

**OCR GCSE (SHORT COURSE) IN HISTORY A  
(SCHOOLS HISTORY PROJECT)**

**1035**

**Key features**

- A Study in Development – either Medicine through Time or Crime and Punishment through Time.
- A Modern World Study which can be based on any current issue or problem or a Study in Depth chosen from a broad range, including The American West 1840-95 and Germany c.1919-45.
- Regional coursework consultants will monitor and advise on the suitability of assignments.
- Associated National Entry Level Qualification (formerly Certificate of Achievement).

**Support and In-Service Training for Teachers**

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- A Coursework Guide containing approved coursework assignments for Centres to use.
- OCR endorsed text titles.
- A website ([www.ocr.org.uk](http://www.ocr.org.uk)).
- Written advice on coursework proposals.
- OCR endorsed text titles.
- A report on the examination, compiled by senior examining personnel after each examination session.
- Individual feedback to each Centre on the moderation of coursework.

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# CONTENTS

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<b>SECTION A: SPECIFICATION SUMMARY</b>	<b>5</b>
<b>SECTION B: GENERAL INFORMATION</b>	<b>7</b>
<b>1 Introduction</b>	<b>7</b>
1.1 Rationale	7
1.2 Certification Title	9
1.3 Level of Qualification	9
1.4 Recommended Prior Learning	10
1.5 Progression	10
1.6 Overlap with Other Qualifications	10
1.7 Restrictions on Candidate Entries	10
1.8 Code of Practice Requirements	11
1.9 Status in Wales and Northern Ireland	11
<b>2 Specification Aims</b>	<b>11</b>
<b>3 Assessment Objectives</b>	<b>12</b>
<b>4 Scheme of Assessment</b>	<b>12</b>
4.1 Tiers	12
4.2 Components	12
4.3 Question Papers	13
4.4 Weighting of Assessment Objectives	13
4.5 Entry Options	13
4.6 Internal Assessment (Coursework)	14
4.7 Assessment of Written Communication	14
4.8 Differentiation	15
4.9 Awarding of Grades	15
4.10 Grade Descriptions	15

<b>SECTION C: SPECIFICATION CONTENT</b>	<b>17</b>
<b>5 Specification Content</b>	<b>17</b>
<b>SECTION D: COURSEWORK</b>	<b>33</b>
<b>6 Coursework Tasks</b>	<b>33</b>
6.1 Nature of Coursework	33
6.2 Exemplar Coursework Tasks	34
<b>7 Regulations for Internal Assessment</b>	<b>37</b>
7.1 Supervision and Authentication of Internally Assessed Work	37
7.2 Production and Presentation of Internally Assessed Work	38
7.3 Marking Criteria for Internally Assessed Work	38
7.4 Moderation	41
7.5 Minimum Requirements for Internally Assessed Work	42
<b>SECTION E: FURTHER INFORMATION</b>	<b>43</b>
<b>8 Opportunities for Teaching</b>	<b>43</b>
8.1 ICT	43
8.2 Citizenship	44
8.3 Spiritual, Moral, Ethical, Social and Cultural Issues	45
8.4 Health, Safety and Environmental Issues	45
8.5 The European Dimension	46
<b>9 Key Skills</b>	<b>46</b>
<b>10 Reading List</b>	<b>47</b>
<b>11 Arrangements for Candidates with Special Needs</b>	<b>47</b>
<b>12 Support and In-Service Training for Teachers</b>	<b>48</b>

Throughout the specification the following icons are used to signpost teaching and learning opportunities in:

 Citizenship

 ICT

 Key Skills

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# OCR GCSE (SHORT COURSE) IN HISTORY A (1035) (SCHOOLS HISTORY PROJECT)

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## SECTION A: SPECIFICATION SUMMARY

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### TIERS

The scheme of assessment consists of one tier covering the whole of the ability range, grades G to A\*.

### COMPONENTS

The specification has two components: Paper 1 (75%) and coursework (25%).

Component	Title	Duration	Weighting
1	Paper 1	1 hour 45 mins	75%
2	Coursework	-	25%
82	<i>Coursework Carried Forward</i>	-	25%

### QUESTION PAPER

Paper 1 tests the Studies in Development. On each of the Studies, one compulsory source-based question and three structured questions, from which candidates answer one, are set.

### ENTRY OPTIONS

Candidates who intend to take both components 1 and 2 should be entered for 1035 with no option code specified. Candidates who are re-sitting and intend to carry forward their mark for the coursework component should be entered for 1035 option C.

Option Code	Title	Components to be taken
	History A (Schools History Project)	1 and 2
C	History A (Schools History Project) Coursework Carried Forward	1 and 82

## INTERNAL ASSESSMENT (COURSEWORK)

Candidates must complete **one** assignment based on *either* a Modern World Study *or* a Depth Study. It should be possible for candidates to satisfy the coursework requirements by writing no more than 1,250 words.

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## SECTION B: GENERAL INFORMATION

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### 1 Introduction

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#### 1.1 RATIONALE

The specification requires the study of:

- **the key events, people, changes and issues** identified through the content, key questions and focus points in the Study in Development and the Study in Depth. In Medicine, for example, the Renaissance and the extent of its impact on the medical treatment of the majority of the population, and the roles of Vesalius, Paré and Harvey; in Germany c.1919-45, the extent to which Nazi Germany was a totalitarian state and the roles of Hitler and other leading Nazis; in South Africa, the debate over apartheid and the roles of Mandela and De Klerk. Key events, people, changes and issues will have to be addressed in the Modern World Study.
- **the key features and characteristics and the periods, societies and situations** studied in the Study in Development and in the Study in Depth, for example, in Medicine and Crime and Punishment, the impact of the key features and characteristics of different periods on developments in medicine and crime and punishment, and the differences and similarities in terms of key features and characteristics between different periods, societies and situations. The Study in Depth is fundamentally concerned with key features and characteristics of certain societies as is made explicit in the introduction to each Study in Depth and in the content, key questions and focus points. For example, in Elizabethan England, the religious, political and social characteristics of Elizabethan society and differing views about these characteristics are studied.

The Modern World Study must be focused on the key features and characteristics of a current situation.

- **the social, cultural, religious and ethnic diversity of the societies studied, and the experiences of men and women in these societies.**

The study of **social diversity** is at the core of the Study in Depth, for example, the rich and poor in Elizabethan England and Britain, 1815-51, and attitudes towards, and treatment of, the poor; in the Study in Development, the medical provision for different social classes is examined, as are the different experiences before the law of different social classes.

**Cultural and religious diversity** are at the heart of the Study in Depth, for example, cultural diversity and its consequences in the American West and South Africa, 1948-c.1995; the impact of different cultures and religious traditions, for example, Christianity and Islam, is examined in the Study in Development.

**Ethnic diversity** is addressed in the Study in Development through the examination of the differing medical traditions, for example, Western and Arab medicine; and in the Study in Depth, for example, South Africa, 1948-c.1995, and the American West.

**The experiences of both men and women** are an integral part of the Study in Depth. Particular examples are the experiences and roles of both men and women on homesteads, and in the societies of the Plains Indians, in the American West, 1840-95; the experiences of both men and women in Nazi Germany; the experiences of both men and women in the factories and mines in Britain, 1815-51. In the Study in Development, the changing roles of men and women are examined in Medicine, while in Crime and Punishment the changing experiences of men and women before the law are investigated.

