OCR
RECOGNISING ACHIEVEMENT

teacher's handbook

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GCSE
History A

J415 – Full Course

This handbook is designed to accompany the OCR GCSE History A specification for teaching from September 2009. This booklet contains the following support materials:

- Subject specific guidance
- Resource list
- Publisher partner resources
- Frequently asked questions
- Other forms of support.

OCR GCSE HISTORY

www.ocr.org.uk/historya/newgcse

Contents

Introduction

OCR is offering new GCSEs for first teaching in September 2009.

We have taken this opportunity to improve the quality of our GCSEs for teachers and students alike.

We have made improvements in three key areas: updated and relevant content, a focus on developing students personal, learning and thinking skills, and flexible assessment, so you can choose the best learning approach for the job.

We want to make the introduction of these new GCSEs as easy for you to manage as possible.

The main changes are:

- Controlled assessment will be introduced for most subjects
- The opportunity will be taken to bring course content up to date
- Examinations should provide opportunity for extended writing and more varied question types
- All GCSEs will meet the requirements of the Disability Discrimination Act.

Our approach is to provide consistency across all our GCSEs by offering the flexibility that unitised qualifications bring, allowing teaching and assessment to be either a linear or unitised fashion.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching them.

It is important to make the point that this Teacher Handbook plays a secondary role to the specifications themselves. The GCSE History A specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the Specification. If clarification on a particular point is sought, then that clarification must be found in the Specification itself.

Subject specific guidance

Unit A951: Study in Development and Study in Depth

The purpose of this unit is to enable students to engage with fascinating and colourful developments, events and individuals across a range of different periods, including ancient, medieval and early modern, as well as modern. It also involves the study of the past in two different ways: a society in depth across a short period of time; and the development of a topic across thousands of years.

The Content

Students have to study both a Study in Development and a Study in Depth.

The Study in Development is chosen from: Medicine Through Time or Crime and Punishment Through Time.

- Medicine Through Time covers the main developments in the history of medicine from prehistoric times to today.
- Crime and Punishment Through Time covers the main developments in the history of crime and punishment from Roman times to today.

The Study in Development is chosen from: Elizabethan England, Britain, 1815-1851, The American West, 1840-1895 or Germany, c.1919-1945.

- Elizabethan England focuses on the cultural, economic, political, religious and social diversity and divisions of England at the time and how Queen Elizabeth dealt with them
- Britain, 1815-1851, focuses on the conflicts between old and new in British society, and the attitudes of different groups to economic, political and social change
- The American West, 1840-1895, focuses on the settlement of the West, the resulting clashes of beliefs, culture and life style with the Plains Indians, and the consequences of these conflicts
- Germany, c.1919-1945, focuses on the reasons for the development of totalitarianism in Germany and the impact on, and the reactions of, different groups in German society.

Assessment

Assessment is through one written examination paper of 2 hours in length. The paper is marked out of 75 marks. It can be taken by students in January or June.

The paper is divided into two sections:

Section A tests the chosen Study in Development.

- Candidates must answer one compulsory source-based question. This question is structured into three parts and carries a total of 15 marks.

- Candidates must also answer one structured question chosen from a choice of three. Each question is structured into three parts and carries a total of 20 marks.

Section B tests the chosen Study in Depth.

- Candidates must answer one compulsory source-based question. This question is structured into three parts and carries a total of 20 marks.

- Candidates must also answer one structured question chosen from a choice of two. Each question is structured into three parts and carries a total of 20 marks.

NB In Section A, questions will not be set on the same cases as those being used in Unit A952 (the Historical Source Investigation) in the same examination session. For example, if the Source Investigation is set on Jenner then there will not be a question specifically on Jenner in that examination session. However, candidates may use their knowledge of Jenner to answer other questions if such knowledge is relevant.

Teaching the course: The Study in Development

The Study in Development is challenging, rewarding and great fun. It does present the teacher with challenges. There are so many different elements to think about. This makes careful planning of the course essential. The following has been produced to help with this planning.

The Study in Development can be introduced in a number of ways:

- introduce the objectives of a Study in Development, explain how it differs from a Study in Depth and how they complement each other.

- investigate what students know about Medicine or Crime and Punishment today. Use this to identify the issues to be studied.

- provide students with illustrations on cards representing three or four different periods in the Study in Development and ask them in groups to sequence them. This will raise many useful issues.

The key to successful teaching and learning of the Study in Development is to remember that it involves more than covering the relevant content. Teaching of the Study in Development should focus on ideas associated with development over time. Students should be able to recognise and explain examples of:

- change
- continuity
- development
- regression
- turning points.

Development Studies are not straightforward to teach because there can be tension between the following essential elements: covering the whole story, focusing on key developments/individuals in depth, examining a period, e.g. the nineteenth century in the round, examining the role of factors, and tracing the development of themes.

The Development Study can be organised in a number of ways, for example:

- Cover the Development Study chronologically. Then go back and revisit the content for each period more analytically and thematically, and make links and comparisons between different periods. Finish with reinforcing students' overview of the study.

- Start with a swift outline of the story, then cover the content thematically. Then consider each period in the round linking different aspects and themes within each period. Finish with reinforcing students' overview of the study and linking and comparing different periods.

For Medicine Through Time the themes are:

understanding and treating disease, public health, and surgery.

For Crime and Punishment the themes are:

different types of crime, preventing crime and catching criminals, punishment.

The importance of an overview

Whichever approach is adopted it is crucial that students are helped with developing a bird's eye view of the whole story. One of the most common weaknesses in examination answers is a weak grasp of chronology. Charts, grids, time lines, wall displays and cards should be used for regular revisiting of the whole story. When a new topic or period is covered its place in the whole story should be discussed. This will begin to help students be confident with the chronologically, for example, moving backwards and forwards across time, making links between different periods, being able to measure change and continuity over long periods, and making judgements about long term significance of developments and individuals.

It is sensible to start the Development Study with a brief overview of the main periods and developments. This can then be constantly referred to as the study develops with ever more sophistication. There are a number of key elements of such an overview.

1 The periods

Students should become familiar with the conventional names for periods that are used. In Medicine five periods are used: Prehistoric, Ancient (subdivided into Egyptian, Greek and Roman), the Middle Ages, the Medical Renaissance, the nineteenth and twentieth centuries.
In Crime and Punishment the periods used are: Romans, Middle Ages, early modern, the industrial period (eighteenth and nineteenth centuries), the twentieth century.

It is a good idea, through the use of timelines or charts, to provide students with a visual representation of these periods in correct order, with perhaps a few defining characteristics of each one.

2 Adding detail

As the study develops, important aspects of the history of the chosen Development Study can be added to each period. These can be put into different categories:

Medicine

- Ideas about causes of disease and illness: spirits, Gods, blocked channels in the body, the Four Humours, bad air and miasma, astrology, spontaneous generation, germ theory

- Treatment: trephining, spells and charms, simple external surgery, prayer, use of herbs, purging, punishing yourself, chemical drugs, antibiotics, invasive surgery, blood transfusions, transplants

- Prevention: prayer, providing public health facilities, keeping clean, keeping fit through exercise and diet, use of opposites, studying the position of starts and planets, inoculating and vaccinating, the NHS

- Surgery: simple external surgery, setting of broken bones, simple internal surgery, for example, removal of bladder stones, cauterisation, ligatures, anaesthetics, antiseptics, blood transfusions, X-rays, plastic surgery, organ transplants, keyhole surgery

- Individuals: Hippocrates, Galen, Pare, Vesalius, Harvey, Jenner, Snow, Simpson, Lister, Pasteur, Koch, Nightingale, Seacole, Fleming. It is important to match the correct individual to the correct period and development.

