


OCR GCSE IN HISTORY A (SCHOOLS HISTORY PROJECT) 1935

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

KEY SKILLS GUIDANCE

OCR GCSE IN HISTORY A (SCHOOLS HISTORY PROJECT) (1935) AND (SHORT COURSE) (1035)

Introduction

Key Skills are central to successful employment and underpin future success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content. Opportunities for developing the generic Key Skills of Communication, Application of Number and Information Technology are indicated through the use of a  'key symbol' in Section C of the specification. 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 within History A (Schools History Project).

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

This document offers detailed guidance on the Key Skills evidence that a candidate might produce during the course. It focuses on the evidence required to meet the criteria for the internally assessed Key Skills portfolio. For example, in producing the work for assessment as evidence of C2.1a (Contribute to a discussion about a straightforward subject) a candidate is required to:

- Make clear and relevant contributions in a way that suits their purpose and situation.
- Listen and respond appropriately to what others say.
- Help to move the discussion forward.

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

For further information about the requirements of these units, teachers should refer to QCA's Key Skills specifications (2000 version).

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

COMMUNICATION LEVEL 1 GCSE HISTORY A (SCHOOLS HISTORY PROJECT)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
C1.1	Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.	<ul style="list-style-type: none"> • Provide information that is relevant to the subject and purpose of the discussion. • Speak clearly in a way that suits the situation. • Listen and respond appropriately to what others say. 	<p>Activities based on group work or a question and answer session would offer opportunities to meet the evidence requirement. Opportunities to develop this Key Skill are present throughout this specification.</p> <p>An example might be group discussion on the work of Suffragettes and the reaction of the government to it.</p>
C1.2	Read and obtain information from two different types of documents about straightforward subjects, including at least one image.	<ul style="list-style-type: none"> • Read relevant material. • Identify accurately the main points and ideas in material. • Use the information to suit your purpose. 	<p>An individual could read two historical documents relating to any aspect of the specification to gain accurate information for an answer.</p> <p>An example might be reading two documents relating to Roman public health to gain information about medicine in the ancient world.</p>
C1.3	Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.	<ul style="list-style-type: none"> • Present relevant information in a form that suits your purpose. • Ensure text is legible • Make sure that spelling, punctuation and grammar are accurate so your meaning is clear. 	<p>An individual could be asked to prepare a report, letter or diary in which spelling, punctuation and grammar are proofread for accuracy and which includes at least one image. This task could be based on any of the specification content.</p> <p>An example might be a report on the activities of witches.</p>

COMMUNICATION LEVEL 2 GCSE HISTORY A (SCHOOLS HISTORY PROJECT)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
C2.1a	Contribute to a discussion about a straightforward subject.	<ul style="list-style-type: none"> • Make clear and relevant contributions in a way that suits your purpose and situation. • Listen and respond appropriately to what others say. • Help to move the discussion forward. 	<p>A group activity, debate or question and answer session could offer opportunities, throughout the specification to meet the evidence requirements.</p> <p>An example might be a discussion on which individual contributed the most to developments in medicine.</p>
C2.1b	Give a short talk about a straightforward subject, using an image.	<ul style="list-style-type: none"> • Speak clearly in a way that suits your subject, purpose and situation. • Keep to the subject and structure your talk to help listeners follow what you are saying. • Use an image to clearly illustrate your main points. 	<p>Using a variety of sources of information, including images, an individual student could produce and deliver a short talk using an image to illustrate the main points.</p> <p>An example of this might be a talk on the legend of Robin Hood</p>
C2.2	Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image.	<ul style="list-style-type: none"> • Select and read relevant material. • Identify accurately the lines of reasoning and main points from text and images. • Summarise the information to suit your purpose. 	<p>A class, group or individual could be asked to produce a summary of information in the form of notes from text and images produced by the teacher.</p> <p>An example of this might be selecting relevant material using personal written accounts and visual images to build up a set of notes on the reasons for the rapid spread of cholera.</p>
C2.3	Write two different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least one image.	<ul style="list-style-type: none"> • Present relevant information in an appropriate form. • Use a structure and style of writing to suit your purpose. • Ensure text is legible and that spelling, punctuation and grammar are accurate, so your meaning is clear. 	<p>Candidates could be asked to prepare reports, letters, discussion documents, diaries, newspaper articles based on research, historical source material or teacher input.</p> <p>An example of this might be researching the Gunpowder Plot and producing a newspaper article setting out how the participants were punished and why this was justified.</p>

