ends in 1648. According to Morrill (2004, pp.204-8), feelings were running high in the country by 1648 – but <u>against</u> Parliament, and in particular the unpopular county committees. He mentions revolts in South Wales, Kent, Essex and the North, in favour of a return to pre-war conditions and often fuelled by disgruntled Royalists. Since the execution of the king could only have made matters worse, can we assume more tension after 1649 between conservative-minded provincial leaders and the political and religious elites in London?
10.10	<u>Tutorial 3</u>: AK introduced me to what he called a 'synchronic graph' [Appendix A], allowing me to assess the impact of the execution at the time. This led me to ask more questions: e.g. Does the weight of evidence (primary or secondary) agree or disagree with Coward's interpretation? What are the strengths and limitations of the primary sources? How can I *organise* the evidence to support an argument about the contemporary impact of the execution? <u>Research/follow-up</u>: Found it difficult at first to attach a value to the sources used. For example, the 'score' for a source might be awarded according to its content/context, to the value of the evidence provided. For example, written accounts of the crowd's reaction to the execution itself, combined with contemporary prints, express shock and despair, but do not tell us how typical this reaction was. Similarly, on the wider scale, expressions of outrage by other rulers in Europe might also have scored highly – but this is balanced by their willingness soon after to 'do business' with Cromwell's Protectorate. This proved easier with practice – and was more manageable with numbered 'post-its' to represent the sources used.
24.10	<u>Tutorial 4</u> : AK pleased with progress made on first part of the study, this but that I needed to think more carefully about context and provenance when evaluating sources…He suggested I write up a draft version of Part 1 and begin gathering material for Part 2 – significance over time. He reminded me about the value of the 'long view' that we'd used in Unit 2 to construct accounts of change over time and stressed that the analysis needed to be at no greater depth than this – the important thing is to see the broad pattern and direction of change, not to investigate it in detail – I was to think of myself as a parachutist, not a truffle hunter! He again suggested some starting points and we arranged to meet in 3 weeks to discuss what I'd found. <u>Research/follow-up</u>:

Date	Progress Log
	Ellis (1992), is the most useful source - the only one I could find that specifically addressed the 'long view' and tried to set Charles' execution within a narrative of political developments in England over the full reach of the 17th Century. It also helped me to understand the key words of change and development – trend, turning point, false dawn etc., so I was able, using both the text and supporting sources, to assess the extent to which the removal of monarchy was a turning point in the political history of the period 1603-1689.
	Anderson (1995) offers a more concise and accessible overview but limited to the period 1640-49 and focused on the slightly different question of whether these years witnessed a British *Revolution*. However, in the latter sections (p.148), she raises some relevant questions:
	Are political, economic, social and ideological changes all of equal importance?
	How long must a change endure to be considered 'permanent'?
	How great, or long-lasting do changes have to be in order to be 'significant'?
	Woolrych (2002, pp. 792-6) offers a similar analysis, defining what happened in Britain in the 'revolutionary' period as "a breach in continuity, deeper in its causes and effects than just a rebellion". He also insists (pp.794-5) that the extent of a social revolution has been exaggerated and this can be cross-referenced to Coward (1980 pp.200-1): "The history of the Republic confirms that only a limited political revolution had taken place in 1648-9, and one that was reversed in 1660. The basic structure of society remained unaffected". Contrast with Hutton (1993, pp181-2) and Hill (1940, pp.57-9), who agree (but presumably from different starting points) that the Stuart monarchy never fully recovered from the political changes that occurred with the execution of Charles I.
15.11	Tutorial 5:
	Told AK that, once again, I was finding it difficult to organise the information I had collected. This time he referred me to a facility in Excel that would enable me to produce a 'diachronic graph' showing the main patterns of political change and continuity over a long period either side of the execution of the king. I offered to produce a graph and we agreed to discuss it on 29.11. This would be closely followed by a final seminar at the end of term, when we would try to tease out the relationship between the two parts of the study
	Research/follow-up:
	Used the sources I had collected and contextual knowledge to produce the graph [Appendix B].
29.11	Tutorial 6:
	We discussed the trend line on my graph, which showed that the execution had a very significant impact on events between 1649 and 1653, but appears less significant over longer line covering 1603-1689. Some minor disagreement about the weight that could be attached to some of the evidence, but basically AK agreed I was on the right track.
	Write up first draft of second part by 19.12
19.12	Tutorial 7

Date	Progress Log
	Discussed findings with AK. He explained the meaning of 'synthesis' and we talked about possible ways of doing this: avoid simply cobbling together the two parts of the study and calling it a synthesis; come up with a 'third view' that either resolves conflict between the other two, or explains why they agree.