- **history in at least two different scales:**

**national** through the Study in Depth, for example, Britain, 1815-51, and Elizabethan England; the development of medicine and crime and punishment in Britain in the Study in Development;

**international** through the Modern World Study.

- **history in at least two different ways:**

**depth** in the Study in Depth;

**outline and thematic** in the Development Study;

**outline and depth** in the Modern World Study.

- **history from a variety of perspectives such as:**

**political** in the Modern World Study, for example, the events leading to the current situation in Northern Ireland; and in the Study in Depth, for example, the ideas and policies of the Nazi Party in Germany, the effectiveness of Elizabeth as ruler in Elizabethan England, the struggle between white settlers and the Plains Indians in the American West, and the reform of the franchise in Britain, 1815-51; the struggle for majority rule in South Africa;

**economic** in the Study in Depth, for example, the economic impact of voyages of discovery, and the economic reasons for the increase in poverty in Elizabethan England; the differing economic conditions and policies in Germany between c.1919 and 45; in South Africa, the economic impact of apartheid and the economic impact of sanctions; in Britain, 1815-51, the economic impact of the coming of the railways;

**social and cultural** in the Study in Development, for example, the impact of social and cultural characteristics of different periods and societies on developments, and lack of development, in medicine and crime and punishment; in the Study in Depth, for example, the culture clash between white Americans and the Plains Indians, the theatre in Elizabethan England; cultural attitudes such as *laissez faire* and utilitarianism in Britain, 1815-51, anti-semitism in Germany, c.1919-45, and white superiority in South Africa, 1948-c.1995;



**technological and scientific** in the Study in Development, for example, the development of the germ theory, the development of 'high-tech' medicine, developing ideas on why people commit crimes, the impact of technology on the kinds of crimes committed;

**religious** in the Study in Depth, for example, the religious beliefs of the Plains Indians, differing religious beliefs in Elizabethan England; in the Study in Development, for example, the impact of religious beliefs on developments, or lack of development, in medicine and crime and punishment;

**aesthetic** in the Study in Depth, for example, art in Weimar and Nazi Germany, plays in Elizabethan England, the arts of the Plains Indians in the American West.

- **a range of historical sources of information of different types**, for example, written and visual sources in the Study in Development and the Study in Depth, oral accounts in the Modern World Study. Paper 1 will include both written and visual sources, and a wide range of differing types of historical sources.

Candidates will also be expected to show an understanding of how to organise and communicate their knowledge and understanding of history. This will inform their responses both in the question paper and the coursework.

For Centres in **Northern Ireland**, the requirements of the Northern Ireland programme of study can be met by the choice of either Development Study, any Study in Depth and a Modern World Study with guidance towards a Northern Ireland context. In developing schemes of work for and in the delivery of a course based on this specification, teaching must fulfil the statutory requirements to promote, (through the teaching of contributory subjects) the objectives of the educational (cross-curricular) themes.

## 1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR GCSE (Short Course) in History A

## 1.3 LEVEL OF QUALIFICATION

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

Candidates who gain grades G to D will have achieved an award at Foundation Level.

Candidates who gain grades C to A\* will have achieved an award at Intermediate Level.

Two GCSEs at grade G to D and two GCSEs at grade C to A\* are equivalent to one three-unit GNVQ at Foundation and Intermediate Level respectively.

Four GCSEs at grade G to D and four GCSEs at grade C to A\* are equivalent to one six-unit GNVQ at Foundation and Intermediate Level respectively.

## 1.4 RECOMMENDED PRIOR LEARNING

Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 programme of study within the National Curriculum.

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

## 1.5 PROGRESSION

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

Many candidates who enter employment with one or more GCSEs would undertake training or further part-time study with the support of their employer.

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

## 1.6 OVERLAP WITH OTHER QUALIFICATIONS

This specification does not overlap with any other GCSE qualifications.

## 1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE specification **may not** also enter for any other GCSE specification with the certification title History in the same examination series.

Candidates who enter for this GCSE **may**, however, also enter for any GNVQ specification in the same examination series. They **may** enter for any NVQ. They **may** also enter for the Entry Level Certificate in History.

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

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

The classification code for this specification is 4010

## 1.8 CODE OF PRACTICE REQUIREMENTS

This specification will comply in every respect with the revised Code of Practice requirements for courses starting in September 2001.

## 1.9 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR has taken great care in the preparation of this specification and assessment material to avoid bias of any kind.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the Information Bureau at OCR (telephone 01223 553998).

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## 2 Specification Aims

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This course gives candidates the opportunity to:

- acquire knowledge and understanding of the human past;
- investigate historical events, changes, people and issues;
- develop understanding of how the past has been represented and interpreted;
- use historical sources critically in their historical context;
- organise and communicate knowledge and understanding of history;
- draw conclusions and appreciate that these and other historical conclusions are liable to reassessment in the light of new or reinterpreted objectives.
- develop an interest in and an enthusiasm for History, and to acquire a sound basis for further historical study.

It should be noted that not all of these aims can be translated readily into assessment objectives.

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## 3 Assessment Objectives

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### Assessment Objective 1

Candidates must demonstrate the ability to recall, select, organise and deploy knowledge of the specification content to communicate it through description, analysis and explanation of:

- the events, peoples, changes and issues studied;
- the key features and characteristics of the periods, societies or situations studied.

### Assessment Objective 2

Candidates must demonstrate the ability to use historical sources critically in their context, by comprehending, analysing, evaluating and interpreting them.

### Assessment Objective 3

Candidates must demonstrate the ability to comprehend, analyse and evaluate, in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.

Although the assessment objectives are expressed separately, they are not wholly discrete.

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## 4 Scheme of Assessment

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### 4.1 TIERS

The scheme of assessment consists of one tier covering the whole of the ability range grades G to A\*. Candidates achieving less than the minimum mark for grade G will be ungraded.

### 4.2 COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1	1 hour 45 mins	75%
2	Coursework	-	25%
82	<i>Coursework Carried Forward</i>	-	25%

### 4.3 QUESTION PAPERS

#### Paper 1 (1 hour 45 minutes)

This paper tests the Studies in Development. There is a total of 60 marks.

A compulsory source-based question is set on the chosen Study in Development. The question is structured into five or six parts, and carries a total of 40 marks.

There are also three structured questions on the Study in Development, of which candidates must answer one. Each question is structured into three parts, and carries a total of 20 marks.

### 4.4 WEIGHTING OF ASSESSMENT OBJECTIVES

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

Component	Assessment Objective 1	Assessment Objectives 2 and 3	Total
Paper 1	45%	30%	75%
Coursework	15%	10%	25%
Overall	60%	40%	100%

### 4.5 ENTRY OPTIONS

Candidates who intend to take both components 1 and 2 should be entered for 1035 with no option code specified. Candidates who are re-sitting and intend to carry forward their mark for the coursework component should be entered for 1035 option C.

Option Code	Title	Components to be taken
	History A (Schools History Project)	1 and 2
C	History A (Schools History Project) Coursework Carried Forward	1 and 82

## 4.6 INTERNAL ASSESSMENT (COURSEWORK)

There will be a total of 25 marks, of which 15 marks will be allocated to Assessment Objective 1 and 10 marks to Assessment Objectives 2 and 3.

