



RECOGNISING ACHIEVEMENT

## **NOTICE TO CENTRES**

**FAO:**           **The Head of History**

**Date:**           **June 2008**

**Subject:**       **Board-set Questions for Summer 2009 Units 2592 & 2593**

LENGTH Unit 2592: Investigations should be c.2500 words long, excluding only the requisite footnotes and bibliography. Examiners stop reading at 3000 words. NB Material in footnotes will be counted within those 3000 words if used as a vehicle for conducting the argument itself. Critical evaluation of source material and development of the argument both belong within the body of an Investigation. A false declaration of the word count is automatically referred to OCR's Regulations Committee.

LENGTH Unit 2593: The only limit is the length of the examination. A pre-prepared bibliography must be attached. Footnotes are optional.

SUBMISSION: Completed Unit 2592 Investigations must be sent to the examiner by 15 May 2009. For Unit 2593, centres must hold the open book exam between 14 April and 9 May 2009, and then submit the Investigations to their examiner.

QUESTION CHOICE: These Units are premised on student choice and thus ownership by each candidate of his/her Investigation. Candidates from the same Centre may not all answer the same question. The group of Investigations submitted by a centre must show some variety in the questions that were investigated.

For guidance on framing effective questions, see the Summer 2004 Report pp.90-93.

QUESTION PROPOSAL FORMS: Candidates are urged to seek advice from an Assessor via a Proposal Form. Forms are sent to centres each April and may be downloaded from OCR's website while a master for photocopying is in the Specification (2005 edn.), appendix D. *Please destroy all earlier versions.*

Please enclose an addressed envelope for the Assessor to return Forms to you.

ASSESSMENT OBJECTIVES: Teachers and candidates are reminded of the significance of AO 2 (see specification pp.6-7) which carries a very high proportion of

the marks. Any topic which is not problem-centred is likely to prevent a candidate meeting the requirements of AO2 effectively.

For guidance on critical evaluation, see any of the past Reports (e.g. Summer 2004 pp.96-99). For guidance on AO1, the same applies (e.g. Summer 2004 pp.94-96)

DEFINITIONS OF 'PERIOD' & 'COUNTRY':

Questions refer to 'a given historical period' or 'any period you have studied'. It is difficult to offer an exact definition of 'period', but it should usually be taken to mean a span of 20 to 100 years (as appropriate to the question being investigated). Studies require some breadth, if only to set their subject within historical context. For some candidate-selected questions, however, less than 20 years may be appropriate [see *Teacher Support and Coursework Guidance*, vol. 1 (2<sup>nd</sup> ed.) p.16 for examples].

Investigations must not deal with anything before 768 AD.

Candidates may confine their answers to one country or may draw examples from several. The choice is theirs. Questions are not confined to the UK and/or Europe.

TEACHER GUIDANCE: Teachers are encouraged to guide their pupils at every stage. They may read notes and drafts, and then comment on them, but all advice given must be oral. Teachers must not correct or mark any notes or essay drafts, and have to affirm that they have abided by this QCA requirement on the cover sheet.

PUBLISHED ADVICE: This is available in:

- (a) *Independent Investigation Units 2592 & 2593. Notes for Guidance of Teachers* which summarises everything;
- (b) the Reports published on each summer exam series;
- (c) *Teacher Support and Coursework Guidance*, vol. 1 (2<sup>nd</sup> ed.), pp.13-20;
- (d) *Teacher Support and Coursework Guidance*, vol. 2 pp.60-64;
- (e) The generic markscheme which is published in the History Markschemes and Report book (and CD-ROM) after every summer exam series.

Copies of (a), (c) & (d) have been sent to all Centres while (b) & (e) were sent to Centres with History candidates entered for those exam sessions. Documents (b), (c) & (d) are available from OCR Publications. Documents (a), (c), (d) & (e) are available from OCR's website: [www.ocr.org.uk](http://www.ocr.org.uk)

Any enquiry about this Notice should be referred to the OCR Customer Contact Centre (01223 553998), OCR, 1 Hills Road, Cambridge, CB1 2EU.

## **Units 2592-2593**

## **OCR-set Questions for Summer 2009**

**Unit 2592:** Candidates either select one question from the list below or use a previous year's OCR-set question or devise their own question.

**Unit 2593:** Candidates must use one of the questions listed below.

All teachers and candidates should read the attached notes which provide preliminary generic guidance (i.e. during the planning ahead of a Proposal Form).

### **1 The Arts and History**

Choose any television programme (or series of programmes) dealing with the past and evaluate its strengths and weaknesses as an historical interpretation.

### **2 Economic History**

To what extent was economic change the main cause of historical development in the period you have studied?

### **3 The Individual in History**

How far would you agree with the view that the significant achievements of any period you have studied owed more to groups than to individuals?

### **4 Local History**

Assess the usefulness of evidence from a local site for interpreting a similar development on a regional or national scale.

### **5 Military History**

With reference to any battle or campaign you have studied, how far was the outcome attributable to the tactics and strategy employed by the winning side?

### **6 Political History**

With reference to any regime you have studied, assess how far its effectiveness was dependent on the co-operation of a 'political elite'.

### **7 Religious History**

Assess the relative importance of religious factors as a cause of any historical event or conflict you have studied.

### **8 Science, Technology and History**

Assess the relative importance of science and technology in changing the lives of ordinary people in any period you have studied.

### **9 Social History**

To what extent did the growth of towns result in social progress in any period you have studied?

### **10 World History**

'On the whole, the influence of European civilization on other parts of the world has been beneficial.' How far is this true of any period you have studied?