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Hill C., *The English Revolution,* Lawrence and Wishart (1940)

Hutton R., *The Restoration: A Political and Religious History of England and Wales 1658-1667,* Clarendon (1993)

Morrill J., *Revolt in the Provinces: the People of England and the Tragedies of War,* 2nd edition, Longman (1998)

Ollard R., *This War Without an Enemy,* Hodder (1976)

Purkiss D., *The English Civil War: A People's History,* Harper Press (2006)

Woolrych A., *Britain in Revolution,* OUP (2002)

7 Teaching the concept of 'significance'

Devoting some lessons to a consideration of the concept of significance will help candidates to write better answers. An understanding of the concept, and how to measure it, will provide candidates with possible structures and strategies to use. However, it needs to be stressed that there is not one 'right' way of organising answers that can be applied to all significance questions. The structure of the answer, and the strategy used, will depend on the nature of the actual question and of the topic being investigated.

Below is a list of useful issues relating to the concept of significance to which candidates need to be introduced. They should be given opportunities to discuss these and to complete some work on them.

- Significance is a broad concept; it is not about judging whether one cause of an event was more important than another. Think 'historical significance'.

- Significance can be judged across time and over time (see earlier section).

- Criteria need to be established and used to make judgements about significance (see earlier section).

- Is something significant simply because it is famous? Can a little known individual, event, idea or site be significant? Can candidates think of examples?

- Can failures be significant? Can candidates think of examples?

- Is there any place for moral judgement in calculations of significance? Can bad people be significant?

- Is something significant simply because it is relevant to today?

- Does the significance of e.g. an event seem to alter when you lengthen or shorten the time scale?

- Was the e.g. event a turning point, a tipping point, or was it part of a trend?

- Judgements about significance are provisional and negotiable. Historians disagree in their judgements about significance. It is a value that is given by historians; it is not an intrinsic quality of the individual, event, idea or site. Values often influence judgements about significance. People at the time may also have disagreed about significance. What was significant to one group might not be for another group - can candidates think of examples?

- The values and concerns of different ages differ - this can lead to one age seeing an (e.g.) individual important, when another age saw them as insignificant. This applies to historians from different ages or of different interests. E.g. an event that E P Thompson thought was significant might not be significant to a historian interested in 'high politics'. Can candidates think of other examples?

- What do terms such as 'depth', 'false dawn', 'long term', 'short term', 'width', 'tipping point', 'trend', 'turning point' mean, and how can they be used in answers?

- Candidates need to be able to reach, and support, their own judgements about significance.

Ideas for activities in the classroom (Some of these are taken from Martin Hunt's booklet 'Teaching Significance', Manchester Metropolitan University, unpublished.)

A   Using grids

The grids used earlier (the circle diagram and the graph) relating to the question about

Charles I's execution should be introduced to candidates. They should be encouraged to experiment with these on a range of individuals, events, ideas and sites. These could from topics studied for earlier units or from the broad area candidates will be studying for their own question.

B   Using lists

Lists like the 'Great Britons' list could be used. For example, the top ten individuals could be examined with candidates researching some of them on Wikipedia (where the rest of the list can be found). Candidates could use criteria to discuss how far they agree with the list. Other countries have produced similar lists (several can be found on Wikipedia).

These could be compared with the Great Britons list. There is also a 100 Worst Britons list on Wikepedia. Issues for discussion:

- Are the individuals significant in different ways?

- How far does the list reflect when the poll was taken? Would a different list have been produced e.g. 100 years ago?

- What changes would the candidates make to the list?

- How do lists from other countries differ - more women, different types of people?

- If candidates could add events, ideas and sites to the list, which ones would they choose?

- Are individuals more important than events, ideas or sites?

