

## 6.8 DEPTH STUDY: ELIZABETHAN ENGLAND (SHORT COURSE)

### QUESTION 1 (OBJECTIVE 1: 15 marks)

#### DID THE ENGLISH STRIKE A GREAT BLOW AGAINST THE SPANISH IN 1588?

This question is looking at how far the events of a year were a turning point in England's struggle against Spain. The following questions will help you to answer the overall question. You need to write about each in detail.

1. Why was there hostility between England and Spain? Describe what the problems between them were. How long had these problems been going on for?
2. Compare the Spanish and English forces with each other. What advantages did each side have? Did either side seem stronger than the other?
3. Why did the Armada scatter? How did this affect the outcome of the battle?
4. What did each side say about the events? Why do their accounts make it difficult to work out what really happened?
5. How did England's position and attitude towards Spain change as a result of 1588? How did Spain's position and attitude towards England change as a result of 1588?

**Total mark = 15**

**QUESTION 2 (OBJECTIVES 2 AND 3: 10 marks)**

**WHY DO THE SOURCES BELOW GIVE DIFFERENT INTERPRETATIONS OF HOW FAR 1588 WAS AN ENGLISH SUCCESS?**

Read each source through carefully first and write down meanings of words you don't understand next to them.

The following questions will help you to answer the overall question. Answer them for each source in turn before writing your full answer.

1. Who wrote the source?
2. When was it written?
3. What reasons does it give for the defeat of the Armada?
4. Does the source favour one side or the other?

Now use this information to group together reasons for the different interpretations and write your answer to the question. Don't forget to use the sources to back up your answer; also, think about source work in general.

**Total mark = 10**

## SOURCE A

*Drake reports the victory to Walsingham in July 1588:*

God hath given us so good a day in forcing the enemy so far to leeward as I hope in God the Prince of Parma and the Duke of Medina Sidonia shall not shake hands these few days; and whensoever they shall meet, I believe neither of them will greatly rejoice of this day's service .... I assure your Honour this day's service hath much appalled the enemy, and no doubt but encouraged our army.

*From aboard her Majesty's good ship the Revenge, this 29th. of July, 1588.*

## SOURCE B

*The Venetian Ambassador in Rome reports to the Doge about the English victory over the Spanish Armada:*

"The Queen of England", (the Pope) remarked, "hath no need of the Turk to her help. Have you heard how Drake with his fleet offered battle to the Armada? With what courage! do you think he showed any fear? He is a great captain....."

## SOURCE C

Queen Elizabeth's ships faced King Philip's with such slender logistical margins that a forward strategy, however attractive, would have been exceeding risky. The cautious and defensive strategy which events forced on Howard was probably the most economical possible use of his forces. With them he won a notable victory, and if all the Spanish ships had reached home safely he would still have had the credit of decisively defeating the greatest expedition ever mounted by the greatest power of the day. But Spanish losses owed more to the weakness of Spanish naval administration and the impossibility of carrying out the King's orders than to the English navy.

*(Nicholas Rodger: The English Fleet in The Royal Armada, 400 Years, Published 1988)*

## SOURCE D

That long-running fight up the Channel with its four battles...did not destroy the reputation of Spanish naval power, it made it. Lord Howard of Effingham said it: "Some made but little account of the Spanish force by sea; but I do warrant you, all the world did never see such a force as was theirs was." Within two years, Spain had again a fleet of 200 ships and 43,000 tons, and with the memory of that week in August 1588 behind them, no Englishman could feel confident that there would not be other Armadas and that the next one might not succeed.

*( Ian Thompson: The Invincible Armada in Royal Armada, 400 Years, Published 1988)*

## SOURCE E

These playing cards were printed in England and probably sold soon after 1588 although they could have been produced 40-50 years later.



