



Key Skills – GCE AS/A Level History

This Appendix offers detailed guidance on the Key Skills evidence that candidates might produce during their programme of study. It focuses on the evidence required to meet the criteria for the internally assessed Key Skills portfolio. For example, in producing work for assessment as evidence of C3.2 (Read and synthesise information from two extended documents about a complex subject. One of these documents should include at least one image.) a candidate is required to:

- select and read material that contains the information you need;
- identify accurately, and compare, the lines of reasoning and main points from text and images; and
- synthesise the key information in a form that is relevant to your purpose.

The Key Skills and Evidence Requirements below are quoted from the Part B of the QCA Key Skills specifications and, as such, are addressed to the candidate. The text below the Evidence Requirements is guidance for teachers about how the specification might be used to provide teaching and learning opportunities and/or assessment opportunities for the Key Skill.

For further information, teachers should refer to QCA's Key Skills specifications for use in programmes starting from September 2000.

For further information about the assessment and certification of Key Skills, teachers should contact OCR.

C3 Communication Level 3

C3.1a Contribute to a group discussion about a complex subject.

Evidence requirements

- i. Make clear and relevant contributions in a way that suits your purpose and situation.
- ii. Listen and respond sensitively to others, and develop points and ideas.
- iii. Create opportunities for others to contribute when appropriate.

Possible opportunities

Modules 2580-2586 provide opportunities to take part in discussions about different kinds of sources and varied historical perspectives. Modules 2587-2593 provide opportunities to take part in discussions about complex issues which involve either depth of study, change and continuity over an extended period or a personal investigation.

Modules 2590 and 2591

Examples: The Development of Limited Monarchy in England 1558-1689 (in Module 2590) and The Challenge of German Nationalism 1815-1919 (in Module 2591)

Candidates are required to understand a complex problem involving change and continuity over an extended period, make relevant contributions to discussions about the extent of change and respond to different views. Modules 2590 and 2591 provide opportunities for the study of topics over a prolonged period, linking different aspects.

C3.1b *Make a presentation about a complex subject, using at least one image to illustrate complex points.*

Evidence requirements

- i. Speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation.
- ii. Structure what you say so that the sequence of information and ideas may be easily followed.
- iii. Use a range of techniques to engage the audience, including effective use of images.

Possible opportunities

Modules 2587-2593 provide opportunities to make presentations about complex issues which involve either depth of study, change and continuity over an extended period or a personal investigation. These can include the use of images in various forms.

Module 2592

Candidates can explain the progress of their personal investigation. Explaining the topic, sources, programme and problems. They should structure ideas for audience and use a range of techniques to relate to audience's interests, needs and feedback. The images might include pictorial material, tables or graphs according to the nature of the personal investigation.

C3.2 *Read and synthesise information from two extended documents that deal with a complex subject. One of these documents should include at least one image.*

Evidence requirements

- i. Select and read material that contains the information you need.
- ii. Identify accurately, and compare, the lines of reasoning and main points from texts and images.
- iii. Synthesise the key information in a form that is relevant to your purpose.

Possible opportunities

Modules 2587-2593 provide opportunities to read at least two extended documents that deal with a complex subject, including images.

Modules 2587-2591

Examples: Lenin and the Establishment of Bolshevik Power 1903-1924 (Module 2589) and The Development of the Mass Media 1896-1996 (in Module 2591).

Candidates are required to read a variety of sources about a complex problem in a topic in depth (Modules 2587-2589) or an extended topic (Module 2590 and 2591) and understand relevant issues and compare the views which are presented. They should understand written and visual images and synthesise the information effectively.

C3.3 *Write two different types of documents about complex subjects. One piece of writing should be an extended document and include at least one image.*

Evidence requirements

- i. Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- ii. Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- iii. Ensure your text is legible and your spelling, grammar and punctuation are accurate so your meaning is clear.