100 Greatest Britons was broadcast in 2002 by the BBC.

1. Sir Winston Churchill, (1874–1965), statesman and orator, Prime Minister during Second World War and winner of the Nobel Prize for Literature

2. Isambard Kingdom Brunel, (1806–1859), engineer, creator of Great Western Railway and other significant works

3. Diana, Princess of Wales (1961–1997), first wife of HRH Charles, Prince of Wales (1981–1996) and mother of Princes William and Harry of Wales

4. Charles Darwin (1809–1882), naturalist, originator of the theory of evolution through natural selection and author of On the Origin of Species

5. William Shakespeare (1564–1616), English poet and playwright, thought of by many as the greatest of all writers in the English language

6. Sir Isaac Newton (1643–1727), physicist, mathematician, astronomer, natural philosopher, and alchemist, regarded by many as the greatest figure in the history of science

7. Queen Elizabeth I of England (1533–1603), monarch, (reigned 1558–1603)

8. John Lennon (1940–1980), musician with The Beatles, philanthropist, peace activist, artist

9. Vice Admiral Horatio Nelson, 1st Viscount Nelson (1758–1805), naval commander

10. Oliver Cromwell (1599–1658), Lord Protector

The Greatest American, 2005.

1. Ronald Reagan - 24%

2. Abraham Lincoln - 23.5%

3. Martin Luther King, Jr. - 19.7%

4. George Washington - 17.7%

5.   Benjamin Franklin - 14.9%

6.   George W. Bush

7.   Bill Clinton

8.   Elvis Presley

9.   Oprah Winfrey

10.   Franklin D. Roosevelt

11.   Billy Graham

12.   Thomas Jefferson

13.   Walt Disney

14.   Albert Einstein

15.   Thomas Alva Edison

16.   John F. Kennedy

17.   Bob Hope

18.   Bill Gates

19.   Eleanor Roosevelt

20.   Lance Armstrong

21.   Muhammad Ali

22.   Rosa Parks

23.   The Wright Brothers

24.   Henry Ford

25.   Neil Armstrong

C   Minor and great events?

(a)   Here are two accounts of murder:

At Stalybridge in 1850, a seller of gingerbread, as a result of some petty dispute, was deliberately kicked to death.

At Sarajevo in 1914, the Archduke Franz Ferdinand of Austria Hungary was assassinated by a Serbian nationalist, Gavrilo Princip.

Two individuals killed, both had their lives cut short and were mourned by friends and family. Are they equally important in history?

(b)   The Boston (1770) and Peterloo (1819) massacres involved the deaths of very few people, so why should they be considered relevant topics for study?

D   Using past learning

(a)   Introductory exercises can be usefully based on KS3 or GCSE textbooks. The indexes or contents of such books can be examined - which individuals, events or ideas are mentioned most often? Does this vary from book to book? Are there important people, events or ideas missing? How much attention is paid to e.g. scientific ideas?

(b) Reviewing a period you have studied choose the 4 most significant events in the unit you have just covered. Candidates need to justify choice and defend challenge from other candidates.

Example: From the following list, choose the 4 events which you think were most significant and give reasons for your choice:

Henry VIII became Supreme Head of the Church/The Dissolution of the Monasteries/The Pilgrimage of Grace/Wales had to accept English laws, 1543/The reign of Mary I/The Elizabethan Church Settlement/The 1601 Poor Law/The growth of London (50,000 to 200,000 in the 16th Century/The opening of the Globe Theatre in 1599/The execution of Mary Queen of Scots/The defeat of the Spanish Armada/The death of Elizabeth I, 1603.

E Explanation cards

Encouraging explanation of why an event is significant. This can be done with a list or set of cards for group work, which could include some 'dummies'- less likely explanations, and the pupils have to select the more likely ones and be able to explain their choice.

(a) Why was the Great Fire of London a significant event in history? From the following, choose the 3 best explanations of the importance of the Great Fire in history

- More hygienic housing meant that London never suffered a Plague again. Lessons learned for other towns and cities.

- People learned how to make better use of their natural resources. The Fleet River was less polluted and water was used more effectively for fire-fighting.

- Showed the need for a proper fire brigade and also for house insurance schemes

- 51 new churches were built, many by the architect Christopher Wren, including a new St. Paul's, built between 1675 and 1710.

- The newly built London was better placed for its role as a commercial centre with the growth of banking and trade.

- More permanent buildings were erected, showing the value of red brick and stone replacing the old timber building. More fireproof.