Candidates must complete **one** coursework assignment on a Modern World Study or a Study in Depth. The assignment may be a single task or structured to include a number of questions requiring shorter answers.

If a Modern World Study is chosen, the assignment should involve setting a current issue or problem from world events in the context of the past.

If a Study in Depth is chosen, the assignment should cover the significance of an individual, development, place or event.

Coursework consultants will monitor the suitability of assignments in meeting the above requirements. Teachers should submit coursework proposals and mark schemes to the consultant at least one term in advance of the intended period of teaching.

It should be possible for candidates to satisfy the coursework requirements by writing no more than 1 250 words. However, this figure is given only as guidance, and it is recognised that many candidates may do more or less than this.

A Coursework Guide is available from OCR on request. It contains further advice on setting and marking coursework and includes approved tasks for teachers who do not wish to set their own.

Examples of appropriate tasks are given in Sub-section 6.

Full details of internal assessment can be found in Sub-section 7.

## 4.7 ASSESSMENT OF WRITTEN COMMUNICATION

Candidates are expected to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing. All components require responses in continuous prose.

The quality of written communication covers clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. It will be one of the criteria used to decide the place of a response within a level in mark schemes. This applies both to the question paper and to coursework.

## **4.8 DIFFERENTIATION**

In the question paper, differentiation will be achieved by the use of levels of response mark schemes to assess candidates' different levels of response to common questions.

In coursework, differentiation will be achieved by the setting of common tasks and the use of levels of response mark schemes to assess candidates' responses to these tasks.

## **4.9 AWARDING OF GRADES**

The written papers will have a total weighting of 75% and internal assessment a weighting of 25%.

A candidate's mark for each of the components taken will be combined in the appropriate weighting to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

## **4.10 GRADE DESCRIPTIONS**

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Sub-section 5; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

### **Grade F**

Candidates recall, select and organise some relevant knowledge of the specification content. They identify and describe some reasons, results and changes in relation to the events, people, changes and issues studied. They describe a few features of an event, issue or period, including characteristic ideas, beliefs and attitudes.

Candidates comprehend sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions. They identify some differences between ways in which events, people or issues have been represented and interpreted and may identify some of the reasons for these.

### **Grade C**

Candidates recall, select, organise and deploy historical knowledge of the specification content to support, generally with accuracy and relevance, their descriptions and explanations of the events, periods and societies studied.

Candidates produce structured descriptions and explanations of the events, people, changes and issues studied. Their descriptions and explanations show understanding of relevant causes, consequences and changes. They also consider and analyse key features and characteristics of the periods, societies and situations studied, including the variety of ideas, attitudes and beliefs held by people at the time.

Candidates evaluate and use critically a range of sources of information to investigate issues and draw relevant conclusions. They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways.

## **Grade A**

Candidates recall, select, organise and deploy historical knowledge of the specification content accurately, effectively and with consistency, to substantiate arguments and reach historical judgements.

Candidates produce developed, reasoned and well substantiated analyses and explanations which consider the events, people, changes and issues studied in their wider historical context. They also consider the diversity and, where appropriate, the interrelationship of the features and ideas, attitudes and beliefs in the periods, societies and situations studied.

Candidates evaluate and use critically a range of sources of information in their historical context to investigate issues and reach reasoned and substantiated conclusions. They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways and consider their value in relation to their historical context.



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## SECTION C: SPECIFICATION CONTENT

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### 5 Specification Content

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The content consists of two Studies in Development from which **one** must be studied, and *either* a Modern World Study *or* a Study in Depth.

For the Modern World Study no content is prescribed. The work can be based on any current issue or problem, but the criteria listed in Sub-section 6 must be met.

#### 5.1 STUDIES IN DEVELOPMENT

Candidates must study *either* Medicine Through Time *or* Crime and Punishment Through Time.

Candidates will be expected to demonstrate their ability to describe and explain historical change and cause, and analyse different features of historical situations.



#### Study in Development A: Medicine Through Time

This Study in Development examines continuities and changes in the history of medicine. It focuses, in each of the periods identified below, on a common set of key questions:

- what caused people to be healthy or unhealthy?
- what ideas did people have about the causes and treatment of illness and injuries?
- who provided medical care?
- what caused diagnoses and treatments to remain the same or to change?
- how far did new ideas and treatments affect the majority of the population?



Candidates should develop a knowledge and understanding of the main developments in the history of medicine.

##### (i) Medicine in prehistoric times:



-  the nature of the evidence, its values and its problems;
-  beliefs in spirits and the treatments used by medicine men; practical knowledge and resulting treatments.

**(ii) Medicine in the ancient world:**



**(a) Ancient Egypt:**

-  the development of Egyptian civilisation and its impact on medicine;
-  the co-existence in Egyptian society of spiritual and natural beliefs and treatments; developments in the understanding of physiology, anatomy and the causes of disease; Egyptian hygiene.



**(b) Ancient Greece:**

-  Asclepius and temple medicine;
-  the theory of the four humours and resulting treatments; Hippocrates and the clinical method of observation; health and hygiene; developments in knowledge of anatomy and surgery at Alexandria.




**(c) Ancient Rome:**

-  Roman medicine and Greek ideas and doctors;
-  the Romans and public health; Galen's ideas about physiology, anatomy and treatment.

**(iii) Medicine in the Middle Ages:**



-  the impact of the collapse of the Roman Empire on medicine;
-  the impact of Christianity and Islam on medicine; the reasons for the acceptance of Galenic medicine; the continuance of supernatural beliefs and treatments; developments in surgery; living conditions and health and hygiene; domestic medicine, childbirth, the role of women; hospitals and caring for the ill.

**(iv) The medical renaissance and the growth of modern medicine:**




-  the rebirth of Greek ideas of careful observation of nature;
-  Vesalius and advances in knowledge of anatomy;
-  Paré and developments in surgery; Harvey and developments in physiology; the extent of the impact of these developments on the medical treatment of the majority of the population; the growth of a medical profession and the reduced role of women in medical care; inoculation, and Jenner and vaccination.

**(v) Medicine in the nineteenth and twentieth centuries:**




**(a) Fighting disease:**

-  Pasteur and the development of the germ theory of disease;
-  Koch and developments in bacteriology;  
developments in drugs and vaccines;  
the development of penicillin;  
the battle against infectious and non-infectious disease today;  
the development of hospitals and caring for the ill, including the contributions of Florence Nightingale and Mary Seacole.

**(b) Surgery:**

-  developments in anaesthetics and antiseptics, including the work of Simpson and
-  Lister;
-  developments in blood transfusion;  
modern surgery – transplanting organs and plastic surgery.

**(c) Public health:**

-  the impact of industrialisation on living conditions and health and hygiene;
-  the development of public health systems;
-  the reforms of the Liberal governments, 1906-1914;  
the introduction and impact of the National Health Service;  
the continuing debate about the provision of health care.

**Note: Technical knowledge**


Candidates will not be required to explain technological or scientific principles, for example, the circulation of the blood. They will be given credit for explanation only where it is relevant to the historical problem posed in the question.