APPLICATION OF NUMBER LEVEL 1 GCSE HISTORY A (SCHOOLS HISTORY PROJECT)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
N1.1	Interpret straightforward information from two different sources. At least one source should be a table, chart, diagram or line graph.	<ul style="list-style-type: none"> Obtain the information you need to meet the purpose of your task. Identify suitable calculations to get the results you need. 	<p>Individual candidates could carry out a simple investigation of historical evidence contained in two different sources that may include charts, tables, diagrams, line graphs and written materials</p> <p>An example of this might be an investigation of working conditions in early nineteenth century Britain.</p>
N1.2	Carry out straightforward calculations to do with: <ol style="list-style-type: none"> amounts and sizes; scales and proportion; handling statistics. 	<ul style="list-style-type: none"> Carry out calculations to the levels of accuracy you have been given. Check your results make sense. 	<p>Candidates can use historical data to carry out calculations and check their results for accuracy.</p> <p>A possible example of this might be to consider figures showing electoral support for the Nazi party in the period 1924-33. The scale of growth of support could be calculated and the results checked for accuracy.</p>
N1.3	Interpret the results of your calculations and present your findings. You must use one chart and one diagram.	<ul style="list-style-type: none"> Choose suitable ways to present your findings. Present your findings clearly. Describe how the results of your calculations meet the purpose of your task. 	<p>Individual candidates could use the source material provided by the teacher on mining accidents in Britain in the early nineteenth century to present a report to the rest of the class. They put forward and test a hypothesis enabling the candidate to describe how the results of the calculation meet the purpose of the task. The report must contain at least one chart and one diagram.</p>

APPLICATION OF NUMBER LEVEL 2 GCSE HISTORY A (SCHOOLS HISTORY PROJECT)

KEY SKILL	EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
You must: carry through at least one substantial activity that includes straightforward tasks for N2.1, N2.2 and N2.3		
N2.1	Interpret information from two different sources, including material containing a graph.	<ul style="list-style-type: none"> • Choose how to obtain the information needed to meet the purpose of your activity. • Obtain the relevant information. • Select appropriate methods to get the results you need.
N2.2	Carry out calculations to do with: a) amounts and sizes; b) scales and proportion; c) handling statistics; d) using formulae.	<ul style="list-style-type: none"> • Carry out calculations, clearly showing your methods and levels of accuracy. • Check your methods to identify and correct any errors, and make sure your results make sense.
N2.3	Interpret the results of your calculations and present your findings. You must use at least one graph, one chart and one diagram.	<ul style="list-style-type: none"> • Select effective ways to present your findings. • Present your findings clearly and describe your methods. • Explain how the results of your calculations meet the purpose of your activity.

INFORMATION TECHNOLOGY LEVEL 1 GCSE HISTORY A (SCHOOLS HISTORY PROJECT)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
IT1.1	Find, explore and develop information for two different purposes.	<ul style="list-style-type: none"> • Find and select relevant information. • Enter and bring in information, using formats that help development. • Explore and develop information to meet your purpose. 	Opportunities will arise during the course of study for candidates to research from given information, for example, a Website or CD-ROM source. The candidates might apply this research by the creation of an advertising brochure for a historical site using desk-top publishing, and organise and format their text to enhance its presentation. Candidates might also produce a timeline of key events, using word processing or a spreadsheet in the recent history of the Ireland or another chosen Modern World example.
IT1.2	Present information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.	<ul style="list-style-type: none"> • Use appropriate layouts for presenting information in a consistent way. • Develop the presentation so it is accurate, clear and meets your purpose. • Save information so it can be found easily. 	<p>Candidates could produce an obituary for an individual from their Development Study using text and a visual images as well as some statistics relevant to their role. The obituary could be written in a biased form to reflect contemporary public opinion. The information could then be adapted to produce a fact-file for revision purposes and shared with the whole class. Different headings and presentation methods would need to be considered as well as the selection of information. Both pieces of work would be saved electronically in the appropriate manner.</p> <p>An example of this might be to write an obituary of Queen Elizabeth I praising her religious policies.</p>