- Wren had plans to create a planned city with wide streets and more elegant buildings, but these were not to be as the need for rapid rehousing meant that the old street system was retained. London missed a great opportunity to build a modern new city. Had they followed Wren's plans, there might have been fewer traffic problems today. Note lack of vision and the effect of individual self-interest which hampered progress.

- Through the primary evidence of the time, such as Pepys' diary, we can learn about how people organised themselves in a crisis.

- Catholics were accused of starting it. Showed how rumour and false information can be used by propagandists for a particular cause. This tells us a lot about the society and politics at the time.

(b) This exercise introduced candidates to the idea that something can be significant for very different reasons.

The study of the slave trade and its abolition is important because:

- It explains how black people came to live on the American Continent.

- It explains how cotton was produced cheaply for the new machines and factories.

- It makes us make our own minds up about what we think of slavery.

- It helps us to understand why there was a civil war in the USA.

- It shows how money from the slave trade created most of Liverpool's banks, which provided loans for the development of railways, mines and factories.

- It helps us to understand why people like the abolitionists worked to bring an end to the slave trade and then slavery itself, what motivated them.

- It makes us think about how black people were treated and how the traders and slave owners tried to justify what they did.

- It helps us to understand how public opinion can be used to bring about change- use of pamphlets, poems, pottery, petitions, public meetings, speeches.

- It helps us to understand the role of the Evangelical movement, the Quakers and the humanitarian movements of the 18th and early 19th centuries.

- It helps us to understand how people could make a lot of money by using a cheap labour force bound by law not to run away (slaves and mill apprentices).

- It helps to explain the background to the Civil Rights movement in the USA and the underprivileged position of black people in America and Europe.

- It helps us to understand further words such as freedom, liberty, profit, cheap labour, humanitarianism.

Task 1: Study each of the 12 explanations carefully and then place its number in one of these 5 categories:

A.   Explanation of other events in history.

B.   Understanding historical vocabulary.

C.   Helping us to decide what we think is right and wrong.

D.   Understanding how and why people did what they did.

E.   Understanding the meaning of evidence.

Task 2: Which three the above 12 explanations do you think are the most important?

(c)   Why was the Black Death an important event in history?

- It helped to bring about the end of the Feudal System.

- It led to the decline of the monasteries - monks were particularly hard hit- easier to take away their lands.

- It encouraged increased criticism of some people in the church (though not of its teachings) as it was difficult to replace educated priests.

- It led to disputes of lands which increased the quarrels between the barons themselves and also the king and reduced his control and respect.

- It shows how people's explanations of the causes of events are affected by the ideas, beliefs and the knowledge of that time.

- It showed the extent of trade routes in the fourteenth century.

- It led to many deserted villages, the extent of which has only been discovered since the use of aerial photography.

- It showed the contribution of economic factors to changes in history: eg wages rise if there are fewer workers; prices rise if less goods are available.

Discuss how these reasons for the Black Death are different.

F   Judgements about significance changing over time

Consider the significance of the Norman Conquest from the point of view of people living at the time in England and Normandy, and from the perspective of people living in Britain today.

8 Using the generic mark scheme

Coursework is marked out of 40 marks. The Personal Study and Diary should be marked together. There is no requirement to award a separate mark for each. However the quality of the Personal Study should be the major factor in deciding which Level a candidate should be placed in. The Personal Study's weighting compared to the Diary is roughly 3 to 1.

The mark scheme is divided into three columns: AO1 (Knowledge and Understanding), AO2a (Sources), and AO2b (Interpretations). Each of these columns has 5 Levels. Candidates have to be awarded three sets of marks, one for each AO. The mark bands for these Levels are:

	AO1 Knowledge and Understanding	AO2a Sources	AO2b Interpretations
Level 5	17–20	9–10	9–10
Level 4	13–16	7–8	7–8
Level 3	9–12	5–6	5–6
Level 2	5–8	3–4	3–4
Level 1	1–4	1–2	1–2
Level 0	0	0	0

In each of the Level Descriptions for AO1 and AO2a there are two sets of statements: one for the Diary and one for the Personal Study. The Level Descriptions for AO2b contains one set of statements - for the Personal Study.