There is much that can be done with this material:

- plotting it onto charts (this could be done as examples are covered or for revision at the end of the course). It is important that students can match, for example, the correct individuals, ideas or treatments to the correct periods, and understand which individuals, ideas or treatments were around at the same time.
- asking questions, for example, which lasted a long time, which came and went quickly, what is the relationship between, for example, ideas and treatments, are there examples of regression, did different ideas co-exist?
- measuring rates of changes, periods of great change, periods of little change
- matching individuals to the correct developments, looking for immediate and long term significance of individuals and new ideas and treatments.

Crime and Punishment

- Ideas about what is a crime: crimes about beliefs, for example, religion, witchcraft, conscientious objectors, racism; crimes involving plotting, protesting, demonstrating and striking; crimes against people, for example, assault and murder; crimes to do with property and money, for example, theft, vagrancy, smuggling, poaching, highway robbery, car theft, computer fraud and vandalism.

- Types of punishments: financial and property, for example, fines and confiscation of property; compensation, for example, traders compensating for under-weight food, the wergild, community service orders; physical, for example, exile, imprisonment, the blood-feud, maiming, branding and whipping, execution, transportation

- Motives behind punishments: revenge, compensation, deter, humiliation, protect society, make the criminal suffer, reform the criminal

- Individuals: Robin Hood, Guy Fawkes, Matthew Hopkins, Dick Turpin, John and Henry Fielding, Robert Peel, John Howard, Elizabeth Fry, the Pankhursts. It is important to match the correct individual to the correct period and development.

- Preventing crime and catching criminals: deciding if someone is guilty, for example, trials and juries, trial by ordeal and battle, the 'swimming test' and the 'Devil's marks; catching criminals, for example, hue and cry, tithings, sheriffs, witchfinders, watchmen, Bow Street Runners, the police, use of computers; preventing crime, for example, vigilantes, deterring criminals, constables, soldiers, watchmen, Bow Street Runners and the police, advertising campaigns.

There is much that can be done with this material:

- plotting it onto charts (this could be done as examples are covered or for revision at the end of the course). It is important that students can match, for example, the correct individuals, ideas or methods to the correct periods, and understand which individuals, ideas or methods were around at the same time.
- asking questions, for example, which lasted a long time, which came and went quickly, what is the relationship between, for example, ideas and methods, are there examples of regression, did old and new ideas and practices co-exist?
- measuring rates of change, periods of great change, periods of little change
- matching individuals to the correct developments, looking for immediate and long term significance of individuals and new ideas and methods.

Development across time

Students need to develop knowledge and understanding of developments over time. For example, they need to be able to trace the development of public health over time identifying periods when it advanced and others when it was in decline. In the same way they need to be able to understand the use of the Four Humours across time. In Crime and Punishment it is important that students can explain the development of , for example, prisons over time, or the role of religion. Students also need to be able to talk about periods of rapid change and little change.

Periods in the round

While time should be spent on helping students to develop an overall understanding of the chronology, it is also crucial that they know, and can understand, important periods in their own right. While some questions in the examination paper ask about developments across time, others often focus on particular periods. For example, it is important that students have an overall understanding of Greek medicine in all aspects. The same point can be made about, for example, the Renaissance or the nineteenth century In Crime and Punishment it is important that they can, for example, sum up the main characteristics of the Bloody Code or of the changes that took place during the Middle Ages. A focus on a particular period can also raise the issue of old and new ideas and practices co-existing.

Links and comparisons

Students should also be given opportunities to make links between different periods. This may involve examining how an idea has lasted over several periods, for example, the Four Humours, bad air, deterrence or the role of religion. It may involve studying the long lasting impact of an individual, development or idea. It should also involve comparing different periods for similarities and differences.

What was significant?

Students also need to be able to make judgements about significance. Issues that could be explored include: which developments/ideas/individuals were/were not important immediately, which were/were not important in the long term? How important were individuals, would developments have happened without them? Students will be able to understand issues of significance better if they use criteria to measure it, for example, what was the size of the impact, how long lasting was the impact? For a more helpful analysis of tackling 'significance' in the classroom see Christine Counsell '*Looking Through a Josephine Butler-shaped window: focusing pupils' thinking on historical significance',* in Teaching History*,* 114, Historical Association.

Individuals and stories

Experience shows that many students are more interested in a topic, and improve their recall and understanding of a topic, when it is taught as a story. This explains why the story of Pare and his rejection of cauterisation is always known and understood well by students. The same can be said about Peterloo or the suffragettes in Crime and Punishment. Students also relate to the subject matter more effectively when it is about people and their experiences. Both of the Development Studies are full of human stories with ordinary human emotions, suffering, and achievements to the fore. It is important that this aspect of the Development Studies is not forgotten. It can be delivered very effectively through role play.

Key terms and common misunderstandings

There are some key terms that are basic to the Development Studies. These terms are fundamental to good understanding and yet a number of students are still very unclear about them. They need to be revisited and reinforced in a range of different contexts.

For Medicine these include:

- **the Four Humours** (sometimes confused with Egyptian ideas)
- **natural and supernatural** (some students appear to have never come across these key terms. Even some students who are familiar with them misunderstand and claim any ideas that are strange to them are supernatural e.g. the Four Humours, astrology.
- **spirits, gods and God**. For some students, these terms are interchangeable. It is important they understand (i) the differences between spirits and gods, and (ii) the distinction between gods and the Christian or Moslem God.
- **public health**. Examiners are always surprised by the number of students who do not understand this term and claim all kinds of societies had public health provision. The important aspects include: a range of facilities to keep people healthy and prevent disease provided; these facilities are provided for public use by the government.
- **surgery**. Some students are very hazy about this term and describe almost any elelements of medicine.
- **inoculation and vaccination** are sometimes confused.
- **anaesthetics and antiseptics** are sometimes confused.

For Crime and Punishment these include:

- **trial**. This is sometimes used in relation to all aspects of catching, detecting and punishing the criminal.
- **trial by ordeal** is sometimes understood as a punishment.
- **the swimming test** for witches is often described as a punishment or as a trial by ordeal.
- **spirits, gods and God**. For some students, these terms are interchangeable. It is important they understand (i) the differences between spirits and gods, and (ii) the distinction between gods and the Christian or Moslem God.
- **industrialisation**. Some students think this term can be used for towns in the Middle Ages.

Factors

One important aspect of the Development Studies is to attempt to explain why change happened, and why there was rapid or little change. This involves considering the impact of a range of factors. These should be frequently encountered and analysed as the study develops. Students should be encouraged to keep a running list of examples for each factor which is constantly being added to. Questions should be asked such as: did a factor encourage change or inhibit change, or did this vary from period to period, did factors interact with each other to bring about change? Spider diagrams, showing how several factors contributed to a development, should be used. It is important that when answering questions about factors in the examination, candidates base their examples on actual examples and do not write about, for example, chance in a general way.

For Medicine the factors include:

- **Individuals**; **chance** (e.g. Pare, Pasteur and understanding vaccination, or Fleming - how far was chance really a factor? Was chance a factor in Jenner's discovery?); **religion,** e.g. Egyptian religious practices, Greeks and Asclepions, the impact of Christianity, opposition to vaccination and anaesthetics); **lifestyle,** e.g. prehistoric people, impact of living in the nineteenth century in industrial cities; **communications,** e.g. hieroglyphics, the printing press; **war,** e.g. Pare, the Koch/Pasteur rivalry, First World War and plastic surgery, Second World War and the development of penicillin, and the planning of the NHS; **government,** e.g. Roman government and public health, governments and laissez faire. Other factors include: teamwork, conservatism, vested interests, art, technology, science.

For Crime and Punishment the factors include:

- **Individuals**; **industrialisation,** e.g. increase in crime in eighteenth and nineteenth centuries; **government,** e.g. changes introduced by William and Norman governments, introducing the Bloody Code, introducing transportation, setting up a police force; **religion,** e.g. trial by ordeal and by battle, religious persecution, church courts, sanctuary, religious motivation behind reformers like John Howard and Elizabeth Fry. Other factors include: war and self interest.