Possible opportunities

Modules 2587-2591 provide opportunities to write at least two types of documents, which can include an image, about complex issues which involve study depth, change and continuity over an extended period. Module 2592 includes producing an extended essay which can include an image.

Modules 2587-2591

Examples: Chamberlain and Anglo-German Relations 1918-1939 (in Module 2589), and War and Society in Britain 1793-1918 (in Module 2591).

Candidates are able to produce at least two different forms of writing, for example, essays and notes, in appropriate forms. Candidates should be able to write clearly and effectively. These modules give opportunities for the study of images including tables and illustrations. Candidates should understand historical vocabulary, for example Appeasement.

N2 Application of Number Level 2

You must:

Carry through at least **one** substantial activity that includes straightforward tasks for N2.1, N2.2 and N2.3.

N2.1 Interpret information from two different sources, including material containing a graph.

Evidence requirements

- i. Choose how to obtain the information needed to meet the purpose of your activity.
- ii. Obtain the relevant information.
- iii. Select appropriate methods to get the results you need.

Possible opportunities

Study Topics in Modules 2583-2586 include different perspectives, some of which include practice in using Number information from different sources. Modules 2580-2582 and 2587-2589 also provide opportunities.

Modules 2580-2589

These modules include examples of social and economic history that give particular opportunities for the study of graphs and other tables, as well as basic numerical information presented in prose. Examples include social and economic change in Mid-Tudor Crises 1540- 58 (in Module 2581) and Roosevelt's America 1920-41 (in Module 2589).

N2.2 Carry out calculations to do with:

- amounts and sizes;
- scales and proportion;
- handling statistics;
- using formulae.

Evidence requirements

- i. Carry out calculations, clearly showing your methods and levels of accuracy.
- ii. Check your methods to identify and correct any errors, and make sure your results make sense.

Possible opportunities

Module 2592 includes options in which candidates may study topics that give direct and indirect opportunities to do calculations.

Module 2592

Candidates may select a topic in economic history that directly gives the opportunity to handle calculations. Other topics in this Module give opportunities to use numbers, for example Local History.

N2.3 Interpret the results of your calculations and present your findings. You must include at least one graph, one chart and one diagram.

Evidence requirements

- i. Select effective ways to present your findings.
- ii. Present your findings clearly and describe your methods.
- iii. Explain how the results of your calculations meet the purpose of your activity.

Possible opportunities

Module 2592 includes options in which candidates may study topics that include the interpretation of the results of calculations and the presentation of findings.

Module 2592

A personal investigation into social change, for example about education, would give the opportunity to prepare charts and graphs about changing educational opportunities and diagrams illustrating these changes.

IT3 IT Level 3

You must:

Plan and carry through at least **one** substantial activity that includes tasks for IT3.1, IT3.2 and IT3.3.

IT 3.1 Plan, and use different sources to search for, and select, information required for two different purposes.

Evidence requirements

- i. Plan how to obtain and use the information required to meet the purpose of your activity.
- ii. Choose appropriate sources and techniques for finding information and carry out effective searches.
- iii. Make selections based on judgements of relevance and quality.

Possible opportunities

All modules present opportunities to candidates to select IT information for a variety of purposes, including the provision of sources for study and groups presentations.

Module 2592

Candidates can use different sources to search for information either in the preparation of the extended essay or for group discussion. They should distinguish between sources, for example, by using Internet bookmarks, using relevant and appropriate standards as criteria.

IT3.2 Explore, develop, and exchange information and derive new information to meet two different purposes.

Evidence requirements

- i. Enter and bring together information in a consistent form, using automated routines where appropriate.
- ii. Create and use appropriate structures and procedures to explore and develop information and derive new information.
- iii. Use effective methods of exchanging information to support your purpose.

Possible opportunities

Not applicable in these specifications.

IT3.3 Present information from different sources for two different purposes and audiences. Your work must include at least one example of text, one example of images and one example of numbers.