The mark scheme is to be used using a 'best-fit' approach. This means that candidates do not necessarily have to meet all the criteria in a Level Description before their work can be placed in that Level. For example, if a piece coursework does not meet all the criteria in Level 4 but matches the descriptors in Level 4 better than it does those in Level 3 or Level 5 then it should be placed in Level 4.

When assessing work for AO1 and AO2a the quality of the Personal Study will largely determine which Level the candidate should be placed in. It is best to start in the middle of the Level and then decide whether there are good reasons to move up or down within the Level. Factors that could influence such a decision are:

- the quality of the Personal Study will have determined which Level a candidate should be placed in. The quality of the Diary can be used to help determine which mark in the Level the candidate should be awarded;

- the range of criteria within a Level that have been met at that Level. The more that are met at the Level - the higher in the Level the work should be placed;

- the quality of the work e.g. if performance against the criteria is particularly convincing but is not good enough to move up to the next Level then it should be placed towards the top of the Level; e.g. if there was some doubt about whether work should be placed in one Level or another and it was eventually placed in the higher of these two Levels, then it should be placed towards the bottom of the Level.

When assessing work for AO2b the quality of the Personal Study is the only factor to be taken into account. The Diary plays no part in the awarding of marks for this AO.

The three marks should be added together to produce a final mark out of 40.

Comments about the work by markers are very helpful to moderators. These comments should be used to explain why a Level and a mark have been awarded and should only refer to the assessment criteria. They can be made in two stages (i) brief comments in the body of the work identifying e.g. where assessment criteria are being met or where the work is irrelevant, and (ii) summative comments at the end using descriptors from the mark scheme to sum up the achievements of the candidates.

9   Administration of coursework

Coursework Consultants

Centres are advised to submit candidates' questions and plans to Coursework Consultants who will comment on whether the questions are appropriate in relation to the assessment objectives and the concept of significance.

When submitting such questions, centres are advised to include details of the other three units studied by the candidates. This will enable the Consultant to advise on whether there is any overlap between the question and the content of the other units studied. Work can be sent to OCR via the address given on the OCR website.

Supervision and Authentication

As with all coursework, teachers must be able to verify that the work submitted for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework marks with confidence. An authentication form will need to be completed by the teachers (one form per centre).

Submission of work to OCR

Centres should ensure that the final version of the Personal Study is written or typed or word-processed on A4 paper, double-spaced, using a font size of 11 or 12 pt when typed or word-processed. Pages should be numbered and fastened together with a staple. Folders, files or plastic pockets need not be used. Work may be presented on CD.

As part of their diary candidates must complete a Record of Programme of Study form. This form is included as Appendix D in this Guide, but also can also be found in the Specification (Appendix C) and on the OCR website. Its purpose is to ensure that there is no overlap between the coursework and the content studied for the other three units, and that the question used by the candidate is viable and appropriate. This form should be included with the candidate's Personal Study and Diary when coursework is sent to a moderator.

Submitting marks to OCR

Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework. Coursework administration documents are sent to centres on the basis of estimated entries. Marks may be submitted to OCR either on the computer-printed Coursework Mark Sheets (MS1) provided by OCR (sending the top copy to OCR and the second copy to their allocated moderator) or by EDI (centres using EDI are asked to print a copy of their file and sign it before sending to their allocated moderator).

Deadline for the receipt of coursework marks are:
10 January for the January session
15 May for the June session

For regulations governing coursework, centres should consult the OCR Handbook for Centres. Further copies of the coursework administration documents are available on the OCR website (www.ocr.org.uk).

Standardisation and Moderation

All internally-assessed coursework is marked by the teacher and internally standardised by the centre. Marks must be submitted to OCR by the agreed date, after which postal moderation takes place in accordance with OCR procedures.