Use of sources

It is important to introduce students to a range of different types of sources during the teaching of the Development Study. Students are normally less confident with source skills than other parts of the course and they take time to develop. Sources can be vivid, fascinating and amusing, and can provide students with a real feel for the period. They should not be bolted-on to learning to provide a few exam type source questions. They should be integral to the study of the topic and can be used to deliver much of the content especially in relation to people's feelings, motives and opinions in the past. Sources, when used as cards, can also be used in a wide range of sequencing and sorting exercises, for example, sources mounted on cards, students have to sort which contain natural ideas and which supernatural, or which oppose anaesthetics and which support it. More can be found about the use of sources in the section on the Historical Source Investigation (Unit A952).

Teaching the Course: The Study in Depth

The Study in Depth provides students with a contrast to the Study in Development. It involves studying a society in depth over a relatively short period of time. This involves examining: the values and attitudes of the time, the diversity of the society, the relationship between different groups within the society and how they reacted to change, and the role of important individuals.

Introducing the Study in Depth

The Study in Depth can be introduced in a number of ways:

- brainstorming what students know about the chosen society and how they know this
- explaining the objectives of a Study in Depth and contrasting these with those for the Study in Development
- providing students with a series of illustrations about different aspects of society and asking students in groups to make inferences about the nature of that society
- watch a short excerpt from a film or TV programme and discuss what impressions it gives of the society.

It can help students enormously if time is taken to provide them with a clear overview of the study. This should involve: the main groups in the society and the important differences between them; the main issues facing the society; the main changes that take place over the period studied. This can be represented through diagrams and charts and should be regularly revisited to reinforce these basic points.

Important areas to be covered

Values and attitudes

Societies in the past had very different values, attitudes and beliefs from those we take for granted today. One of the main challenges in the Study in Depth is to enable students to understand this. They need to understand these values, attitudes and beliefs, and appreciate that although some of them may seem odd to us today they made complete sense to people at the time in that particular context. In other words, there were very good reasons why they held these values, attitudes and beliefs, and just because they were different from contemporary ones does not mean that people in

the past were inferior to us today. It is important that students understand that the past has to be understood on its own terms and that we should not use our standards to judge people in the past.

These values, attitudes and beliefs will vary from option to option. For example, in the American West it is important to understand the values and beliefs of the Plains Indians, and the attitudes of white Americans towards the Plains Indians. In Elizabethan England a key area will be the importance of religion in people's lives, and in Britain, 1815-51, attitudes towards the poor and relationships between different classes are key.

It is also important that students understand that while everybody in a society would at a basic level have shared some common values, attitudes and beliefs (their 'world view'), there were important, and often fundamental, differences between groups within a society and that these differences often led to conflict. There are examples of this in all the Studies in Depth. Students need to know about these conflicts and what caused them.

Different groups

Groups also differed in other ways, for example, their lifestyle, their place in society, their economic and political interests. Students should become familiar with the main characteristics of each of the groups in the society they are studying. These also often led to conflict and studying, for example, the different ways the settlers and the Plains Indians wanted to use the Plains, helps to understand the reasons for such conflicts. The main characteristics of each group need to be regularly reinforced. Teachers would be surprised by the lack of understanding sometimes demonstrated in examination answers, for instance, cowboys herding buffalo.

Groups like women and children are often written about very generally in examination answers. Students' accounts of the lives of women, for example, on a homestead, could often apply to almost any place, any time. Students need to have a sense of place and time when writing about these groups.

Making links and comparisons

There is a danger in the Studies in Depth that each aspect of the Study is taught separately and that students rarely, if ever, have the chance to make links between the different aspects, to compare them, and to see the big picture.

Examination questions sometimes focus on one group, but also ask candidates to compare different groups, their main characteristics, motives and experiences. This will involve explaining ways in which they differed, but also ways in which they were similar. Such comparisons should cover: their experiences, their values and beliefs, their motives, their actions, their reactions to events. Candidates need to be prepared for these demands. They should also have a sense of how particular groups fit into the society as a whole.

The role of individuals

There also needs to be some focus on the importance of individuals. Students should be clear about the key individuals in their Study and what they did. They should have investigated the importance of these individuals through consideration of the following issues:

- what was the individual's motivation?
- how important was the individual compared with other individuals?
- how important was the individual compared to economic, political and social trends?
- would developments/reforms have happened without the individual?

Change and reactions to change

All of the Studies in Depth involve important changes taking place. Students need to understand why these changes were taking place, and how different groups in society were affected by them, how they reacted to them, and why they reacted in these different ways. The reactions of different groups should be compared. This will often involve investigating the vested interests of certain groups.

Key ideas/terms

The key ideas and terms for each Study should be identified. Students often need help to understand these but they are often key to developing a real insight to the period studied. They are also very useful when candidates come to write their examination answers. They can help candidates get quickly to the point, aid accurate explanation and analysis, and demonstrate to the examiner a good understanding.

Such terms and ideas include: outward conformity, vagrancy, tolerance, laissez faire, pocket and rotten boroughs, railway mania, gentiles, manifest destiny, the West, economic, hyper-inflation, Nazism and Communism, Putsch. This is only a small selection. It is useful to have such terms on the classroom wall for constant reference.

Revision

When marking examination scripts examiners often come across candidates who appear to have been taught the Study in Depth in enormous detail but who have misunderstood the basics. Revision should focus on helping students be clear about the basics, for example, what were the main groups, what were their main characteristics, how did they react to change? Charts, diagrams and time-lines can be very helpful in establishing a clear understanding of the main points. Revision that loses sight of the 'wood for the trees' will simply make a student's task harder.

Revision should also focus on helping students to use what they know effectively in response to examination questions. This is dealt with in the next section.

Answering the examination questions

The source-based questions

Candidates have to answer these in both Section A (the Development Study) and Section B (the Depth Study).

A range of different types of sources will be used: written (e.g. extracts from letters, dairies, reports, newspapers, legislation, and secondary sources); images: (e.g. posters, advertisements, cartoons, paintings, engravings, plans and maps).

The number of sources used for one question (and its sub-parts) will vary but will usually be three or four. Some sub-questions will be on a single source, while others will be based on two. Very occasionally, a sub-question might use three sources.

In the Development Study all the sources and the questions will either be on the same theme, for example, the development of surgery over hundreds of years, or on the same period and topic, for example, the Bloody Code.

In the Study in Depth all the sources and questions will either be on the same issue, e.g. why the Plains Indians and settlers came into conflict, or on the same topic, e.g. Mary, Queen of Scots.

All the source-based questions have one very important thing in common - answers to all of them will require both an interpretation of the source and a knowledge of the historical context. Both source and context should be used in all answers.

These questions vary in type and do not follow a predictable pattern. However, it is possible to discuss the full range of questions that could appear over a number of years and the skills that will be required.

These skills include the ability to:

- use contextual knowledge and understanding to inform a use of a source
- interpret sources
- infer from sources
- extrapolate from sources
- evaluate sources
- compare sources.

It is important that students are encouraged to read sources as a whole. The important message of many sources, especially cartoons, is usually greater than the individual details in the source. For example, a cartoon can be full of detail and have many sub-messages, but they will normally also have one big point, one big message, that the cartoonist wants to put across. The same is often true of written sources. Students should try and ask themselves 'what is the big point that this source is making?'

Examination of a number of past papers will indicate the range of different types of questions used but most can be fitted into one of the following broad categories.

Interpreting what can be learned from a source, e.g. 'What can you learn from this source about Elizabeth England? Use the source and your knowledge to explain your answer.'

The source will probably have lots of surface details, but this type of question is asking you to go beyond the surface and see if you can learn less obvious things from the source. These will usually be opinions or attitudes. For example, a print showing a Jesuit priest being tortured on the rack shows that they used torture and what the rack was like, but you can use your knowledge to work out that the source is also telling us that Elizabethan England was, for example, divided over religion.

Interpreting the message of a source, e.g. 'Study Source A. What is the message of this cartoon? Use the source and your knowledge to explain your answer.'