**Study in Development B: Crime and Punishment Through Time**




This Study in Development examines continuities and changes in the history of crime and punishment. It focuses, in each of the periods identified below, on a common set of questions:

- what different kinds of crimes (including crimes against the person, crimes against property and crimes against authority) were committed in different periods?
- how has the nature of punishment changed over the period?
- who determined the laws and punishments?
- how have ideas about the nature of crime, the causes of crime and the nature of punishment changed?
- how effective were law enforcement and punishments in preventing crime?




**(i) Crime and punishment in the ancient world:**

-  the nature of crime and punishment in Rome;  
the extent to which Roman Law was extended to parts of the Empire;  
how were subject nations treated by the Romans?


**(ii) Crime and punishment in the Middle Ages:**

-  the changing nature of crime and punishment in the Middle Ages;
-  the impact of the fall of the Roman Empire on systems of crime and punishment;
-  changes in Anglo-Saxon systems of crime prevention, trial and punishment;  
the co-existence of Anglo-Saxon law and Norman law;  
reforms of the later Middle Ages, including the development of juries and justices of the peace;  
attitudes towards women and crime and punishment;  
crime and punishment in the village community – the manorial courts;  
case study of the legend of Robin Hood;  
crime and punishment in Islamic societies at the time.




**(iii) Crime and punishment in early modern Britain:**

-  the changing nature of crime and punishment;
-  the impact of population growth and the development of towns;
-  the treatment of vagrants and heretics, the Gunpowder Plot;  
the witch-hunting craze and attitudes towards women;  
the introduction of the 'Bloody Code' in the eighteenth century;  
eighteenth-century attitudes towards crimes against property, including smuggling, highwaymen and poaching;  
changing responses to riot and political crime – case studies of Peterloo and the Rebecca Riots.

**(iv) Crime and punishment in industrial Britain:**

-  the impact of industrialisation on crime and punishment;  
changing ideas about the causes of crime;  
transportation, prisons and prison reform;  
the development of policing;  
attitudes towards women and crime and punishment;  
juvenile crime and punishment.

**(v) Crime and punishment in the twentieth century:**

-  case study of the suffragettes;
-  the impact of changes in communication and technology on crime and policing;
-  changing attitudes towards crime and punishment;  
the impact of wars, recessions and prosperity;  
juvenile crime and punishment.

## 5.2 STUDIES IN DEPTH

Candidates may study **one** of the following:

- A. Elizabethan England
- B. Britain, 1815-51
- C. The American West, 1840-95
- D. Germany, c.1919-45
- E. South Africa, 1948-c.1995.

### Introduction

The Study in Depth is designed to encourage candidates to develop and enrich their understanding of people and problems in the past through the study of social, economic, political, cultural and religious aspects of a country over a relatively short period of time (approximately 30-50 years).



Each Study in Depth is organised through a number of Key Questions and Focus Points. The Focus Points provide guidance on what is involved in addressing each Key Question. Candidates will be expected to demonstrate understanding of these Key Questions and Focus Points using knowledge of the specified content. There are times when a Focus Point is used to set the scene for a Key Question but without apparently bearing directly on the Key Question itself. This is in order to indicate what is required if the Key Question is to be addressed adequately.

### STUDY IN DEPTH A: ELIZABETHAN ENGLAND

This Study in Depth concentrates on various aspects of the government, life and culture of the England of Elizabeth I from 1558 to 1603. It encourages candidates to explore the key features and characteristics of the period. Emphasis should be placed on the contrasts (political, economic, social, religious and cultural) and on regional diversity within the period. The study also offers a contrast between the Elizabethans and their ideas and ourselves.

#### Key Question 1: Was Elizabeth 'Gloriana'?

##### Focus Points




-  How difficult was the situation on Elizabeth's accession?
-  What was Elizabeth's concept of sovereignty and monarchy?
  - How successful was she in winning the loyalty of her people?
  - How far did her image reflect reality?
  - Did she show weakness and misjudgements in the way she dealt with Mary, Queen of Scots, and the Earl of Essex?
  - Why was the Elizabethan period a great period for the theatre?
  - How far had she achieved her aims by the end of her reign?

## Specified Content

The political and religious situation on Elizabeth's accession. The character of Elizabeth and her concepts of sovereignty and monarchy. Elizabeth's strengths and weaknesses, and aims as a monarch. The methods used by Elizabeth to win the loyalty of her people. Elizabeth and Mary, Queen of Scots; Elizabeth and the rebellion of the Earl of Essex. The achievements of the Elizabethan theatre. The extent to which Elizabeth had achieved her aims by the end of her reign.

## Key Question 2: What was the importance of religion in Elizabethan England?

### Focus Points




-  Why did Elizabeth regard religion as important?
-  How great a threat were the Puritans?
-  How great a threat were the Catholics?
  - How effective were Elizabeth's policies towards these two groups?
  - How effective were Elizabeth's religious policies?

## Specified Content

The importance of religion in people's lives and in politics during this period. The aims of Elizabeth's religious policies. The Elizabethan Church Settlement. The nature and beliefs of Puritanism. The nature and beliefs of Catholicism. The threat posed by the Puritans; Elizabeth's policies towards them. The threat posed by the Catholics (within and outside England); Elizabeth's policies towards them. The effectiveness of Elizabeth's religious policies by the end of the reign.

## Key Question 3: Was Elizabethan society a divided society?

### Focus Points



-  Why were poverty and vagabondage increasing?
-  Why was the government so concerned with poverty and vagabondage?
-  Why were the poor treated in the way they were?
  - Why did different sections of society react towards plays and theatre-going in different ways?

## Specified Content

The nature of poverty and vagabondage during this period. The reasons for the increase in poverty and vagabondage during this period. The changing attitudes and policies of town councils and the Elizabethan government towards the poor and vagabonds. The effectiveness of these policies. The differing attitudes of the poor, the rich, the Puritans, and the government towards the theatre.

## Key Question 4: Was England a great power during Elizabeth's reign?

### Focus Points

-  How successful were the voyages of discovery of English sailors?
-  Was Drake a pirate or a great seaman?
  - How was the English navy able to defeat the Spanish Armada?
  - What contribution did English successes at sea make to the development of England?

### Specified Content



English voyages of trade and discovery. The activities and achievements of Francis Drake. The defeat of the Spanish Armada. The importance of the voyages of discovery and the victory over the Spanish Armada to the development of England.

## STUDY IN DEPTH B: BRITAIN, 1815-51

This Study in Depth concentrates on the conflicts between old and new in British society caused by the Industrial Revolution. It encourages candidates to explore the key features and characteristics of the period. Emphasis should be placed on the changing attitudes and expectations of all sections of society, and the role of groups and individuals in bringing about and opposing social, economic, political and cultural change. In teaching, examples should be included, as appropriate, from England, Ireland, Scotland and Wales. The study also offers a contrast between the people and ideas of the early nineteenth century and ourselves.

## Key Question 1: How far did the 1832 Reform Act deal with criticisms of the electoral system?

### Focus Points



-  What criticisms and justifications of the electoral system were made by different groups?
-  How did the ruling classes react to working-class protest (with special reference to Peterloo and its aftermath)?
  - Why was the 1832 Reform Act passed when it was?
  - How far did the 1832 Reform Act deal with the criticisms of different groups?
  - Why did Chartism appear in the late 1830s and 1840s?