## Mark Scheme

### Question 1

- Level 1 Narrative account of events. (1–3 marks)
- Level 2 Largely narrative with minimal analytical content. (4–6 marks)
- Level 3 Places events of 1588 against the background of hostility, aims and of longer-term outcome. (7–11 marks)
- Level 4 As for level 3 + recognition of necessity for provisional nature of any judgement because of complexity of issues. (12–15 marks)

### Question 2

- Level 1 Paraphrase of each source. (1–2 marks)
- Level 2 Suggests bias **OR** primary/secondary distinction. (3–4 marks)
- Level 3 Looks at provenance in a more advanced way. (5–7 marks)
- Level 4 Balanced account looking at provenance, access to information, historian's methods etc. (8–10 marks)



## 6.9 DEPTH STUDY: GERMANY, 1919–45 (SHORT COURSE)

### INTRODUCTION

The following assignments have been designed to assess the full range of grades targeted by the specification (grades A\* to G). The assignments will arise from a teaching programme on Germany 1919–1945.

#### Management of the Assignments

- 1 Assignments will be done under controlled rather than examination conditions, i.e. in class with appropriate assistance given to aid the comprehension of sources and use of texts.
- 2 The timing of individual questions will be staggered so that they arise naturally from the programme of study, and so some answers can draw upon contextual knowledge.
- 3 The class teacher will mark assignments with internal moderation being carried out by the Head of Department.

#### Germany 1919–1945 – Programme of Study

- 1 Overview: Germany 1919–1945: dates, events, people.
- 2 The Weimar Republic 1919–1929.
- 3 Hitler and the Nazis 1919–1933.
- 4 From Chancellor to Dictator 1933–1934.
- 5 Aspects of life in Nazi Germany.

### PART A: OBJECTIVE 1: 15 marks

**Total of 30 marks for this assignment to be halved to a mark out of 15.**

Here are some of the reasons why Hitler was able to come to power in Germany by 1933:

- The Treaty of Versailles
- The Munich Putsch, 1923
- The economic depression
- Hitler's oratory, personality and leadership
- The decision by Papen and Hindenburg to appoint him as chancellor in 1933.

- 1 Choose any **one** reason from the list and explain how it contributed to Hitler's rise to power. (6)
- 2 Using some of the causes in the list, explain how both long-term and short-term causes contributed to Hitler's rise to power. (10)
- 3 Was any one of the reasons more important than the others in Hitler's rise to power? Explain your answer. (14)

## **PART B: OBJECTIVES 2 AND 3: 10 marks**

**Total of 30 marks for this assignment to be scaled down to a mark out of 10.**

### **WHO WAS RESPONSIBLE FOR THE REICHSTAG FIRE?**

#### **Introduction**

On 27<sup>th</sup> February 1933, one week before elections in Germany, the Reichstag building burned down. The Nazis claimed this was a communist plot. A young Dutch Communist, van der Lubbe, was arrested, put on trial and executed. The Reich President approved a Decree for the Protection of People and State. This enabled the government to arrest leading Communists and to ban them from the election campaign.

Some historians have argued that the fire was so convenient for the Nazis that they probably arranged it themselves and used van der Lubbe as a dupe. Other historians disagree and have argued that van der Lubbe was responsible and acted alone.

The sources that follow provide you with evidence from accounts from the time and from interpretations written later. Towards the end of this coursework assignment, you will be asked to make up your mind about who you think was responsible for the Reichstag fire.

#### **Instructions**

Answer all the questions. You must base your answers on the evidence in the sources. Where they are helpful, you can use sources other than those mentioned in the question. It is important that you also use, where relevant, your knowledge and understanding of German history in your answers.

1. How far does Source A support Source B about the cause of the fire? Explain your answer by reference to both sources. (4 marks)
2. How reliable is Source C? Explain your answer. (6 marks)
3. Use Source D and your own knowledge of the period to explain why the Nazis would want to publish a book like this one. (5 marks)
4. Do Sources F and G prove that Hitler was deliberately lying in Source E? (7 marks)
5. Study the following interpretations of the Reichstag fire.
  - (i) Van der Lubbe was a madman, and he set fire to the Reichstag all by himself, but the Nazis genuinely believed the fire was the start of a Communist uprising.
  - (ii) The Reichstag Fire was started by the Nazis to give them an excuse to take emergency powers and lock up or kill the communists. Van der Lubbe was used by the Nazis.

Which interpretation is best supported by the evidence in these sources and your knowledge of the period? Explain your answer. (8 marks)

**SOURCE A:** [Van der Lubbe's statement to the police, shortly after his arrest.

At the outset, I must insist that my action on 27 February was inspired by political motives. I was a member of the Communist part until 1929. In Holland I read that the Nazis had come to power in Germany. Since the workers would do nothing, I had to do something myself. I thought arson a suitable method. I did not wish to harm people, but something that belonged to the system. As to the question whether I acted alone, I declare emphatically that this was the case. No-one at all helped me.