Make sure you look for the 'big message' of the cartoon. Many cartoons are very busy, they have a lot of detail in them and they have a lot going on. Try not to be distracted by one detail in the cartoon, and never base your answer on just one detail. You need to try and use everything in the cartoon together to work out the 'big point' of the cartoonist. Why has he gone to this trouble to draw this cartoon? What is the point he wants to make? Explain the message using the cartoon and your knowledge. If you use your knowledge of the context to explain the message, it will be a much better answer.

Interpreting the purpose of a source, e.g. 'Why was this cartoon published in America in the 1840s? Use the source and your knowledge to explain your answer.'

When questions ask about why a source was published, the examiner will be looking for you to explain the purpose behind the publication. This means how did whoever published the source want to change the behaviour or opinions of the intended audience? Look at what you are told about the provenance of the source - this will be important. You will know something about the person or the group that published the source - how will they want to change the opinions or behaviour of other people? How does this source help to do this? A very good answer will also suggest who the intended audience was. It is important to understand the difference between 'message' and 'purpose'. The former is what the author of a source wants to say, the latter is the effect the author wants to have on the audience. Make sure you use the source and your knowledge in your answer.

Comparing sources for agreements and disagreements, e.g. ‘Do these two sources show the same attitudes towards transportation? Use the sources and your knowledge to explain your answer.'

First, work out what the attitude of each source is towards transportation. Then explain how they have the same, or a different attitude. Then go back and check whether, for example, although the sources largely agree, there are also ways in which they disagree. A really good answer will end by explaining whether they agree more than they disagree.

Explaining why sources disagree, e.g. ‘Study Sources B and C. Why do these paintings of the Battle of the Little Big Horn differ? Use the sources and your knowledge to explain your answer.'

First it is important to work out in what ways the paintings differ. Look for differences in impression and message, rather than just differences in factual detail. For example, does one painting show Custer to be heroic while the other gives a very different impression? Look at who produced the paintings. Why would one want to give one impression, while the other wants to give a very different impression? Use the provenance of the source to consider the point of view and the possible purpose of each of the artists.

Evaluating sources for their usefulness, e.g. 'Study Source C. How useful is this source to an historian studying the development of vaccination? Use the source and your knowledge to explain your answer.'

First, see what you can infer from the source. It might provide some facts but it might also tell you something about, for example, attitudes towards vaccination. It is also important to ask whether the source tells you anything about the attitudes of the author of the source towards vaccination. Your knowledge can also be used to answer the 'how useful?' part of the question. Are there important things about the development of vaccination that you know but the source does not tell us about? If there are, you can use them to show how the source is limited in its usefulness. However, you must use examples of knowledge to do this. Never make general claims, for example, you can never learn much from one source, or more sources are needed.

Evaluating sources for reliability, e.g. ‘Study Source B. Does this source prove that there was little law and order in the thirteenth century? Use the source and your knowledge to explain your answer.'

Questions like this are never straightforward. It may appear that there is something obvious in the source that suggests that it does prove there was little law and order in the thirteenth century. However, check that there is not other evidence in the source that suggests the opposite. You also need to ask whether the source can be trusted: who wrote it, were they biased, would they know, does your knowledge tell you that the claims in the source are wrong? Not all these approaches can be used with every reliability question, it depends on the source and its provenance. But some of them will work. Never evaluate a source just by its type, e.g. 'I do not trust it because it is secondary', or 'I do not trust it because it is from a newspaper.' And remember, reliability questions

can come in different forms. Each requires a slightly different type of answer. This question is asking whether the source proves that something is true - you must answer this question. Do not evaluate the source but forget to use the evaluation to answer the question!

'Are you surprised?' questions, e.g. 'Are you surprised by this source? Use the source and your knowledge to explain your answer.'

These questions are really about the historical context - work out what the source says, and then think 'am I surprised that this is being said then?' or 'am I surprised that particular person/organisation is saying that then?' Make sure you use the source and your knowledge in your answer.

Asking about how a person or a group would have reacted to a source, e.g. 'Would Pare have approved of the method described in Source A? Use the source and your knowledge to explain your answer.'

Make sure you understand the source and what the 'method' is. Then use your knowledge of Pare and what he did to explain whether or not he would have approved. Check whether there is a possibility of arguing that he would have approved, and would not have approved. Make sure you use the source and your knowledge when writing your answer.

One final point - try and encourage candidates to answer source questions in the first sentence of their answers.

- This means that they have to think carefully about the questions and answer first, rather than start without a clue what their answer is going to be and so resort to describing the source and perhaps gradually working round to a nod towards the question near the end of the answer.

- It also means that having focused on the question in the opening sentence, there is a strong chance that the rest of the answer will be focused in the same way. The rest of the answer should use the source and knowledge of the context to support the opening sentence.

The structured essay questions

Candidates have to answer these in both Section A (the Development Study) and Section B (the Depth Study).

Some aspects of these questions never change:

- they are divided into three parts (a), (b) and (c)

- all three parts will be connected, e.g. they will be on a similar topic or theme or idea

- part (a) carries 5 marks, part (b) 7 marks, part (c) 8 marks

- part (a) tests recall and selection

- part (b) tests the ability to write an explanation

- part (c) tests the ability to explain and support a judgement.

Other aspects of the questions vary a little:

Development Study

- in the Development Study the question as a whole might be about a theme or a development over time and therefore involve the candidate ranging over different periods, e.g. the development of public health from Roman times to the nineteenth century

- alternatively, the questions might range over two periods or societies and ask candidates to compare them, e.g. Greeks and Romans

- or the questions might all be on different aspects of the same period, e.g. the Renaisaance

- or the questions might be content free and focus on factors with the candidates left to bring in their own examples, e.g. religion, government or chance.

Depth Study

- in the Depth Study the question as a whole might focus on one theme or topic, e.g. the relationship between the Plains Indians and the settlers, or the Poor Law

- alternatively, the questions might range over different aspects or groups and require some comparison between different groups, e.g. the reasons for the Mormons and homesteaders going West or how far Hitler was more successful in winning the support of one group compared to another.

It can be seen that the different parts of these questions might range over a number of topics, aspects of periods of the content. This makes it important that candidates read through all parts of all the optional questions before deciding which one to do. It is not unusual to find candidates choosing a question because they can answer part (a) well and then discovering that they cannot do (b) or (c), or that they could have answered one of the later optional questions better. It can be no coincidence that the first optional question in the paper is usually the more popular!

Part (a) questions

These questions are always worth 5 marks and test recall and selection. The questions will use key words such as 'Describe' or 'State' or 'What'. Candidates are expected to do no more than provide relevant and correct knowledge. Candidates often know more than they need for this question and sometimes have problems in selecting what is relevant. For example, if a question is about religion and Egyptian medicine, some will describe all aspects of Egyptian medicine. Many candidates waste time on part (a) questions by either writing too much, or by writing about things that are irrelevant, or by writing explanations or analyses that are not required. Selection is a key skill in part (a) and students need practice to develop their ability to select what is relevant and to leave out what is not. It is important to build candidates' confidence to leave out things that they know but which are not relevant to the question.

One mark is awarded for each relevant point. If a point is developed, e.g. described in more detail, then a total of 3 marks can be awarded for that point. Candidates, and these are often the better candidates, do sometimes struggle to keep their answers to a reasonable length. These candidates can be helped by being told to write down five points or a couple of developed points, and then move on to part (b). Answers to part (a), if totally relevant, can score 5 marks within three or four lines. No more than a few candidates write over half a page.

Examples of part (a) questions

Briefly describe the medical treatments provided at a Greek Asclepeion.

Briefly describe prisons at the beginning of the nineteenth century.

What problems did Elizabeth face at the beginning of her reign?

What were the main weaknesses of the electoral system before 1832?

Briefly describe the problems faced by homesteaders on their journey across the Plains.

How did the terms of the Treaty of Versailles restrict German military power?