Evidence requirements

- i. Develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements.
- ii. Present information effectively, using a format and style that suits your purpose and audience.
- iii. Ensure your work is accurate and makes sense.

Possible opportunities

All modules present opportunities to candidates to present IT information for a variety of purposes to either fellow students or to teachers.

Module 2592

Candidates can use varied examples of information from different sources in the preparation and completion of their extended essays. Presentations can be made to group discussions as well as in the assessed work. For example, a combination of text, images of women's work and numbers of women in employment might be used in an extended essay on a topic in women's history.

WO3 Working with Others Level 3

You must:

Provide at least **one** substantial example of meeting the standard for WO3.1, WO3.2 and WO 3.3. (You must show you can work in both one-to-one and group situations).

WO3.1 Plan complex work with others, agreeing objectives, responsibilities and working arrangements.

Evidence requirements

- i. Agree realistic objectives for working together and what needs to be done to achieve them.
- ii. Exchange information, based on appropriate evidence, to help agree responsibilities.
- iii. Agree suitable working arrangements with those involved.

Possible opportunities

All modules give candidates the opportunity to plan and perform activities with others.

Modules 2585-2589

Examples: Europe 1660-1718 (in Module 2585) and Gladstone and Disraeli 1846-80 (in Module 2589) give opportunities for individual candidates to work with others to study aspects of the options.

WO3.2 Seek to establish and maintain co-operative working relationships over an extended period of time, agreeing changes to meet agreed objectives in meeting your responsibilities.

Evidence requirements

- i. Organise and carry out tasks so that you can be effective and efficient in meeting your responsibilities and produce the quality of work required.
- ii. Seek to establish and maintain co-operative working relationships, agreeing ways to overcome any difficulties.
- iii. Exchange accurate information on progress of work, agreeing changes where necessary to achieve objectives.

Possible opportunities

All modules give candidates the opportunity to achieve objectives and to establish and maintain co-operative working relationships.

Modules 2592 and 2593

Examples: Modules 2592 and 2593 allow candidates to organise and carry out tasks in the study of their extended essays, to maintain working relationships and exchange accurate information with teachers about meeting schedules.

WO3.3 Review the activity with others and agree ways of improving collaborative work in the future.

Evidence requirements

- i. Agree the extent to which work with others has been successful and the objectives have been met.
- ii. Identify factors that have influenced the outcome.
- iii. Agree ways of improving work with others in the future.

Possible opportunities

All modules give candidates the opportunity to review activities against the agreed objectives.

Modules 2585, 2586, 2590 and 2591

Examples: Europe 1545-1610 (in Module 2585) and Britain 1793-1921 (in Module 2591) give candidates the opportunity to review their activity with agreed objectives and to enhance collaborative work in studying and discussing aspects of these topics.

LP3 Improving Own Learning and Performance Level 3

You must:

Provide at least one substantial example of meeting the standard for LP3.1, LP3.2 and LP3.3.

LP3.1 Agree targets and plan how these will be met over an extended period of time, using support from appropriate people.

Evidence requirements

- i. Seek information on ways to achieve what you want to do, and identify factors that might affect your plans.
- ii. Use this information to agree realistic targets with appropriate people.
- iii. Plan how you will effectively manage your time and use of support to meet targets, including alternative action for overcoming possible difficulties.

Possible opportunities

All modules give candidates the opportunity to agree targets and plan how they will be met.

Modules 2585, 2586 and 2592

Examples: Candidates studying Europe 1450-1530 (in Module 2585) can seek information from a teacher on what needs to be done to study the option effectively. Candidates writing an extended essay on local history in Module 2592 may seek information from a County Record Office, leading to decisions about time and resource-management.

LP3.2 Take responsibility for your learning by using your plan and seeking feedback and support from relevant sources, to help meet targets.