The purpose of moderation is to ensure that the standard for the award of marks in internally-assessed coursework 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 submitted to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria.
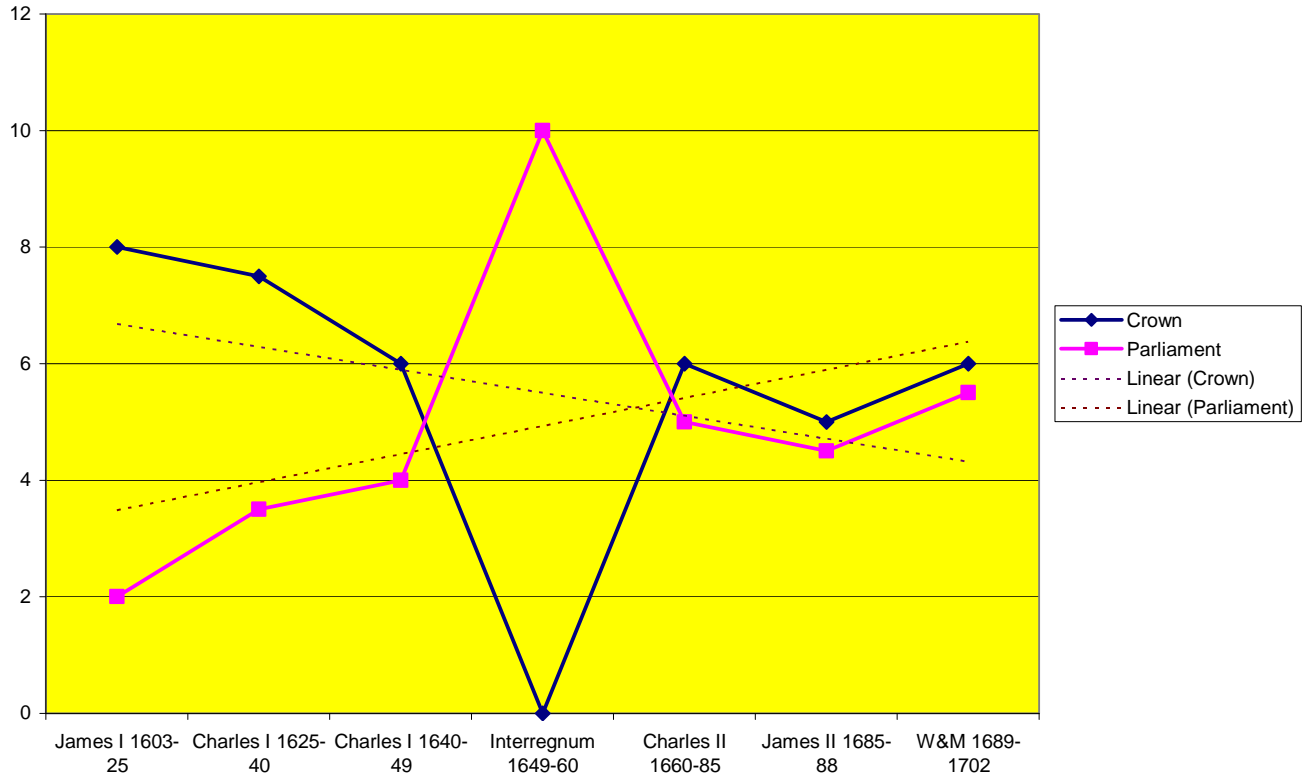
Minimum Coursework Required

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

10 Appendix A: The synchronic scale

<table>
<tr><td colspan="20">THE SHORT-TERM IMPACT OF THE EXECUTION OF CHARLES I : EXTENT OF SIGNIFICANCE</td></tr>
<tr><td colspan="10">Evidence: extent of agreement</td><td colspan="10">Evidence: extent of disagreement</td></tr>
<tr><td>10</td><td>9</td><td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr>
<tr><td></td><td></td><td>A</td><td></td><td>B</td><td></td><td></td><td>C</td><td></td><td></td><td></td><td></td><td>D</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Commentary on placement of sources:

A: **Woolrych**: *Neither the people of England, nor those who watched aghast from Scotland, Ireland and continental Europe, could tell what the outcome would be of that horrifying act… It seemed there might be no end to its revolutionary consequences* (p. 434).

B: **Coward** insists that execution was the 'moment' of political revolution but argues that this was carried out by a political/religious elite/minority against the wishes of the people as a whole.

C: **Morrill** agrees that this was not a national revolution, despite the claims of the Rump to be acting on behalf of the people of England. There was widespread disaffection in the provinces because of unpopular county committees and this was encouraged by defeated Royalists – However, the source is limited by its end date of 1648.

D. **Hill** argues that what happened to the king in 1649 was less significant than economic and commercial forces that made some sort of political and religious upheaval inevitable.