INFORMATION TECHNOLOGY LEVEL 2 GCSE HISTORY A(SCHOOLS HISTORY PROJECT)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
IT2.1	Search for and select information for two different purposes.	<ul style="list-style-type: none"> • Identify the information you need and suitable sources. • Carry out effective searches. • Select information that is relevant to your purpose. 	<p>Candidates could plan their own research to produce notes from various electronic sources which would be collated for revision purposes or for a presentation to the rest of the class. They could decide on the perimeters of their search and on relevant key words. The same search process could be used to develop evaluation skills and consider the relative value of websites and any primary and secondary sources used. Candidates could find examples of problematic sources as well as the more accessible.</p> <p>A possible example of this might be researching the impact of the boycott of sporting links with South Africa.</p>
IT2.2	Explore and develop information, and derive new information, for two different purposes.	<ul style="list-style-type: none"> • Enter and bring together information using formats that help development. • Explore information as needed for your purpose. • Develop information and derive new information as appropriate. 	<p>Candidates could create newspaper articles to reflect differing interpretations of an historical event. They would take information from new sources and expand on it to present to their audience. They would decide upon appropriate forms of presentation with headlines, subheadings and a contemporary style. Candidates researching the history of Ireland or another Modern World Study example could list events from contemporary newspaper articles relevant to their investigation. They could also collate extracts from the articles to illustrate changes over time. Both pieces of work would be presented in different but appropriate ways.</p>
IT2.3	Present combined information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.	<ul style="list-style-type: none"> • Select and use appropriate layouts for presenting combined information in a consistent way. • Develop the presentation to suit your purpose and the types of information. • Ensure your work is accurate, clear and saved appropriately. 	<p>Similar activities to those outlined above can be completed. At this level, candidates would select and import material from different places using more than one application. They would pay attention to presentation of the material to ensure that it is coherent and appropriate for whichever purpose.</p>

WORKING WITH OTHERS LEVEL 1 GCSE HISTORY A (SCHOOLS HISTORY PROJECT)

KEY SKILL	EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p>You must: Provide at least two examples of meeting the standard for WO1.1, WO1.2 and WO1.3 (one example must show you can work in one-to-one situations and one example must show you can work in group situations).</p>		
<p>WO1.1</p>	<p>Confirm what needs to be done to achieve given objectives, including your responsibilities and working arrangements.</p> <ul style="list-style-type: none"> • Check that you clearly understand the objectives you have been given for working together. • Identify what needs to be done to achieve these objectives and suggest ways you could help. • Make sure that you are clear about your responsibilities and working arrangements. 	<p>Opportunities to develop this Key Skill at Level 1 are present throughout the course in the context of group work. The group should be clear about the task to be achieved, the working arrangements and the responsibilities to achieve the objective. The group should also take care to identify the role played by the individuals within it.</p> <p>A possible example of this might be to develop a strategy within a group for homesteaders trying to deal with the problems they faced on the Plains.</p>
<p>WO1.2</p>	<p>Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities.</p> <ul style="list-style-type: none"> • Carry out tasks to meet your responsibilities. • Work safely, and accurately follow the working methods you have been given. • Ask for help and offer support to others, when appropriate. 	<p>Group work throughout the course provides for experience of this Key Skill.</p> <p>A possible example might be working together to develop arguments for and against Elizabeth's execution of Mary, Queen of Scots.</p>
<p>WO1.3</p>	<p>Identify progress and suggest ways of improving work with others to help achieve given objectives.</p> <ul style="list-style-type: none"> • Identify what has gone well in working with others. • Report any difficulties in meeting your responsibilities and say what you did about them. • Suggest ways of improving work with others to help achieve the objectives. 	<p>After the group work on homesteaders or Mary, Queen of Scots has been completed, candidates could be given the opportunity to review which areas of collaboration were most successful, identify problems arising during group work, and how such problems might be avoided in future.</p>