### Specified Content

The nature of politics and the electoral system in the early nineteenth century. Criticisms and justifications of the electoral system. Working-class protest and the reactions of the government, 1815 to 1832, including a case study of Peterloo. The reasons for the passing of the 1832 Reform Act. The effectiveness of the 1832 Reform Act. The causes and nature of Chartism.

## Key Question 2: How were the poor regarded and treated?

### Focus Points




-  What kind of lives did the poor live c.1815, including a case study of the Swing Riots?
-  How were the poor treated before 1834?
  - What were the arguments for replacing the Old Poor Law system with the New Poor Law?
  - What were the consequences of the New Poor Law?
  - Why and with what success did many people emigrate from different parts of Britain during this period?

### Specified Content

The nature of poverty in the early nineteenth century, including a case study of the Swing Riots. The different methods of poor relief. The criticisms of the Old Poor Law and changing attitudes towards poverty and the poor, including utilitarianism. The administration of the New Poor Law. Reactions to the New Poor Law. The causes and consequences of emigration.

## Key Question 3: How were the living and working conditions of the urban working classes improved during this period?

### Focus Points

-  What were living conditions of the working classes like in the towns?
-  What were working conditions like in factories and coal mines?
-  What were the arguments for and against passing legislation to improve these working conditions, including 'laissez faire'?
  - How effective were the factory and mine reforms passed during this period?

### Specified Content

The impact of industrialisation on living conditions in towns. Working conditions in factories and mines for men, women and children. Changing attitudes towards government intervention in working conditions. The Acts affecting working conditions in factories and mines during this period. The role of groups and individuals in promoting reforms, including Shaftesbury.



## Key Question 4: How important were the railways during this period?

### Focus Points

- Why, and how, was the Liverpool and Manchester Railway built?
- How did different individuals and groups react to the coming of the railways?
- How did the navvies live and work?
- What was the social, economic, political and cultural impact of the railways during this period for different groups and for Britain as a whole?

### Specified Content

The reasons for the growth of the railway system, including a case study of the Liverpool and Manchester Railway. The role of individuals and groups in the development and building of the railways. The reactions to the railways of different individuals and groups. The social, economic, political and cultural impact of the railways on different groups and on Britain as a whole.

## STUDY IN DEPTH C: THE AMERICAN WEST, 1840-95

This Study in Depth concentrates on the way in which the American West was settled and developed by various groups of people between 1840-95, and the impact of this settlement on the Plains Indians. It encourages candidates to explore the key features and characteristics of the period. Emphasis should be placed on the reasons for the settlement of the American West, the conflicts, which resulted from the clash of different cultures and life-styles and the consequences of these conflicts. The study also offers a contrast between the people and ideas of the American West during this period and ourselves.

## Key Question 1: How did the Plains Indians live on the Great Plains?

### Focus Points

- Why did many white Americans at first regard the Great Plains as the 'Great American Desert'?
- How were the Plains Indians able to live on the Great Plains?
- What were the beliefs of the Plains Indians?
- Did all Plains Indians have the same beliefs and the same way of life?

## Specified Content

The nature of the Great Plains. Attitudes towards the 'Great American Desert'. The beliefs and way of life of different Plains Indians tribes, including religious beliefs, medicine men, attitudes towards the land, shelter and hunting, the role of women, family life, political organisation, warfare.

## Key Question 2: Why did people settle and stay in the West?

### Focus Points

- What were the experiences of the first pioneer families in the 1840s when they travelled west?
- Why did the Mormons go west?
  - How were the Mormons able to survive the journey and be successful in Salt Lake Valley?
  - Why did people move west to become homesteaders in the late 1860s and 1870s?
  - How did the homesteaders react to the many problems facing them on the Plains?
  - What was life like for women on the homesteads?
  - How important were the railroad and the railroad companies in opening up the West?
  - How successful were the government and local people in establishing law and order in the mining towns?

## Specified Content

The reasons why the first pioneer families moved west in the 1840s. The experiences of the first pioneer families during the journey west. The Mormons: their origins, their experiences in Salt Lake Valley. The significance of Joseph Smith and Brigham Young. The impact of the railroad and railroad companies. The reasons for the continued settlement of the West in the late 1860s and 1870s including the Homestead Acts, the belief in 'Manifest Destiny' and the hopes and aspirations of the settlers. The problems faced by the homesteaders on their homesteads and their attempts to overcome them. The role of women on the homesteads. Government, law and order; problems and attempted solutions.

## Key Question 3: What were the consequences of the spread of cattle ranching to the Plains?

### Focus Points



- How and why did cattle ranching spread from Texas to the Great Plains?
  - What was life really like for a cowboy?
  - Why were there problems of law and order in the cow towns?
  - Why did ranchers and homesteaders come into conflict with each other (with special reference to the Johnson County War)?
  - Why had the open range come to an end by the 1890s?

## Specified Content

Early cattle ranching in Texas. The reasons for the cattle trails and the development of cow towns. Ranching on the Great Plains. The life and work of the cowboy: myth and reality. The reasons for conflict between the ranchers and the homesteaders, including a case study of the Johnson County War. The end of the open range.

### **Key Question 4: Why did white Americans and the Plains Indians find it so difficult to reach a peaceful settlement of their differences?**

#### Focus Points

-  Did all white Americans have the same attitudes towards the Indians?
-  Why did white Americans and Plains Indians come into conflict?
  - Why did the Policy of the American Government towards the Indians change so often between 1840 and 1868?
  - Why did the Indians win the Battle of the Little Big Horn?
  - How important was the Battle of the Little Big Horn in the eventual defeat of the Plains Indians?
  - What was the purpose and effect of the reservations?

#### Specified Content

The attitudes of white Americans towards the Indians. The reasons for conflict between white Americans and Plains Indians. The changing policy of the American Government towards the Plains Indians; the reasons for, and consequences of, changes in policy. The causes and consequences of the Plains Wars including the Battle of the Little Big Horn. The impact of the reservations, the Plains Indians in the 1890s.





## **STUDY IN DEPTH D: GERMANY, c.1919-45**

This Study in Depth concentrates on the reasons for the development of totalitarianism in Germany and its impact. It encourages candidates to explore the key features and characteristics of the period. Emphasis should be placed on how developments in Weimar Germany led to the rise of the Nazi Party and the emergence of a totalitarian regime, the political, social, economic, cultural and religious impact of this regime on the German people and the reactions of different groups and individuals. The study also offers a contrast between the people and ideas of Germany during this period and ourselves.

This study does not entail detailed coverage of events of World War Two.

## Key Question 1: Was the Weimar Republic doomed from the start?

### Focus Points





-  What continuing impact did the defeat in the First World War and the Treaty of Versailles have on the Weimar Republic?
-  Why was the Republic so unpopular with many Germans?
-  How far did life improve for German people between 1924 and 1929?
-  What were the achievements of the Weimar period?

### Specified Content

The Versailles settlement: German reactions to it, its economic and political consequences. German politics, economy and living standards in the Stresemann era. The culture of the Weimar period.

## Key Question 2: How was Hitler able to come to power in Germany?

### Focus Points





-  What did the Nazi Party stand for in the 1920s?
-  Why were the Nazis unsuccessful before 1929, and successful after?
-  Who supported the Nazis, and why?
-  How important was Hitler in the success of the Nazis?