Etc……

APPENDIX B: Variations in the Powers of Crown and Parliament 1603-1702

Commentary:

In building my graph I decided to focus on a number of critical events between Charles' accession through to the Glorious Revolution of 1688-9. My grid lines/themes depicted the powers of the Monarchy and the powers of what I loosely termed 'Parliament'. At each point/event I looked at the evidence I had to generate a value 1-10 for each grid line in each 'segment'. The completed graph showed me patterns of change and continuity for each grid line over the full period. This showed very clearly (see dotted trend lines) that, despite the dramatic upheavals of I648-49, the relationship between Crown and parliament more or less returned to 1640 levels by 1660 – if anything a more restrained monarchy - and this was confirmed by 1688-9.

12 Appendix C: Coursework Assessment Criteria for A2: Unit F987: *Historical Significance*

Maximum mark for Unit F987: 40.

Mark allocation in Unit F987: AO1: 20; AO2: 20 (AO2a: 10; AO2b: 10).

	AO1 Knowledge and Understanding	AO2a Sources	AO2b Interpretations
Level 5	17–20	9–10	9–10
Level 4	13–16	7–8	7–8
Level 3	9–12	5–6	5–6
Level 2	5–8	3–4	3–4
Level 1	1–4	1–2	1–2
Level 0	0	0	0

Generic mark scheme for Research Diary [D] and Personal Study [St]

	AO1 Knowledge and Understanding	AO2a Sources	AO2b Interpretations
Level 5	[D] Shows a synoptic understanding of the discipline of history by proposing and justifying, in terms of the requirements for the study, a valid historical question; planning a systematic historical enquiry containing a range of research questions based on historical sources and historians' interpretations, adapting the objectives if necessary in the light of research; and reflecting critically on progress made. Provides a plan which identifies an appropriate range of source material and comments critically upon it. Assembles a bibliography of appropriate sources. [St] Demonstrates the ability to plan to make effective use of the available time. Explains the research plan clearly and cogently. Constructs a complex narrative that **combines** *contemporary and historical perspectives* to assess the significance of a person, event or site. Demonstrates a *relationship* between perspectives that may or may not be complementary. Uses appropriate historical terminology accurately. Structure of argument is coherent. High quality of written expression. [17–20]	[D] Justifies selection of resources as a set on the basis of fitness for purpose, showing how they provide sufficient balance, range and depth of evidence and/or interpretations in relation to the enquiry. Shows the ability to review the range of resources chosen in the light of research undertaken and to adapt or extend the range if necessary for the enquiry. [St] Makes critical use of sources in context to generate or evaluate complex claims about the significance of a person, event or site. [9–10]	[St] Makes critical use of historians' views to generate or evaluate complex claims about the significance of a person, event or site. [9–10]
Level 4	[D] Shows some synoptic understanding of the discipline of history by proposing and justifying, in terms of the requirements of the study, an historical question; planning an historical enquiry containing research questions in relation to historians' interpretations, adapting the objectives if necessary in the light of research; and reflecting on some aspects of the progress made. Provides a plan which identifies an appropriate range of source material and comments upon it. Assembles an accurate bibliography of the sources identified. Demonstrates the ability to make effective use of the time available. Explains the research plan clearly.	[D] Justifies selection of resources as a set on basis of range of evidence and/or balance of interpretations in relation to the enquiry. Shows the ability to review the range of resources chosen in the light of research undertaken and extend the range if necessary for the enquiry.	

Level 4 Cont'd	[St] Constructs a narrative that assesses the *contemporary **and** historical* significance of a person, event or site, treating the two perspectives as separate (though not necessarily complementary) elements of a single interpretation. Uses historical terminology accurately. Structure of argument is clear. Some unevenness in quality of written expression. [13–16]	[St] Makes critical use of sources in context to generate or evaluate claims about the *contemporary* significance of a person, event or site. [7–8]	[St] Makes critical use of historians' views to generate or evaluate claims about the *historical* significance of a person, event or site. [7–8]
Level 3	[D] Shows some synoptic understanding of the discipline of history by proposing an historical question; planning an historical enquiry and adapting the plan if necessary in the light of research; and reflecting on limited aspects of progress made. Provides a plan which identifies some appropriate sources and comments on them in terms of practicalities of acquisition and use. Assembles a limited bibliography. Describes the research plan in simple terms. [St] Constructs a narrative that assesses the *contemporary **or** historical significance* of a person, event or site [or failed attempts at Level 4 that succeed with one dimension]. Uses a limited range of historical terminology accurately. Fair attempt to provide structured argument. Writing mainly accurate with some careless errors. [9–12]	[D] Justifies selection of resources as a set on the basis of range of content in relation to the enquiry. Shows the ability to review the utility of individual resources for the enquiry and to identify additional resources to be used to add to the evidence base. [St] Begins to makes critical use of sources in context to generate or evaluate claims about *contemporary or historical* impact of a person, event or site. [5–6]	[St] Begins to make critical use of historians' views to generate or evaluate claims about the *contemporary or historical* impact of a person, event or site. [5–6]