**SOURCE B:** (an extract from Goebbels's diary for 27 February 1933. Goebbels was entertaining Hitler to dinner on the evening of 27 February 1933.

At nine the Führer came for supper. We had a little music and talked. Suddenly the telephone rang. The Reichstag is burning. I thought the news was pure fantasy and wouldn't even tell the Führer about it. After a few more calls I got the terrible confirmation it was true. I informed the Führer, and we raced downtown at 70 m.p.h.. The whole building was in flames. Göring met us, and soon von Papen arrived. It had already been established that the fire was due to arson. There was no doubt that the Communists had made a final attempt to seize power by creating an atmosphere of panic and terror.

**SOURCE C:** (a British journalist, Sefton-Delmer, describes Hitler's reaction to the Reichstag fire, in an article in *Der Spiegel*, 25 November 1959).

Twenty to thirty minutes after the fire was discovered, Hitler said to von Papen:

'This is a god-given signal. If this fire, as I believe, turns out to be the handiwork of the Communists, then there is nothing that shall stop us from crushing out the murder pest with an iron fist'.

That evening, Hitler himself was not absolutely sure that the fire was a Communist plot. This became clear from what he said to me as we walked side by side through the burning building.

'God grant', he said, 'that this fire be the work of the Communists. You are witnessing the beginning of a great new age in German history'.

That was the first clue. Hitler did not say - 'This is the work of the Communists'.

**SOURCE D:** (a cover of a book called *'Armed Uprising'* published in Germany in 1933. The illustration shows armed Communists and the Reichstag building on fire.)



**SOURCE E:** (from a journalist's interview with Hitler, March 1933)

The attack on the Reichstag was just one of a whole series of terrorist activities which the police are able to prove were planned by the Communists. We have seized hundred-weights of material in the secret cellar of the Communist headquarters proving that these fires were to be the beacon signals for a nation-wide campaign of dynamiting and mass murder.

**SOURCE F:** (the report of Martin Sommerfeldt, Göring's press officer, about the fire and how the news was received by Göring, 1947).

I heard that the fire was discovered at 9 p.m. by a civilian who notified the nearest policeman. The latter alerted a police patrol, the police alerted the fire brigade. The policeman saw a man tugging wildly at a curtain over one of the large panes in the lobby and fired a shot at him. When the people entered the building they found burning firelighters everywhere, which suggested arson. They managed to collect about a hundredweight of this material and arrested a man who seemed to be running berserk in the corridors.

Göring looked at it. 'That's sheer rubbish' [he said]. It may be a good police report, but its not at all the kind of communique I have in mind. One hundredweight of incendiary material? No, ten hundredweight or even a hundred.' And he added two noughts to my figure.

'That is quite impossible minister! No one can possibly believe that a single man can have carried that load!'

'Nothing is impossible! Why mention a single man? There were ten or even twenty men! Don't you understand what's been happening? The whole thing was a signal for a Communist uprising! They must have come through the tunnel!'

**SOURCE G:** (the testimony of Karl van Ernst, S A Gruppenführer. He was killed in a purge in 1934. His testimony turned up in Paris soon afterwards.)

I suggested to Göring that we use the subterranean passage because that would minimise the risk of discovery. Goebbels insisted on postponing the fire from 25 February to 27 February because 26th was a Sunday, a day on which no evening papers appeared so that the fire could not be played up sufficiently for propaganda purposes. Göring and Goebbels agreed to throw suspicion on the Communists. The Dutchman had to climb in the Reichstag after we had left and the fire was already started. Van der Lubbe was to be left in the belief that he was working by himself.

## Mark Scheme for Part A

### Question 1

- Level 1 Describes events rather than producing causal explanation. (1–2)  
e.g. describes the events of the Munich Putsch, or the main features of the economic depression, but does not explain how these contributed to his rise to power.  
Award marks within level for appropriate use of relevant supporting detail.
- Level 2 Produces causal explanation (3–4)  
Award marks within level for appropriate use of relevant supporting detail.
- Level 3 Produces a causal explanation and explains how the chosen reason combined with other reasons. (5–6)  
Award marks within level for appropriate use of relevant supporting detail.