### Specified Content

The early years of the Nazi Party, including the Munich Putsch. Nazi ideas and methods. The roles of Hitler and other Nazi leaders. The impact of the Depression on Germany, the political, economic and social crisis of 1930-1933, the reasons for the Nazis' rise to power. Hitler takes power, 1933. The appeal of National Socialism to different sections of the population. How Hitler took power in 1933.

## Key Question 3(a): The Nazi regime: how effectively did the Nazis control Germany, 1933-45?

### Focus Points




-  How much opposition was there and how effectively did the Nazis deal with it?
-  How did the Nazis use culture and the mass media to control the people?
-  Why did the Nazis persecute many groups in German society?
-  Was Nazi Germany a totalitarian state?

### Specified Content

The nature of Nazi rule in Germany: the Enabling Act, removal of opposition, methods of control and repression. The nature and extent of opposition to the regime by different groups and individuals including the churches, youth groups, communists, the army. Nazi policies towards different groups including the churches, trade unions, communists. Anti-semitism and changing policies towards Jews. The use of culture and the mass media by the Nazis.

### Key Question 3(b): The Nazi regime: what was it like to live in Nazi Germany?

#### Focus Points

-  How did young people react to the Nazi regime?
-  How successful were Nazi policies towards women and the family?
-  Did most people benefit from Nazi rule?
  - How did the coming of war change life in Nazi Germany?

### Specified Content



Attempts by the Nazis to appeal to and win the support of youth. Nazi education policies. The reactions of youth to Nazi policies. Nazi policies towards women and the family. Changing standards of living for different groups in Nazi Germany. Impact of the Second World War on Germany. Conversion to war economy. The Final Solution.

## STUDY IN DEPTH E: SOUTH AFRICA, 1948-c.1995

This Study in Depth concentrates on the reasons for the existence and collapse of white minority rule and the apartheid system in South Africa. It encourages candidates to explore the key features and characteristics of the period. Emphasis should be placed on experiences of different groups under the apartheid system and its political, social, economic and cultural consequences; on the changing attitudes and expectations of all sections of society; and the role of groups and individuals in bringing about change. The study also offers a contrast between the people and ideas of South Africa during this period and ourselves.

### Key Question 1: How far was 1948 a turning point in South African history?

#### Focus Points


-  What was the nature of society and the economy in South Africa in 1948?
-  What impact did the Second World War have on South African politics?
  - Why did the National Party win the 1948 election?
  - How was the idea of apartheid justified by the National Party?

### Specified Content

The nature of South African society and economy immediately after the Second World War: the different peoples and cultures in South Africa, the gap between rich and poor, the nature of white minority rule. Changing political expectations amongst blacks and whites. The 1948 election and the victory of the National Party. Justifications of apartheid.

### Key Question 2: What was the nature of the apartheid state?

#### Focus Points




-  How was the apartheid system established?
- What impact did apartheid have on the people of South Africa?
- How effectively was apartheid enforced?
- Did all whites support apartheid?

### Specified Content

The establishment of the apartheid system: the apartheid laws. The impact of the apartheid system on the different peoples of South Africa. The methods used to enforce the apartheid system, including the suppression of opposition: case study of Sharpeville. The different attitudes amongst whites towards apartheid.

### Key Question 3: How far did apartheid stabilise white minority rule?

#### Focus Points




-  How united was the African nationalist opposition?
-  How significant were individual nationalist leaders in the struggle against apartheid?
-  Was government repression of opposition effective?
- Did anyone benefit from apartheid?

### Specified Content

Opposition to white minority rule: the campaigns of African nationalist organisations, the role of leaders including Biko and Mandela in leading resistance. Government repression of opposition. The advantages of apartheid for some sections of South African society.

## Key Question 4: Why did white minority rule come to an end?

### Focus Points

-  How important were external factors in ending white minority rule?
-  How important was the continuing resistance to white minority rule?
-  Why did the dismantling of the apartheid system not enable white minority rule to survive?  
How significant were the roles of Mandela and De Klerk in ending white minority rule?

### Specified Content

Reasons for the collapse of apartheid including the economic impact of international pressure, increasing international condemnation, increasing internal opposition, the cost of involvement in regional wars. The roles of Mandela and De Klerk in ending minority rule. The establishment of majority rule by 1994.

## 5.3 MODERN WORLD STUDIES

Candidates are required to study a problem or issue from current world events. They should use their knowledge of the past to explain how the current problem or issue has arisen.

The Modern World Studies are designed to make evident the connection between past and present by demonstrating that issues and problems of the contemporary world should be approached through a knowledge of past events.

Modern World Studies are designed to develop the candidates' ability to:

### 1 identify the origins of the problem being studied and have a clear overview of its development to the present day.

This may involve the ability to:

- understand the different types of causes, for example, political, social, religious, economic, demographic and other causes relevant to the study;
- assess the importance of roles played by individuals and groups to distinguish their motives;
- distinguish between long-term and short-term causes of events;
- perceive the complexity of the interpretation of causes;
- distinguish between trends and turning points in the history of the problem;
- understand that actions have both intended and unintended consequences.

**2 understand the nature of the situation today.**

This may involve:

- understanding the implications or impact of the situation today locally, regionally and worldwide;
- understanding the implications or impact of developments and movements in other parts of the world on the situation;
- suggesting possible developments in the current situation.

**3 appreciate how we learn about developments in the contemporary world.**

This will entail the ability to:

- be aware of the range of sources available, for example, TV, film, newspapers, personal experience;
- analyse the nature of news and information provided by these different sources;
- assess the reliability and utility of different sources of news and information.

Further guidance on coursework is given in Sub-section 6 of this specification.



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## SECTION D: COURSEWORK

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### 6 Coursework Tasks

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#### 6.1 NATURE OF COURSEWORK

Candidates must complete one assignment on a Modern World Study or Study in Depth. Centres must ensure that this coursework unit does not duplicate content taught for the question paper. Assignments may consist of a single piece of extended writing or may be structured into several tasks.

An assignment for the **Modern World Study** should test the candidates' ability to explain and analyse a contemporary issue or problem in the context of the past. The assignment should allow candidates to show how knowledge and understanding of the past helps understanding of the key features and characteristics of contemporary situations, people and events. Centres should take care to ensure that the issue or problem is contemporary, ie within the last three years.

An assignment for the **Study in Depth** must allow candidates to consider the significance of an individual, development, place or event. The idea of significance can only be judged adequately in the context of developments over time, which will require candidates to make use of their broad contextual knowledge of the study.

Coursework must provide candidates with an opportunity to address the appropriate assessment objectives as set out in the Scheme of Assessment. When setting coursework tasks, teachers should bear in mind the marking criteria set out in Sub-section 7.3 and should ensure that tasks enable candidates of all abilities to show positive achievement in relation to these criteria. This will involve setting common tasks and using levels of response mark schemes.

Each piece of coursework should normally be around 1 250 words in length. Candidates should not, however, be penalised for exceeding this. Conversely, for certain candidates it would not be appropriate to require pieces of coursework of this length.

Coursework assignments should be set in the form of a question to be answered, an assertion or hypothesis to be tested, or a problem, issue or controversy to be investigated.