Level 2	[D] Shows a little synoptic understanding of the discipline of history by identifying a suitable topic for research; identifying a limited range of appropriate sources; and showing some evidence of deciding on a plan of action. Provides a plan which lists the steps taken in terms of actions. Communicates the plan in very brief note form.	[D] Lists resources used, justifying selection in terms of utility of individual items in relation to the enquiry. Justifies any changes made during the enquiry on the basis of additional content or views needed to produce an enquiry of the required length.	
	[St] Constructs a narrative about a person, event or site showing how significance can vary according to the standpoint of the observer. Uses a limited range of historical terminology with some accuracy. An attempt to argue relevantly. Writing contains several weaknesses at paragraph and sentence level. [5–8]	[St] Uses sources largely at face value to generate claims about the significance of a person, event or site. Makes no distinction between evidence and information. Does not consider the value of sources used. [3–4]	[St] Juxtaposes statements by historians that agree or disagree about the significance of a person, event or site. [3–4]
Level 1	[D] Shows a little synoptic understanding of the discipline of history by identifying a suitable topic for research; identifying a limited range of appropriate sources; and showing some evidence of deciding on a plan of action. Provides a plan which lists the steps taken in terms of actions. Communicates the plan in very brief note form.	[D] Lists resources used, justifying choice on the basis of the amount of information contained in them. Notes and justifies changes to the list of resources in terms of practical considerations such as availability of resources or time available for research or need for more information.	
	[St] Constructs a largely chronological narrative that includes comments about the significance of a person, event or site by assertion or common-sense reasoning. Use of historical terminology is insecure. Structure of writing is weak, with poor paragraphing and inaccuracy at sentence level. [1–4]	[St] Uses sources in the narrative for the purpose of illustration only. [1–2]	[St] Selects relevant statements by historians that refer to the significance of a person, event or site. [1–2]

Level 0	[D] Fails to demonstrate synoptic understanding by identifying an unhistorical question and failing to recognise this and adapt as necessary. Does not demonstrate the ability to plan an enquiry or to reflect on the process of research. Fails to identify appropriate source material or provide a bibliography. Notes on research do not communicate what the candidate did.	[D] Lists resources chosen with little or no justification of selection other than availability.	
	[St] No successful attempt to assess the significance of the chosen person, event or site. Assumes that significance 'speaks for itself'. Does not use appropriate historical terminology. Structure is incoherent. [0]	[St] No valid use is made of sources. Misunderstands sources. [0]	[St] There is no critical sense of the work of historians. [0]

13 Appendix D: Record of Programme of Study Form for Unit F987

F987 Historical Significance   **Record of GCE History B: Programme of Study**

Centre Name …………………………………………………………………………..**Centre Number** …………….…………

Learner Name …………………………………………………………………………… **Learner Number** ………………………..

A/S Units	Study Topic Studied
F981/F982	
F983/F984	
A2 Unit	**Study Topic Studied** (candidates are required to study the history of more than one country or state *or* the history of more than one period at A2)
F985/986	

Unit F987: Title	Date	Teacher's comments	Teacher's signature
Example: To what extent was the execution of Charles I the defining moment in the English Revolution?	*10/01/09*	*This is a viable question and does not overlap with the other options studied at AS or A2*	

14 Appendix E: Bibliography

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'Some Ideas for Teaching Significance' from the PGCE History website at UEA. Found at www.uea.ac.uk/historypgce/significance

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www.nps.gov/history/hps/TPS/recentpast/signpostsarticle.htm

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