### Question 2

- Level 1 Definition given of long- and short-term causes but not illustrated through use of any of the causes in the list. (1–2)
- Level 2 Illustrates roles of causal factors but understanding of short- and long-term is simplistic or non-existent. Does not understand the different function of long- and short-term simply because one came before the other. (3–4)  
Award marks within level for appropriate use of relevant supporting detail.
- Level 3 Demonstrates understanding of function of either long- or short-term causes. Answers are illustrated by reference to causes in the list. (5–6)  
Award marks within level for appropriate use of relevant supporting detail.
- Level 4 Demonstrates understanding of function of both long- and short-term causes but fails to show how they are both necessary, or how they interact. Answers are illustrated by reference to causes in the list. (7–8)  
Award marks within level for appropriate use of relevant supporting detail.
- Level 5 Demonstrates how both long- and short-term are necessary, or demonstrates how they interact. Answers illustrated by reference to causes in the list. (9–10)  
Award marks within level for appropriate use of relevant supporting detail.

### Question 3

- Level 1 Unsupported assertions. (1–2)  
These answers are not supported by any causal analysis although they might be supported by general statements.
- Level 2 Explains role of chosen cause and assumes this is enough to establish why it was more important. (3–5)  
Award marks within level for appropriate use of relevant supporting detail.

- Level 3 Explains reasons for chosen cause being more important. (6–8)
- Level 4 Explains reasons for chosen cause being more important and also explains lesser role of other cause(s). (9–11)  
Award marks within level for appropriate use of relevant supporting detail.
- Level 5 Demonstrates web of causation and why it is difficult to separate out the role of one factor making it difficult to prioritise. (12–14)  
Award marks within level for appropriate use of relevant supporting detail.

**TOTAL 30 MARKS TO BE HALVED TO A MARK OUT OF 15.**

## Mark Scheme for Part B

### Question 1

How far does Source A support Source B about the cause of the fire? Explain your answer by reference to both sources.

- Level 1 Unsupported assertions (1 mark)  
E.g. both say the Communists did it.
- Level 2 Identifies agreements **or** disagreements. (2 marks)  
E.g. B says Communists did it, van der Lubbe was a Communist.  
B says it was a Communist plot, van der Lubbe says he acted alone.
- Level 3 Identifies agreements **and** disagreements. (2–3 marks)  
(See level 2 answer)
- Level 4 Tackles the ‘How far’ part of the question. (4 marks)  
Agree it was politically motivated but disagree over whether it was part of a plot to seize power.

### Question 2

How reliable is Source C? Explain your answer.

- Level 1 Answers based on time. (1 mark)  
E.g. written in 1959 a long time after the event so he would have forgotten.
- Level 2 Answers based on reliability of author. (2 marks)  
E.g. we know nothing about the writer or even if the meeting took place.
- Level 3 Answers based on motive. (3–4 marks)  
E.g. the writer may be trying to sell the article, fame etc, **or** he has no reason to lie it was written a long time after the event.
- Level 4 Cross-reference to assess validity. (5–6 marks)  
E.g. he says Hitler wanted to blame the Communists, Sources E, G show that this is what he did. Highest mark assesses probability of reliability

### Question 3

Use Source D and your own knowledge of the period to explain why the Nazis would want to publish a book like this one.

- Level 1 General reasons not related to context. (1–2 marks)  
E.g. to make money, to inform people.
- Level 2 Asserts valid historical motive. (3 marks)  
E.g. to put the blame on the communists.



- Level 3 Contextual explanation why they want blame the Communists. (4–5 marks)  
E.g. Communists were enemies and so they wished to remove them. This would gain support for the Nazis when they began persecuting the Communists.  
**Note:** Higher marks for specific details of Nazi persecution of the Communists.

#### Question 4

Do Sources F and G prove that Hitler was deliberately lying in Source E?