Part (b) questions

These questions always ask candidates to write an explanation and are always worth 7 marks. Many are causation or motivation questions but they do not have to be, e.g. they might ask candidates to explain the nature of something. The questions nearly always begin with the word 'Explain'. Four important points should be remembered:

(i) candidates need to answer the question. Selection is a key skill. More candidates do poorly because they have written detailed but irrelevant answers, than do badly because they do not know enough. Teaching and learning should include regular exercises that develop students' abilities to select what is relevant and to leave out anything that is not. The importance of the skill of selection cannot be emphasised enough. Improvement in this area is the most important way in which candidate performance could be improved.

(ii) candidates need to base their answers on precise factual examples. Some answers that examiners see appear to answer the question, make sense and contain some interesting points. Unfortunately, they are completely general, ie they lack content examples. For example, an answer about why the Normans made changes to law and order after they came to power in 1066 fails to mention a single specific reason or change but continues at length in a vague fashion.

(iii) they need to write an explanation rather than a description or a narrative. It is important that candidates understand the difference between explanation on the one hand, and description and narrative on the other. Time should be spent in class on developing an understanding of the difference. A number of students assume that if they describe what happened, they are explaining why it happened. Many of the (b) questions will be causation questions and these require candidates to explain how a cause actually contributed to the outcome. Candidates are more likely to do this successfully if they do this from the beginning of their answer. Not a few candidates start their answers with general description and as a result struggle to move on to explanation later in the answer. Some candidates identify causal factors but then resort to describing them, rather than explaining how they acted as causal factors.

(iv) candidates do not need to write about the relative importance of the causal factors or motives nor they do not need to show how they interact with each other. They just have to explain some causes or motives. It is possible to score full marks by explaining two causes or motives, but to be on the safe side candidates should try and explain three as they are more likely to achieve full marks.

Examples of part (b) questions

Explain why Elizabeth and her governments were worried by the theatre.

Explain the arguments that were used to support reform of the Old Poor Law.

Explain why the Mormons went west to settle at the Great Salt Lake.

Explain why Hitler turned on Rohm and the SA in the Night of the Long Knives.

Part (c) questions

These questions are always worth 8 marks. They will require candidates to either compare the relative importance of several causes or motives, or more often, reach and support a judgement.

The best answers to these questions often answer the question in the first sentence and then spend the rest of the answer explaining and supporting. This can only be done if the candidate first thinks about the question, and draws up a rough plan. This nearly always leads to a good answer that is focused on the question. This approach also avoids the mistake that some candidates make which is to drift into description or narrative and never get to grips with the question. Sometimes, these answers address the question not at all, sometimes they address it in the conclusion when it is too late.

When candidates are asked to compare the relative importance of several causes or motives they should first tell the examiner which one they think is more important (or they could argue that they are all equally important). They should then explain the importance of each factor. If the candidate has made up his or her mind which is more important, then it is best to start with that one. When the candidate moves on to the second factor, he or she should try to compare its importance with that of the first one. This needs to be done through argument, not assertion. It should involve more than simply repeating what has already been said about the one chosen as more important. This can then be repeated with the third factor. If candidates find this difficult, then they should be advised to explain the importance of each factor and then compare their importance in a conclusion. This needs to be substantial and should do more than assert. It should explain and argue why one factor is more important than both the others. Candidates should be reassured that there is no one 'correct' answer to these questions. Examiners want to see candidates developing their own answers and any answer that is valid will be rewarded.

It is not necessary for candidates to argue that one factor was more important than the others. An alternative approach, and just as legitimate, is to argue that the factors are equally important. This must be supported and this is often best done by showing how the factors were linked, and so were dependent on each other. This makes any notion of one being more important than the others redundant.

Examples of part (c) questions

How far was Elizabeth's reign a 'Golden Age'? Explain your answer.

How far did people at the time think the New Poor Law was a success? Explain your answer.

Did the Indians and the homesteaders want to live on the Plains for the same reasons? Explain your answer.

'By 1929 the Weimar Republic had overcome its problems.' How far do you agree with this view? Explain your answer.

Unit A952: Historical Sources Investigation

The purpose of this unit is to enable students to develop their critical use of historical sources through the investigation of selected aspects of the chosen Study in Development. It allows students to study in depth particularly interesting aspects of the Study in Development through a case study approach and to investigate historical questions, issues and problems. It also allows students to use a range of vivid and fascinating historical sources.

The Content

Students have to study a range of case studies taken from the content of the chosen Study in Development. Centres will be notified two years in advance about which Case Study will be examined for each examination sitting. The case studies are:

Developments in British Medicine, 1200-1945

- Public health in the Middle Ages
- The Black Death in England
- Quack doctors
- Jenner and the development of vaccination; opposition to it during the nineteenth century
- Nineteenth-century developments in anaesthetics and antiseptics, including the work of Simpson and Lister
- The development of hospitals and caring for the ill in the nineteenth century, including the contributions of Florence Nightingale and Mary Seacole
- The impact of industrialisation on living conditions and health and hygiene and the development of public health systems in the nineteenth century
- The development of penicillin; the work of Fleming, Florey and Chain and the debate around the importance of their contributions.

Developments in Crime and Punishment in Britain, 1200-1945

- Attitudes towards women and crime and punishment in the Middle Ages
- Witch-hunting in the seventeenth century
- Smuggling, highwaymen and poaching in the eighteenth century
- Peterloo and the Rebecca Riots
- Transportation, prisons and prison reform in the eighteenth and nineteenth centuries
- The development of policing in the nineteenth century
- The suffragettes
- Changing attitudes towards crime and punishment in the twentieth century.

Assessment

Assessment is through one written examination paper of 1 hour 30 minutes in length. The paper is marked out of 50 marks. It can be taken in January or June.

This paper will involve the detailed investigation of an historical issue based on the nominated case study. The paper may address an issue that ranges across the nominated case study, or it may be based on an issue about just one aspect of the case study. The issue will be investigated through a range of source material. There will be no fewer than five and no more than seven questions. All the questions are compulsory.

Teaching the course

The content

All the case studies listed above will be covered while preparing students for the Development Study. In many cases, e.g. public health, anaesthetics and antiseptics, penicillin, smuggling, Peterloo, and policing, the depth of coverage of content for the Development Study will be more than adequate for the Source Investigation. It will not be necessary to study the topics in extra depth for the Source Investigation. In a few cases, e.g. Quack Doctors, Nightingale and Seacole, attitudes towards women and crime and punishment in the Middle Ages, and changing attitudes towards crime and punishment in the twentieth century, it might be necessary to cover the topic in rather more depth than normal. This will only be necessary when one of these topics has been nominated.

NB It will be unwise to cover the appropriate case study for this unit with students and enter them for the examination before they have studied the Study in Development as a whole. In other words, it would not be advisable to cover the nominated case study in isolation from the rest of the Development Study. Students need to have some understanding of where the case study fits into the Development Study, and what came before and after it. This will enrich their understanding of the case study, and of the sources and the issues in the examination paper.

It should be remembered that detailed knowledge of these topics is not required for the Source Investigation. The main purpose the examination will be to test the candidates' ability to interpret, evaluate and use historical sources in context. Candidates' knowledge should only be used to help them demonstrate these skills.

Preparation for the Source Investigation examination should involve the following:

(i) the development of candidates' source skills. This should be a regular feature of the teaching and learning of the whole of this specification, including the Development Study, the Depth Study and preparation for the Controlled Assessment, as well as the Source Investigation. The ability to use historical sources is assessed in all units of this specification. Time and effort put into developing candidates' source skills in these other parts of the specification will help candidates prepare for the Source Investigation. The development of source skills is a long process; it needs revisiting and reinforcement, and needs to be a constant feature of the whole course.

(ii) when the Development Study is being taught the case studies should be covered in their proper chronological place. However, whenever a case study is reached it should be taught with a focus on the use of sources. Indeed, many of these case studies could be taught as source investigations, introducing students to the range of different types of sources for that topic.