Coursework may be in the form of extended writing or a project. Where this approach is used candidates will need clear guidance about how to structure and present their work, and about which understandings and skills are being tested. Alternatively, the assignment may be structured into a series of shorter tasks. Where this approach is used, opportunities must be provided for some extended writing. It is also important to set open-ended questions which can be responded to at a variety of levels.

Many Centres will want guidance and advice to help them devise appropriate coursework assignments. Centres may use assignments and mark schemes from the Coursework Guide which is available from OCR. Alternatively, Centres may devise their own assignments and

mark schemes. Coursework consultants have been appointed by OCR to provide advice about the suitability of tasks, and they will monitor the Centres' proposals in meeting the above requirements. Teachers should submit coursework proposals and mark schemes to the consultant at least one term in advance of the intended period of teaching. Consultants will be responsible for monitoring the suitability of tasks in relation to the assessment objectives and the specification content. Submissions to the consultant must include assignments, supporting materials (for example, sources) and mark schemes

Levels of response mark schemes must be constructed for each task. These mark schemes should relate to the appropriate assessment objective(s) and the marking criteria set out in Sub-section 7.3. Marking should be positive, rewarding achievement rather than penalising failure.

Candidates' responses should first be placed in the appropriate level. This judgement must be directly and exclusively linked to the relevant assessment objective(s). No other objectives may be assessed. It is the quality of the candidate's work and not its quantity or presentation which is assessed. Responses should then be awarded a mark within that level. The criteria used to award marks within a level can include: the number of examples used, the amount of relevant supporting detail, and the quality of explanation. The quality of candidates' written communication must be an important but not exclusive factor in determining which mark to award a response within a level. Instructions to this effect must be included in Centres' mark schemes.

After candidates have completed the assignment, the mark scheme should be refined in the light of candidates' responses.

Where two or more teachers in a Centre are involved in the marking of coursework, internal standardisation of marks must take place prior to the submission of mark sheets to OCR. All assessed work should be annotated to indicate where, in the work, evidence for the marks awarded may be found. Annotations may be made on a cover sheet and/or at the appropriate points in the margins of the work.

Candidates may use a word processor to produce their coursework. Coursework may be submitted in a variety of media including video tape and audio tape.

## **6.2 EXEMPLAR COURSEWORK TASKS**

The Coursework Guide contains examples of suitable work, together with mark schemes and advice on setting and marking coursework for this specification. However, Centres may well find this example, of coursework set from a Study in Depth of value when devising their own coursework.

## **Hitler's Germany (Assessment Objectives 1, 2 and 3)**

- 1      What was the impact of Hitler's anti-Semitic policies on the Jews in Germany after 1933?      (7 marks)**
- 2      Why did other Germans accept Hitler's anti-Semitic policies?      (8 marks)**
- 3      How useful are the sources provided to an historian studying the development of Nazi persecution of the Jews?      (10 marks)**

## Preparation

Candidates are taught about the history of Germany with particular emphasis on the period after 1933. A resource booklet is provided containing seven contemporary sources on the treatment of the Jews. Candidates are also shown the abridged version of 'Schindler's List' sent to schools and instructed to treat this as one of the sources for Question 3.

## Outline Marking Scheme

### Question 1 (Assessment Objective 1)

**Target:** Understanding of key features of periods, people or situations.

- Level 1:** Candidates can identify, without explanation of the impact, some of the main anti-Semitic Jewish policies. [1-2]
- Level 2:** Candidates describe the main anti-Semitic actions, together with their impact. [3-5]
- Level 3:** Candidates give a full description of anti-Semitic actions and their impact, but also explain how the actions were inter-related and part of a concerted plan. [6-7]

### Question 2 (Assessment Objective 1)

**Target:** Understanding of key features of periods, people or situations.

- Level 1:** Identifies one reason, but no explanation. [1]
- Level 2:** Explains one reason or identifies more than one reason. [2-3]
- Level 3:** Explains more than one reason. [4-6]
- Level 4:** Explains the inter-relationship between the various explained reasons. [7-8]

### Question 3 (Assessment Objectives 2 and 3)

**Target:** Evaluation of sources and historical interpretations.

- Level 1:** Answers based on source type or date. *Eg sources are from the time or are by Germans etc.* [1-2]
- Level 2:** Answers based upon the information provided. Candidates explain that the sources are useful because they tell us particular pieces of information. [3-6]  
*Higher marks within the level if inferences are made from those sources.*
- Level 3:** Answers based on the historian's purpose. Candidates explain that the utility of the sources depends upon what the historian is trying to find out. [5-7]
- Level 4:** Answers which **either** evaluate sources for reliability **or** explain how the sources could be useful even if they are not reliable.

*Eg Candidates consider the typicality/reliability of individual sources, based on their provenance or explain what they tell us about the enduring image of the period.*

[8-10]

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## 7 Regulations for Internal Assessment

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### 7.1 SUPERVISION AND AUTHENTICATION OF INTERNALLY ASSESSED WORK

Coursework consultants have been appointed by OCR to provide advice on, and to approve, Centre-designed units, assignments and mark schemes. A consultant has been allocated to each Centre. It is a requirement that Centre-designed units must be submitted to the consultant for approval before the unit is taught. It is also a requirement that assignments and mark schemes must be approved by the consultant before they are given to candidates.

Submissions to the consultant must include Centre-designed units (if applicable), assignments, supporting materials (for example, sources) and marking schemes. Submissions should be made at least 6 weeks before it is planned to use the materials with candidates.

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

When supervising 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 the 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.

## 7.2 PRODUCTION AND PRESENTATION OF INTERNALLY ASSESSED WORK

Candidates must observe certain procedures in the production of internally assessed work.

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- 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.

- All work submitted for moderation must be kept in a flat card file (not a ring binder).

## 7.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

Marks for coursework are allocated as follows:

Assessment Objective 1	15 marks
Assessment Objectives 2 and 3	10 marks
Total	25 marks

### Written Communication

Candidates are expected to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing.

The quality of written communication covers clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. Centres should note that whilst no separate mark is to be awarded for written communication, it should act as one of the criteria used to decide the place of a response within a level in coursework mark schemes.

Centres may find the following levels of assistance when considering standards of written communication.

### **Threshold**

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

### **Intermediate**

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

### **High**

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

## **Marking Criteria**

Marks should be awarded according to the following criteria for each assessment objective. It should be noted that these descriptors are general and refer to a candidate's overall performance in each assessment objective, and therefore should not be used to mark individual tasks. A levels of response marking scheme should be constructed for each task set. The total mark achieved for a particular assessment objective will place the candidate in one of the levels below. The candidate's work should demonstrate the qualities listed in that level. If it does not, the marks will need to be adjusted.

## **Assessment Objective 1**

### **Band 1, mark range 1-5**

Candidates can select and use some relevant information to construct narratives, descriptions and explanations which are straightforward and accurate but are likely 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 6-10**

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 11-15**

Candidates can 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 analyses 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 key features and characteristics (including 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 1-3**

Using their knowledge and understanding candidates can identify some 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 4-7**

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 8-10**

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.

## **7.4 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 each teacher has applied the standards appropriately across the range of candidates within the Centre.

The sample of work that is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Sub-section 7.3.