- Level 1 Unsupported assertions. (1 mark)  
E.g. yes, because the Communists didn't do it.
- Level 2 Based on the uncritical use of information in F and G. (2–3 marks)  
E.g. Goring says he falsified the amount of firelighters but Hitler uses Goring's false figures. Ernst says Goring started the fire not the Communists – so Hitler was lying.
- Level 3 Doubts the reliability of E or F and G by reference to audience, purpose, contextual knowledge or cross-reference to other sources. (4–5 marks)  
E.g. E is lying because Hitler wants people to think it was the Communists so they will support his persecution of them/or not blame the Nazis. G supports this when it says it was agreed to throw suspicion on the Communists.  
Higher marks evaluate all three sources.
- Level 4 As for Level 3 but also assesses the word 'deliberately' before reaching conclusion. (6–7 marks)  
E.g. perhaps Goring didn't tell Hitler of his falsification of evidence; Ernst only talks about Goring and Goebbels agreeing to blame Communists. Hitler could have been ignorant of the true facts.  
Probability suggests that he was aware of the deception as Source C indicates his wish for it to have been the work of the Communists.

#### Question 5

- Level 1 Chooses (i) or (ii) but fails to utilise sources in support of choice. (1 mark)  
E.g. the evidence shows that explanation (i) is right.
- Level 2 Chooses (i) or (ii) and supports choice with evidence from sources. (2–3 marks)  
E.g. explanation (i) is correct because in Sources A and F it says one man set fire to the Reichstag. Source G shows Hitler believed it was the Communists.  
Explanation (ii) is correct because Source I says Goering and Goebbels started the fire and later they blamed the Communists so they could crush them (Sources C, D and G).
- Level 3 Assesses both statements before reaching a conclusion based solely upon the sources. (4–5 marks)
- Level 4 Evaluates sources and uses contextual knowledge to support one statement. (5–6 marks)  
E.g. Level 2 and details of Emergence Decree etc., or assessment of reliability of sources utilised.
- Level 5 As level 4 but applied to both statements. (7–8 marks)

**TOTAL 30 MARKS TO BE SCALED DOWN TO A MARK OUT OF 10.**

---

## 7 COURSEWORK CONSULTANCY

---

The specification states that Coursework Consultants will monitor the suitability of assignments in meeting the specification requirements.

### 7.1 SUBMISSION OF COURSEWORK PROPOSALS

- 1 Teachers must send their coursework schemes to:  
The History Subject Officer  
OCR  
1 Hills Road  
Cambridge  
CB1 2EU
- 2 Proposals should contain as much detail about the proposed tasks as possible, including questions, sources, draft mark schemes, and the allocation of marks to the objectives.
- 3 OCR will allocate proposals to Coursework Consultants, who will prepare reports on the proposals. The Coursework Consultant will send the report direct to the Centre. The report will identify the Coursework Consultant and provide his/her address. It may ask for revisions to be made to the proposals, and a resubmission of the scheme. Any further correspondence (including re-submissions) about the coursework can take place directly between Consultant and the Centre. The Coursework Consultant is also available to act as a coursework adviser to the Centre for the duration of the course. Centres are requested to communicate with their Consultant by post only. If a Centre wishes to contact their Consultant after the two-year cycle in which their work was first submitted, a check should first be made with OCR that the same Coursework Consultant is still allocated to that Centre.
- 4 Once a coursework scheme has been approved, there is no need for it to be resubmitted each year. However, if eventually a Centre decides that it wishes to use completely new tasks, a new submission will be necessary. Any submission of new tasks should be treated as a completely new submission and sent to OCR rather than to a Coursework Consultant.

---

## 8 REGULATIONS FOR INTERNAL ASSESSMENT

---

### 8.1 SUPERVISION AND AUTHENTICATION OF INTERNALLY ASSESSED WORK

OCR expects teachers to supervise and guide candidates who are undertaking coursework. The degree of teacher guidance in candidate's work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions.

When supervising internally assessed tasks, teachers are expected to:

- offer candidates advice about how best to approach such tasks;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- ensure that work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Internally assessed work should be completed in the course of normal curriculum time and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the Centre, for example, research work, testing etc. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work.

### 8.2 FORMAT AND PRESENTATION OF COURSEWORK

Candidates must observe certain procedures in the production of coursework.

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Sources used in the presentation of the work should be listed in a bibliography.