The skills

There is no need to teach narrowly to the examination. Developing source skills does not necessarily involve endless coaching based on past examination questions. Indeed, this can be counter-productive as candidates can struggle when faced with sources they have not met before and with questions slightly different from the ones they have been prepared for. It is more useful to develop source skills in a broader sense, make students confident in using sources, encourage them to take risks with the interpretation of sources. Done well, it can be great fun. Done badly, it can turn into drudgery for students.

The approach advocated above will lead to a wide range of different types of activities involving, e.g. group work, work in pairs, classifying sources on cards, student presentations of their analysis of sources to the rest of the class, devising their own cartoons, posters, choosing a number of sources that best represent an age or a topic, choosing sources and using them for a political campaign. This work will gradually foster a genuine understanding of issues relating to historical sources. Students can be introduced to the demands of different types of examination questions during revision.

Students need to be introduced to the full range of different types of sources, e.g. pictorial - advertisements, cartoons, photographs, posters; written - diaries, extracts from history books, government documents, newspapers, private letters, reports, speeches; graphs and diagrams. While there are issues that can be discussed about the issues raised by particular types of sources, students should not be encouraged to learn generic statements to use about types of sources, e.g. newspapers cannot be trusted. Such statements never lead to good marks in the examination. Instead, students should be encouraged to analyse each source on its own unique qualities.

It is important to plan the use of sources and the development of students' source skills into the teaching of the whole course. Using historical sources should not be limited to lessons on the nominated case study, or even the Development Study as a whole, but should be a regular aspect of all parts of the course. Using sources can be a useful way to investigate change and continuity, and progress and regress, throughout the Development Study. They can also effectively introduce students to the beliefs, ideas and values of the different groups covered in the Depth Study. Source skills are assessed in both of the other units for this specification. It takes time for students to master these skills and they need regular experience of such work. It can be too easily assumed that students have mastered these skills. However, when they have to apply them to a new set of sources they will often appear to go backwards. Different sources often raise different issues and challenges for students. This is why it is important for them to use a wide range of different sources.

Students need to be given opportunities to:

use their contextual knowledge to help them analyse sources: contextual knowledge should be used to help the student interpret a source. The student's knowledge and understanding of the context will help them work out, e.g. a source's intended message. Contextual knowledge can also be used to evaluate sources. Students should make sure that they explicitly refer to precise knowledge (instead of vague statements) in their answers, and use it to explain their answer to the question. They should never include knowledge in an answer for its own sake. The knowledge must always add to the answer.

use sources to support their answers: students need to get used to explicitly referring to features of a source to support their answers. Vague references will not be enough. The questions will be about the sources, therefore the answers need to be focused on the sources.

make inferences from sources: can they go beyond surface comprehension of sources to interpret them, can they infer the message of sources, can they infer the purpose of sources, can they infer the intended audience, can they infer the likely reaction of certain groups to a source?

evaluate sources: there are several strategies that can be used to evaluate sources but they are not always possible with every source. The important skill is to be able to decide which strategy will work best with a particular source. The strategies are: (i) checking the claims made by a source against your own contextual knowledge; (ii) using contextual knowledge to consider the provenance and content of the source together to work out what the purpose of the particular author/artist is - this will raise issues about whether the source can be trusted; (iii) use other sources in the paper to check the claims made by a source; (iv) use the language or tone of the source.

cross reference sources: students should get used to using two or more sources together to compare them for agreements and disagreements. They should realise that some sources may agree and disagree at the same time.

use sources together to test a hypothesis: students should be able to use sources together to test a hypothesis and be able to explain how some sources support it while other sources disagree with it. Precise references to the sources are required as are clear explanations (not assertions) of how the sources do, or do not, support the hypothesis.

practise 'surprise' questions: students should be familiar with being asked whether they are surprised by a source. To respond to this they need to be able to work out the message or purpose of the source and then ask themselves: am I surprised that that person/organisation wanted to say that then? The historical context will play an important part in the analysis.

Particular things many students find difficult:

- working out the 'big point' of a source: when students are asked about the message of a source they often get distracted by minor details in the source and arrive at a sub-message of the source. They need to consider the source as a whole and ask themselves what is the 'big point' that the author/artist wants to get across? This can be a particular problem with cartoons but is also important when using written sources.

- usefulness: students often struggle with 'usefulness questions' because (i) they simply assume that a source's usefulness depends on how much surface information it contains, and (ii) they assume that if a source is biased, it cannot be useful. It is important for students to understand that many sources are useful because they tell us things the author/artist did not intend to tell us. This is usually something about themselves.

- the differences between message and purpose: some students explain the message of a source when they are being asked about its purpose. For example, 'Why was this source published in 1848?' is a purpose question. It will be necessary to work out the message of the source, but students should not stop there. They should go on and ask themselves what is the author/artist hoping to achieve? This will usually involve attempting to change the behaviour or opinions of the intended audience. To understand this it will also be necessary to consider the historical context.

Assessment

- Probably the most important point of all is to get candidates used to answering questions in the first sentence of their answers (this does not apply to the last question). They should then spend the rest of the answer supporting this first sentence by explaining their answer through references to the source and to relevant knowledge. This will help candidates focus their answers on the question. Many candidates spend so much of their answers describing the sources and writing about the background events that they only begin to directly address the question in the last few lines of their answers.

- Candidates should be encouraged to read the complete paper (including all the sources) before they start writing any answers. As they read the sources they should make brief notes about the sources, e.g. what is the message, do they disagree? Developing an overall understanding of the paper will put individual questions and sources into context and help candidates to write better answers. Examiners want one thing only - an answer to the question. They do not want candidates to display their vast knowledge and their ability to, e.g. evaluate sources, if they are not used to answer the question.

- Remind candidates that the Background Information can be used in answers in the same way that they use the sources.

- Candidates should be encouraged to always base their answers on the content of the sources. Some candidates try and base answers just on the provenance and ignore what the sources are actually saying. They do not get good marks. Questions will often require all three elements in answers: what the source is saying, informed use of the provenance, relevant use of contextual knowledge. Whether or not all of these are required in a particular answer depends on the crucial issue 'What is this question asking?' The most important thing to remember is to answer the question. Some candidates write a lot but fail to do this.

- Candidates should be reminded not to put contextual knowledge into their answers just because they know it. It will not impress the examiners and will gain no extra marks. Knowledge should only be used when it leads to a better answer to the question - which will always be about the sources.

- When contextual knowledge is used it should be precise. People, events, developments and dates should be named. Vague and general assertions will not be good enough. When sources are referred to, candidates should make it clear which sources are being used and make references to sources explicit.

- Candidates should remember that examiners are looking for focused, relevant and intelligent answers. There is not one 'right' answer that they have to find. They must: answer the question with a response that is consistent with the sources and with the historical context. Above all - examiners want the question answered.

- Candidates should be reminded to leave a reasonable amount of time for the last question. It carries a lot of marks. It is not a good idea, however, to answer this question first. Candidates are in the best position to answer this question after they have completed the rest of the paper.

- Candidates need to be familiar with the key words used in questions, e.g. 'How' , 'How far' and 'To what extent' mean that there will be two sides of the argument to explain.

The questions will not be the same in every examination session, for instance, there will not always be a 'usefulness' question or a 'reliability' question. Nor will the questions always be in the same order, e.g. Question 2 will not always be about usefulness, Question 3 will not always be a comparison question. However, each paper will cover a similar range of source skills. In the past the following skills have been tested:

1. Inference questions

What can we learn from this source about...?

What does this source tell you about...?

Hints - go beyond the surface information and look for attitudes, for example, or for what the source tells you about the artist/author.

What impression does this source give of...?

Hints - do not describe the source. It will give an impression of something, it will be suggesting that something is, e.g. good, or successful or a mistake. Look for this impression, and explain it using the source.

What point is the cartoonist making about...?

What is the message...?

Hints - the big point that the source is trying to make should be looked for. This involves going beyond individual details in the source and interpreting the source as a whole.