WORKING WITH OTHERS LEVEL 2 GCSE HISTORY A (SCHOOLS HISTORY PROJECT)

KEY SKILL	EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p>You must: Provide at least two examples of meeting the standard for WO2.1, WO2.2 and WO2.3 (one example must show you can work in one-to-one situations and one example must show you can work in group situations).</p>		
<p>WO2.1</p>	<p>Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.</p>	<ul style="list-style-type: none"> • Identify the objectives of working together and what needs to be done to achieve these objectives. • Exchange relevant information to clarify responsibilities. • Confirm working arrangements with those involved. <p>Candidates, either in a group or paired situation, could use opportunities throughout the course to experience this Key Skill.</p> <p>Candidates could work in groups or pairs on an investigation into the effectiveness of Nazi rule in Germany. For this Key Skill, a 'work plan' could be developed.</p>
<p>WO2.2</p>	<p>Work cooperatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.</p>	<ul style="list-style-type: none"> • Organise your own tasks so you can be effective in meeting your responsibilities. • Carry out tasks accurately and safely, using appropriate working methods. • Support cooperative ways of working, seeking advice from an appropriate person when needed. <p>Following through the group or pair work from WO2.1, candidates could be asked to prepare a display about Nazi rule. Each member of the group or pair would need to support and advise others to help meet the given strict deadlines.</p>
<p>WO2.3</p>	<p>Exchange information on progress and agree ways of improving work with others to help achieve objectives.</p>	<ul style="list-style-type: none"> • Provide relevant information on what has gone well and what has gone less well in working with others, including the quality of your work. • Listen and respond appropriately to progress reports from others. • Agree ways of improving work with others to help achieve the objectives. <p>All aspects of group or pair work within this specification provide the opportunity to experience this Key Skill.</p> <p>Following through the work on WO2.1 and WO2.2, the group or pair could give a short presentation identifying how they had operated, considering observations on ways to improve. The group or pair could then evaluate how successful it has been.</p>

IMPROVING OWN LEARNING AND PERFORMANCE

LEVEL 1

GCSE HISTORY A (SCHOOLS HISTORY PROJECT)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
You must: Provide at least two examples of meeting the standard for LP1.1, LP1.2 and LP1.3.			
LP1.1	<p>Confirm understanding of your short-term targets, and plan how these will be met, with the person setting them.</p>	<ul style="list-style-type: none"> • Make sure targets clearly show what you want to achieve. • Identify clear action points and deadlines for each target. • Identify how to get the support you need and the arrangements for reviewing your progress. 	<p>In the context of many areas of the specification, candidates could be asked to plan short-term targets with action points, deadlines, support and arrangements for review.</p> <p>Candidates could be asked to set short-term targets for the study of the topic on the reasons for the ending of white minority rule in South Africa.</p>
LP1.2	<p>Follow your plan, using support given by others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> • Studying a straightforward subject. • Learning through a straightforward practical activity. 	<ul style="list-style-type: none"> • Work through your action points to complete tasks on time. • Use support given by others to help you meet targets. • Use different ways of learning suggested by your supervisor, and make changes, when needed, to improve your performance. 	<p>Many aspects of the specification will allow the use of resources to meet task targets such as using a video recording</p> <p>Candidates may be asked to develop work on the reasons for the ending of white minority rule in South Africa within specified targets by studying a video as well as a set of historical source material collected by other members of the group to learn about changes in South Africa.</p>
LP1.3	<p>Review your progress and achievements in meeting targets, with an appropriate person.</p>	<ul style="list-style-type: none"> • Say what you learned and how you learned, including what has gone well and what has gone less well. • Identify targets you have met and your achievements. • Check what you need to do to improve your performance. 	<p>The specification offers numerous opportunities for evidence of Level 1 of this Key Skill.</p> <p>The short-term targets set for the work on the ending of white minority rule in South Africa can be reviewed by self-evaluation and through discussion with the teacher. This should identify the areas that have gone well and the work that has gone less well.</p> <p>Identification of areas that will improve performance should be made.</p>