Where it is not clear within a project folder, by the candidate's own presentation of work, where the marks have been awarded, annotation must be carried out by the person marking the work.

A separate cover sheet containing reference to the criteria applied and their location within the project is recommended.

It is a requirement for all Centres to submit with their coursework sample a complete portfolio of one candidate's work to verify that each internal assessment component is based on an approved course of study.

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

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

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

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## SECTION E: FURTHER INFORMATION



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### 8 Opportunities for Teaching

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#### 8.1 ICT

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


This sub-section offers guidance on opportunities for using ICT during the course. These opportunities are also indicated within the content of Sub-section 5 by a  symbol. Such opportunities may or may not contribute to the provision of evidence for IT Key Skills. Where such opportunities do contribute, they are identified by the use of the  symbol.

ICT Application/ Development	Opportunities for using ICT during the course
Find things out from a range of sources, selecting and synthesising information to meet their needs	For a project on modern surgery candidates access electronic archives, search for and use appropriate websites for museums, government agencies and university departments. Candidates use CD Roms and websites to test hypotheses about a given topic such as the nature of Medieval medicine or twenty first century crime rates. A database showing increasing numbers of Indians on reservations is compared to other historic sources as evidence of the white policy of concentration.
Develop an ability to question the accuracy, bias and plausibility of information researched	Candidates search for websites to support their Study in Depth revision notes and evaluate each site according to its relevance. Different interpretations are available on the Internet for candidates investigating the Modern World Study to compare with their contextual knowledge and consider motives for bias.
Develop ideas using ICT tools; amend and refine work and enhance its quality and accuracy	Candidates draft Modern World Study reports on the significance of a contemporary event, including referenced annotations on electronic images taken from a relevant website or digital camera. During their course of study candidates may use a ICT processed writing frame to develop skills in extended writing and structure of exam style answers. These may be marked and then redrafted to produce model answers.

Exchange and share information	E Mail projects may be set up for candidates to communicate with each other, their teacher, an expert or students from another Centre or country. This may be particularly relevant to the Modern World Study, for example, researching attitudes in Northern Ireland towards the Peace Talks.  Candidates can use e-mail or an electronic Noticeboard to collect and pass on, for example, revision notes.
Review, modify and evaluate their work	The drafting of word processed coursework assignments can be reviewed following a class discussion.

## 8.2 CITIZENSHIP

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship. Parts of this programme of study may be delivered through an appropriate treatment of other subjects.

This sub-section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of Sub-section 5 by a  symbol.

<b>Citizenship Programme of Study</b>	<b>Opportunities for teaching Citizenship Issues during the course</b>
The rights and responsibilities underpinning society (1a)	The provision of government intervention compared to individual responsibility can be debated whilst learning about Medicine or Crime and Punishment Through Time.
The origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom (1b)	Candidates can investigate the origins and effects of religious diversity in sixteenth-century England in the Elizabethan England Depth Study.  Nineteenth-century emigration can be explained in the Britain, 1815-51, Study in Depth.
The work of parliament, government and the courts in making the law (1c)	Candidates trace the development of the justice system and government intervention in health or crime issues in the Development Studies.
The opportunities for individuals and voluntary groups to bring about social change (1f)	The role of influential individuals and voluntary groups can be studied, for example, Mandela in the South Africa Depth Study and the campaigners for social reform in Britain, 1815-51.
The importance of the free press and the role of the media in society (1g)	Case studies of the influence of the press on public opinion are available in all Depth Studies. Candidates can compare the American press in the 1870s or Nazi control of the media with current examples.
Research a topical issue by analysing information from different sources; show an awareness of the use and abuse of statistics (2a)	Candidates can research for a class debate on the contemporary issues in health care and crime and punishment for their Development Study. They can find, compare and evaluate statistics on crime rates or patient waiting lists from the last few governments.

Express, justify and defend orally and in writing a personal opinion about such issues (2b)	In response to a particular issue, for example, a solution to the crime problem in urban areas, candidates can be hot-seated and answer questions from the class.
Contribute to group and class discussion and formal debates (2c)	Many opportunities for such development will arise. Candidates could debate the evidence for and against change in the near future in their Modern World case study.
Use imagination to consider, express, explain and evaluate other people's experiences and opinions (3a)	Candidates can adopt the role of a character type from their respective Depth Study and present their ideas in a meeting on a specific issue, for example, the solution to the Indian Problem in the American West.  Paper 2 preparation and study of a range of secondary sources concerning their Depth Study and Modern World Study will enable candidates to evaluate different interpretations in their specific context.

### 8.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

Spiritual, moral, ethical, social and cultural issues are supported by key questions relating to different communities and cultures in the Development and Depth studies. For example, in Elizabethan England, 'What was the importance of religion in Elizabethan times?'; 'Was Elizabethan England a divided society?'; in The American West, 'Why did white Americans find it difficult to reach a peaceful settlement of their differences?'; in Nazi Germany, 'How was Hitler able to come to power in Germany?' and in South Africa, 'What was the nature of the apartheid state?'. Candidates will also consider varied interpretations and representations of different cultures in the Study in Depth.

### 8.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

Health and Safety issues can be supported by the Medicine Through Time Development Study, for example, 'The impact of industrialisation on living conditions and health and hygiene' and 'Fighting Disease, Surgery and Public Health in the Nineteenth and Twentieth Centuries'. This is also addressed in Britain, 1815-51 Depth Study, 'How far living and working conditions for the urban working class improved in this period?'

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

## 8.5 THE EUROPEAN DIMENSION


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

The European dimension can be addressed in the Modern World Study, for example, relationships of any particular case study with Europe and the world. International relations are also considered in Medicine Through Time through the exchange of medical ideas in the nineteenth and twentieth centuries

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## 9 Key Skills

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Key Skills are central to successful employment and underpin further success in learning independently. Whilst they are certified separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of content. Opportunities for developing the generic Key Skills of Communication, Application of Number and Information Technology are indicated through the use of a  in Sub-section 5. The wider Key Skills of Working with Others, Problem Solving and Improving own Learning and Performance may also be developed through the teaching programmes associated with the specification.

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills unit exist.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓	✓	✓	✓	✓	
Level 2	✓		✓	✓	✓	

Detailed opportunities for generating Key skills evidence through this specification are posted on the OCR website. A summary document for Key Skills coordinators show ways in which opportunities for Key Skills arise within GCSE courses will be published during 2000.

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## 10 Reading List

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At the time of the publication of this specification Hodder & Stoughton are preparing a GCSE History textbook to accompany this course. It will be endorsed by OCR for use with this specification subject to OCR's quality assurance procedure before final publication.

Shephard C

Schools History Project: Medicine  
Through Time for OCR GCSE

Hodder & Stoughton  
ISBN (0 340 78976 X)

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## 11 Arrangements for Candidates with Special Needs

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For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (telephone 01223 552505) as early as possible during the course.

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## 12 Support and In-Service Training for Teachers

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- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- A Coursework Guide containing approved coursework assignments for Centres to use.
- A website ([www.ocr.org.uk](http://www.ocr.org.uk)).
- Written advice on coursework proposals.
- OCR endorsed text titles.
- A report on the examination, compiled by senior examining personnel after each examination session.
- Individual feedback to each Centre on the moderation of coursework.