Why was this source published in...?

Hints - work out the message of the source and then move on. Ask yourself - why does that person want to give that message at that time/in those circumstances? This will involve using contextual knowledge about the context and the person who produced the source. This should then lead you to suggesting what impact they want to have on the behaviour or attitudes of the intended audience. This will be the purpose.

How far would X have been happy with the report in this source...?

Would the artist of Source X been pleased with the person who wrote Source Y?

Do you think X would have been frightened by this letter?

Hints - these three questions ask candidates to go a little bit further, to infer more from the source. The starting point is still the source. First work out what the message of the source is. The first two questions ask candidates to explain how another person would have reacted to a source. This is not inviting speculation, the answer should be consistent with the source, what is known about the person, and the historical context. Evidence from all of these should be used in the answer. Time should not be wasted describing the source or writing pages on the historical context. When these are referred to they should be used to support the answer to the question. Candidates should also look out for the possibility that there might be a case for arguing that the reactions would be mixed.

Why do you think Harvey had this diagram drawn?

Hints - this is a purpose question. The diagram needs to be understood in its context. Then the candidate needs to ask 'Why would Harvey want such a diagrame drawn? What has it got to do

with his ideas and work?' Knowledge of Harvey and his work will take the candidate to the answer. Both the source and knowledge should be used to explain the answer.

2. Evaluating sources for reliability

Do you believe what this cartoon says about...?

How far do these sources prove...?

Are you convinced by X's explanation in Source Y...?

How reliable is Source X...?

Do you agree with Source X that...?

Hints - these questions require candidates to evaluate the reliability of a source. The most common weakness in answers to these questions is to either evaluate simply by the type of source, e.g. 'This is an eye-witness account and so will be correct', or to evaluate on the basis of assertion about the person who produced it, e.g. 'This was by a supporter of Elizabeth Fry and he would be biased so the source cannot be trusted'. Answers like these do not receive many marks because they are failing to engage with the content of the sources. There are several legitimate ways to evaluate sources and candidates need to work out which one will work best with a particular source and a particular question. It is possible to use the tone or language of the source, but not all sources lend themselves to this. Candidates are free to use other sources in the paper to compare with what the source is saying, but there might not be other sources in the paper that fulfil this role. The other methods require the use of contextual knowledge: checking the claims made in the source against one's knowledge, and using knowledge of the person/organisation who produced the source to look at why they are saying what they are saying in the source. Both references to sources and to knowledge should be precise and give examples.

This source is about X, so is it of no value to the study of Y?

Hints - questions like this one identify a possible weakness of a source or a reason why it will not be useful. The candidate is being challenged to question the logic in the question. It will be legitimate to explain the limitations of the source as identified in the question, but good marks will rely on explaining how the source will still be very useful. This could be in a number of ways depending on the individual source. The important point is that candidates should have the confidence to challenge the assertion in the question.

3. Evaluating sources for usefulness

How far does this source help you to understand why...?

How useful is this source in understanding...?

How useful is this source as evidence of...?

Hints - these questions are often much trickier than they look. There is a tendency to simply claim that a source is useful because of all the information it contains. This approach will gain some marks. However, it is necessary to go beyond the surface information of the source and see what it tells you about views, beliefs or attitudes, especially those of the author. As has already been said, do not dismiss a source because it is biased. Biased sources often tell you a lot about the author. However, sources do need to be evaluated and the usefulness of a source about a particular subject may be reduced because of the purpose of the author. Such an approach will need to be based on developed and informed evaluation.

4. 'Are you surprised?' questions

Are you surprised by this source?

Hints - these questions involve, first, working out the message/purpose of the source, and then asking 'Am I surprised that that person/organisation is saying that then?' You can see from this that contextual knowledge plays a crucial part - knowledge of the author and knowledge of the context. All of these, message and knowledge of author and context, should be used in the answer.

5. Using sources together

How similar are the points made in these sources...?

How far do these two sources agree about...?

Hints - these questions require candidates to interpret the sources and work out their messages. Usually there are two levels of comparison - surface detail and overall message or purpose. The latter will gain more marks. However, sometimes sources will be used in the examination because they will, for example, disagree on overall message but agree on some surface details. Candidates should look out for this. The greatest weakness in answering this type of question is a tendency to summarise one source, then the other, and then claim that they agree or disagree. The best way to answer is to compare the sources point by point. Such comparisons must be precise, and must use references (these could be quotations) to the sources. However, the crucial part of the answer is the explanation of how they agree or disagree. It is also important for candidates to realise that when a question asks 'How similar...?', this involves looking for differences as well. In this type of question there will nearly always be similarities and differences.

Which source do you trust more as evidence about...?

Is one of these sources more reliable than the other about...?

Is one source more useful than the other as evidence about...?

Hints - candidates can be asked, not just to evaluate sources, but to compare sources for reliability or usefulness. These are demanding questions, and require the points given above about evaluating sources to be followed, and also the points about comparing sources to be followed.

Why do these two sources show different attitudes towards...?

Hints - this is a different type of question. It is not asking candidates to spend pages explaining how the sources differ (many do this). Instead it is asking for the reasons why they disagree. It is legitimate to briefly state how the sources differ (no more than a line or two), but the bulk of the answer should be about why they disagree. This will normally involve examining the provenance of the source and using one's knowledge of the context, e.g. are the sources by different authors who had different political views or differed in purpose, are the sources from different dates, did the authors have different access to evidence? The purpose approach, based on contextual knowledge and good use of the provenance, will normally gain most marks.

6. The last question

Hints - this question will always ask candidates how far the sources in the paper support a hypothesis. Candidates should remember that there will always be some sources that support the hypothesis, and some that will disagree with it. It is a good idea to quickly go through all the sources, noting which support and which disagree with the hypothesis. Then the candidate is in position to start by writing about the sources that support the hypothesis. It is necessary to clearly explain how each of these sources supports the hypothesis. This must be explained and not

asserted. A paraphrase of the sources will not be sufficient. Explanation, using clear reference to important parts of the sources, is essential. The same should be done with the sources that disagree with the hypothesis. Candidates should also evaluate some of the sources, as there are marks for this. Some sources will have been evaluated in earlier answers. Candidates should not simply refer to these, the evaluations need to be carried out again. It is also important that candidates test the hypothesis given. Sometimes, they wander away from this and appear to be testing a slightly different hypothesis. They need to make sure they understand exactly what the hypothesis is saying and stick to it. Finally, candidates should understand that this question is about the sources. They are being asked how far the sources support the statement, not how far they think the statement is correct. Answers must be based on the sources. The only role for contextual knowledge in this answer is to improve the analysis and evaluation of the sources.

Unit A953: History Around Us OR Modern World Study Controlled Assessment

For this unit please refer to the GCSE History A Guide to Controlled Assessment document published on http://www.ocr.org.uk/qualifications/type/gcse/history/a/documents/index.aspx

Resources

Unit A951: Study in Development and Study in Depth

Study in Development

Dawson, Ian, Smith, Peter and Banham, Dale *OCR Medicine and Health* Hodder

Dawson, Ian and Coulson, Ian *Medicine and Health Through Time* John Murray

Shephard, Colin *The Development of Medicine for OCR GCSE* Hodder

Shephard, Colin and Rees, Rosemary *OCR Medicine Investigations* John Murray

Dawson, Ian *Crime and Punishment Through Time* John Murray

Shephard, Colin and Rees, Rosemary *GCSE Crime and Punishment Investigations* Hodder Murray

Studies in Depth

Harmsworth, Andy *Elizabethan England, a study in depth* John Murray

Martin, Dave *Britain 1815–1851, a study in depth* John Murray

Rees, Rosemary *The American West 1840–95* Longman

Martin, Dave and Shephard, Colin *The American West, a study in depth* John Murray

Martin, Dave and Watts, Nigel *Essential American West 1840–1895: The Struggle for the Plains* Hodder