IMPROVING OWN LEARNING AND PERFORMANCE

LEVEL 2

GCSE HISTORY A (SCHOOLS HISTORY PROJECT)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
You must: Provide at least two examples of meeting the standard for LP2.1, LP2.2 and LP2.3.			
LP2.1	Help set short-term targets with an appropriate person and plan how these will be met.	<ul style="list-style-type: none">• Provide accurate information to help set realistic targets for what you want to achieve.• Identify clear action points for each target.• Plan how you will use your time well to meet targets, including use of support and arrangements for reviewing your progress.	Candidates could be asked to set targets for the coursework aspect of the specification. This will involve how best to use available resources, and may include visits to libraries and ICT centres to gain additional material. Review of progress should be built into the plan.
LP2.2	Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets. Improve your performance by: <ul style="list-style-type: none">• Studying a straightforward subject.• Learning through a straightforward practical activity.	<ul style="list-style-type: none">• Use your action points to help manage your time well and complete tasks, revising your plan when needed.• Identify when you need support and use this effectively to help you meet targets.• Select and use different ways of learning to improve your performance, working for short periods without close supervision.	Candidates could be asked to take responsibility for one aspect of their work, such as the development of presentation in their coursework. Candidates need to be encouraged to assess their own progress and consider strategies for improvement.
LP2.3	Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task.	<ul style="list-style-type: none">• Identify what and how you learned, including what has gone well and what has gone less well.• Identify targets you have met and evidence of your achievements.• Identify ways to further improve your performance.	Candidates could review progress with the teacher, identifying what has gone well and what needs further attention. Candidates could be asked to set targets that will improve future performance and evaluate how prior learning has aided improvement.

PROBLEM SOLVING LEVEL 1 GCSE HISTORY A (SCHOOLS HISTORY PROJECT)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
You must: Provide at least two examples of meeting the standard for PS1.1, PS1.2 and PS1.3.			
PS1.1	Confirm your understanding of the given problem with an appropriate person and identify two options for solving it.	<ul style="list-style-type: none"> • Check that you are clear about the problem you have been given and how to show success in solving it. • Identify different ways of tackling the problem. • Decide, with help, which options are most likely to be successful. 	None directly related to the specification.
PS1.2	Plan and try out at least one option for solving the problem, using advice and support given by others.	<ul style="list-style-type: none"> • Confirm with an appropriate person the option you will try for solving the problem. • Plan how to carry out this option. • Follow through your plan, making use of advice and support given by others. 	None directly related to the specification.
PS1.3	Check if the problem has been solved by following given methods and describe the results, including ways to improve your approach to problem solving.	<ul style="list-style-type: none"> • Check if the problem has been solved by accurately following the methods you have been given. • Describe clearly the results of tackling the problem. • Identify ways of improving your approach to problem solving. 	None directly related to the specification.

PROBLEM SOLVING LEVEL 2 GCSE HISTORY A (SCHOOLS HISTORY PROJECT)

KEY SKILL	EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
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You must: Provide at least two examples of meeting the standard for PS2.1, PS2.2 and PS2.3.

PS2.1	Identify a problem and come up with two options for solving it.	<ul style="list-style-type: none"> • Identify the problem, accurately describing its main features, and how to show success in solving it. • Come up with different ways of tackling the problem. • Decide which options have a realistic chance of success, using help from others when appropriate. 	None directly related to the specification.
PS2.2	Plan and try out at least one option for solving the problem, obtaining support and making changes to your plan when needed.	<ul style="list-style-type: none"> • Confirm with an appropriate person the option you will try for solving the problem, and plan how to carry it out. • Use your plan, organising the relevant tasks and making changes to your plan when needed. • Obtain and effectively use any support needed. 	None directly related to the specification.
PS2.3	Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving.	<ul style="list-style-type: none"> • Check if the problem has been solved by accurately applying the methods you have been given. • Describe clearly the results, and explain the decisions you took at each stage of tackling the problem. • Identify the strengths and weaknesses of your approach to problem solving, and describe what you would do differently if you met a similar problem. 	None directly related to the specification.