Improve your performance by:

- studying a complex subject;
- learning through a complex practical activity;
- further study or practical activity that involves independent learning.

Evidence requirements

- i. Manage your time effectively to complete tasks, revising your plan as necessary.
- ii. Seek and actively use feedback and support from relevant sources to help you meet your targets.
- iii. Select and use different ways of learning to improve your performance, adapting approaches to meet new demands.

Possible opportunities

All modules give candidate the opportunity to use feedback and support and use different ways of learning.

Modules 2580, 2581, 2582 and 2592

Examples: Candidates studying Nazi Germany 1933-45 (in Module 2582) may use a variety of sources, such as film and video, and well as books. Candidates writing an extended essay (Module 2592) may study a topic for which there are useful resources on the Internet, as well as in books.

LP3.3 Review progress on two occasions, establish evidence of achievements, including how you have used learning from other tasks to meet new demands.

Evidence requirements

- i. Provide information on the quality of your learning and performance, including factors that have affected the outcome.
- ii. Identify targets you have met, seeking information from relevant sources to establish evidence of your achievements.
- iii. Exchange views with appropriate others to agree ways to further improve your performance.

Possible opportunities

All modules give candidates the opportunity to review progress and agree action for improvement.

Modules 2580, 2581, 2582, 2590 and 2591

Candidates studying The Reign of Alfred the Great 871-99 (in Module 2580) may review progress in understanding English History in a very different period. The demand of studying an extended period of History in The Development of Limited Monarchy in England 1558-1689 (in Module 2590) offers the opportunity to review understanding of a complex problem and agree action for improving performance using support from a teacher.

PS3 Problem Solving Level 3

You must:

Provide at least one substantial example of meeting the standard for PS3.1, PS3.2 and PS3.3.

PS3.1 Explore a complex problem, come up with three options for solving it and justify the option selected for taking forward.

Evidence requirements

- i. Explore the problem, accurately analysing its features, and agree with others on how to show success in solving it.
- ii. Select and use a variety of methods to come up with different ways of tackling the problem.
- iii. Compare the main features of each possible option, including risk factors, and justify the option you select to take forward.

Possible opportunities

All modules give candidates the opportunity to justify different options for tackling a problem and to compare the main features of each.

Modules 2580, 2581, 2582 and 2593

Examples: Nazi Germany 1933-45 (in Module 2582) and the extended essay in Module 2593 allow candidates to choose different options for tackling a problem. Module 2593 depends particularly on candidates' ability to be aware of resource needs, time-scales and risk factors.

PS3.2 Plan and implement at least one option for solving the problem, review progress and revise your approach as necessary.

Evidence requirements

- i. Plan how to carry out your chosen option and obtain agreement to go ahead from an appropriate person.
- ii. Implement your plan, effectively using support and feedback from others.
- iii. Review progress towards solving the problem and revise your approach as necessary.

Possible opportunities

All modules give candidates the opportunity to plan and implement option for solving problems.

Modules 2580, 2581, 2582 and 2592

Examples: Module 2592 gives opportunities to candidates to carry out their chosen option and obtain agreement to go ahead from a teacher. Class discussion with peers about Italian Unification 1848-70 (in Module 2582) allows feedback about progress in solving problems and assignments allow more formal feedback.

PS3.3 Apply agreed methods to check if the problem has been solved, describe the results and review your approach to problem solving.

Evidence requirements

- i. Agree, with an appropriate person, methods to check if the problem has been solved.
- ii. Apply these methods accurately, draw conclusions and fully describe the results.
- iii. Review your approach to problem solving, including whether alternative methods and options might have proved more effective.

Possible opportunities

All modules give candidates the opportunity to check whether the problem has been solved.

Modules 2585, 2586 and 2592

Examples: Candidates studying Europe 1880-1945 (in Module 2586) will normally submit work to a teacher for marking and progress reports. In Module 2592, candidates are expected to agree with a teacher whether standards are being met.