Work submitted for moderation must be marked with the following information:

- Centre number
- Centre name
- candidate number
- candidate name
- specification code and title
- assignment title.

It must be accompanied by the Coursework Cover Sheet (see Section 9) recording the marks awarded for each assessment objective for each task. All work submitted for moderation must have the pages numbered and bound together, and be submitted in a flat card file (not a ring binder).

## 8.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

For the Full Course, marks for coursework are allocated as follows:

History Around Us	AO2/3, and possibly AO1	25 marks
Modern World Study	AO1, and possibly AO2/3	25 marks
Total for coursework		50 marks

For the Short Course, marks are allocated as follows:

Modern World Study <b>or</b> Study in Depth	AO1	15 marks
	AO2/3	10 marks
Total for coursework		25 marks

### 8.3.1 Marking Criteria

#### Assessment Objective 1

##### Band 1, mark range 1–8

Candidates can select and use some relevant information to construct narratives, descriptions and explanations which are straightforward and accurate but unlikely to be relatively brief or limited in scope.

Candidates can describe some of the main events, people and changes, and give a few reasons for, and results of, the main events and changes.

Candidates can describe a few features of an event, issue or period including, at a basic level, characteristic ideas, beliefs and attitudes.

##### Band 2, mark range 9–18

Candidates can select, organise and deploy a wider range of relevant information to produce structured narratives, descriptions and explanations which are accurate and reasonably thorough but are nonetheless limited to the more obvious aspects of the matter under consideration.

Candidates can produce structured descriptions and explanations of events, people, changes and issues, and analyse causes and consequences.

Candidates can describe, analyse and explain key features and characteristics of situations, periods, and societies including the variety of ideas, attitudes, and beliefs held by people at the time.

### **Band 3, mark range 19–25**

Candidates select, organise and deploy an extensive range of relevant information to produce consistently well-structured narratives, descriptions and explanations which are thorough and accurate and show appreciation of the wider context of the information.

Candidates can analyse relationships between a wide range of events, people, ideas and changes. Their explanations and analysis of causes and consequences of events and changes are well substantiated and set in their wider historical context.

Candidates can give reasons for the diversity of the features and ideas, attitudes and beliefs in the periods, societies and situations studied, and can explain the interrelationship between them.

### **Assessment Objectives 2 and 3**

#### **Band 1, mark range 1–8**

Using their knowledge and understanding, candidates can identify some of the differences between ways in which events, people or issues have been represented and interpreted.

Using their knowledge and understanding, candidates can comprehend sources of information but take them at face value. They can identify those that are useful for particular tasks and can draw simple conclusions.

#### **Band 2, mark range 9–18**

Using their knowledge and understanding, candidates understand that some events, people or issues have been interpreted differently, can recognise these differences and explain how they have been produced.

Using their knowledge and understanding, candidates can evaluate and use critically a range of sources of information to investigate issues and draw relevant conclusions.

#### **Band 3, mark range 19–25**

Using their knowledge and understanding, candidates can analyse how and why differing interpretations of events, people or issues have been produced, and can evaluate these interpretations and make balanced judgements about their value in relation to the historical context.

Using their knowledge and understanding, candidates can evaluate and use critically a range of sources of information in their historical context to investigate issues and reach reasoned and substantiated conclusions.

## **8.4 MODERATION**

All internally assessed work is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for internally assessed work is the same for each Centre and that the order of merit for the Centre is correct. Adjustment in either direction should not be seen as an adverse criticism of a Centre's marking; it is simply to ensure that the marks applied in each Centre mean the same standard.

The sample of work that is sent to the Moderator must show how the marks have been awarded in relation to the marking criteria defined in Sub-section 11.3. Annotation should be carried out by the person marking the work either as summary comments on the work or on the Coursework Cover Sheet, or by flagging key pieces of evidence throughout the work by annotation in the margin showing the level and mark awarded.

As well as the sample of internally assessed work, Centres are required to submit, at the time of moderation, one candidate's folder of coursework relating to the coursework study. This is in order to ensure that the internally assessed work has arisen from an approved course of study.

## **8.5 MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK**

If a candidate submits no work for an internally assessed component, then the candidate should be indicated on the mark sheets submitted to OCR as being absent from that component.

If there is clear evidence that work has been attempted and some work has been produced, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.