Banham, Dale, Culpin, Christopher and Shephard, Keith *Essential Germany 1918–1945* John Murray

Lacey, Greg and Shephard, Keith *Germany 1918–1945, a study in depth* John Murray

Other useful materials

Counsell, Christine *Looking Through a Josephine-Butler-shaped window: focussing pupils' thinking on historical significance', in Teaching History* 114, Historical Association

Hunt, Martin James Arthur and Robert Phillips (eds) 2000 '*Teaching Historical Significance' in Issues in History Teaching*, Routledge

Lomas, Tim *Teaching and Assessing Historical Understanding* Historical Association, 1990

Websites

'Some Ideas for Teaching Significance' from the PGCE History website at UEA. Found at www.uea.ac.uk/historypgce/significance

www.schoolshistoryproject.org.uk - the home of SHP. Useful for links to other websites, details of conferences and some useful teaching ideas

www.schoolshistory.org.uk - for lessons and resources

www.bbc.co.uk/schools/gcsebitesize/history

The England and Wales Criminal Registers from 1791 to 1892 online at www.historytoday.com/news-criminalregisters

Places to visit

Galleries of Justice Museum, Nottingham

Thackray Museum, Leeds (Medicine)

The Old Operating Theatre Museum, St Thomas's Street, London

See website www.medicalmuseums.org for details of medical museums in London

The American Museum in Britain, Claverton Manor, Bath

Unit A952: Historical Sources Investigation

Shephard, Colin & Rees, Rosemary *OCR Medicine Investigations* John Murray

Shephard, Colin & Rees, Rosemary *GCSE Crime and Punishment Investigations* Hodder Murray

The books for Medicine and Crime and Punishment listed for Unit A951 will also be useful.

Other forms of Support

In order to help you implement the new GCSE History A Specification effectively, OCR offers a comprehensive package of support. This includes:

Published Resources

OCR offers centres a wealth of quality published support with a choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

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OCR works in close collaboration with three Publisher Partners; Hodder Education, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Heinemann is the publisher partner for OCR GCSE History A.

Heinemann has produced the following resources for OCR GCSE History A for first teaching in September 2009:

Medicine Through Time Student Book with Active Book CD-ROM
ISBN: 978- 0435501 4 0 2
Published: May 2009

Medicine Through Time Teacher Guide with editable CD-ROM
ISBN: 978- 0435501 4 1 9
Published: June 2009

Medicine Through Time Active Teach CD-ROM
ISBN: 978- 0435501 4 2 6
Published: May 2009

Crime and Punishment Student Book
ISBN: 978- 0435501 4 5 7
Published: October 2009

American West 1840–95 Student Book
ISBN: 978- 0435501 4 3 3
Published: May 2009

Germany 1919–45 Student Book
ISBN: 978- 0435501 4 4 0
Published: June 2009

Elizabethan England
ISBN: 978- 0435501 4 6 4
Published: December 2009

Britain 1815–51
ISBN: 978- 0435501 4 7 1
Published: October 2009

Active Revise
ISBN: 978- 0435501 4 8 8
Available from: October 2010

Approved publications

OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.

Endorsement

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

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For teachers wanting to improve delivery and assessment of a current OCR specification

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View up-to-date event details and make online bookings at www.ocreventbooker.org.uk or view our new training e-books at www.ocr.org.uk/training. If you are unable to find what you are looking for contact us by e-mail training@ocr.org.uk or telephone 02476 496398.

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Visit https://community.ocr.org.uk, choose your community and join the discussion!

Interchange

OCR Interchange has been developed to help you to carry out day to day administrative functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience. Sign up at https://interchange.ocr.org.uk

Frequently Asked Questions

Unit A951: Study in Development and Study in Depth

Can I enter my candidates for the whole assessment at the end of the course?

Yes, you can. However, you can also enter them for some units earlier. This allows them to get some of the assessment out of the way and also provides opportunities for re-sits. It should be remembered that at least 40% of the marks have to be awarded at the end of the course. In practice this means that the assessment of either Unit A951 or of Units A952 and Unit A953 have to be left until the end of the course. This is because Unit A951 carries 45% of the total marks.

Whether or not your students take some units early depends on their progress. Examinations in Year 10 would be far too early for some, who make the bulk of their progress in the second year of the course. However, many candidates might benefit from taking an examination in one of the units in January of the second year of the course. Remember, if they take Unit A951 then, they should not be entered for the other two units until the end of the course.

Is it possible for students to take the examination for the Development Study and the Depth Study separately?

No. Unit A951 includes the Development Study and the Depth Study and questions on both appear in the same examination paper. Students are already faced with three assessments during the course, and the history team at OCR felt that four would be too many. The Development Study and the Depth Study have been assessed in the same paper since SHP began over 25 years ago and this approach has worked well for most candidates.

In what order should the course be taught?

There is no 'right' order, and it can depend on factors such as whether or not students will take any examinations during the two years, and whether the History Around Us option has been chosen. The new unitised structure has changed things and even schools that have taught SHP for many years are reconsidering the order in which they teach the different parts of the course.

The Development Study should take about two terms to teach, the Depth Study between one and two terms, with one term for Controlled Assessment. This leaves about one term for revisiting and revision. The Development Study is challenging and many teachers have found that it is important to allow some time for revisiting. This is explained further in an answer to a later question.

What is the best way to help students master the thousands of years covered in the Development Study? How do I get through all this in a couple of terms?

This can look rather daunting especially if you have not taught SHP before. Don't get bogged down in too much detail. If you do, you will run out of time and the students will lose sight of the big overall picture. Many teachers find it useful to first teach the course chronologically. Do this in outline, looking at patterns and developments over time. Gradually add to this by looking at the influence of factors as you go along. For example, the students can begin to collect examples of individuals, government or chance having an impact. There are certain periods, e.g. Medicine - the Romans, the Renaissance or the nineteenth century, that need to be looked at in more detail, but the most important objective is to help students develop their own birds-eye view of the whole story of the Development Study.

The Development Study should then be revisited nearer the examination when a more analytical approach can be taken with students learning how to move around the whole story of the Development Study and beginning to compare periods and look for examples of progress and

regress, and of rapid and slow change. Plenty of use should be made of time-lines, charts and diagrams.

Remember that you have a limited amount of time to teach the Development Study. The examiners will not expect your students to know more than can reasonably be learned in that time.

How much detail should I go into when I am teaching the Depth Study?

The Focus Points and Key Questions will help you with this. They help to organise the content and also ensure that teaching is issue based and not just covering content. The content needs to be covered in sufficient depth that allows students to respond to the Key Questions in an informed way. If students learn content for a purpose, ie to solve problems, they will recall and understand it more effectively. Remember that what matters is how well students understand the content they are learning, and how well they can deploy it to respond to questions in a relevant way.

Unit A952: Historical Sources Investigation

Will we know what the topic is in the examination?

Yes, this is nominated about two years in advance and will always come from the lists for the Historical Source Investigation in the specification. The wording used for any topic in the advanced notification will be exactly the same as that used in the specification. However, if this was, for example, 'Nineteenth-century developments in anaesthetics and antiseptics, including the work of Simpson and Lister' it does not mean that the examination paper will cover all of this. The paper might focus on just one aspect, e.g. the work of Lister. In Crime and Punishment, if the nominated topic is 'Transportation, prisons and prison reform in the eighteenth and nineteenth centuries', the paper might focus on, for example, transportation.

Can I enter my candidates for this unit before the end of the course?

You can, but this needs to be thought through carefully. Most candidates would not benefit from being entered for this unit too early in the course, e.g. in January of the first year. This is because the nominated topic for any particular sitting of Unit A952 is best understood when it has been studied as part of the overall Development Study. It is difficult to see how the Development Study could be properly covered by January of Year 10 (unless the students began the course in Year 9). Taking the examination for this unit in June at the end of Year 10 or January of Year 11 would seem to be more sensible.

Do I have to teach the source investigations separately from the Study in Development?

Certainly not. All the topics listed as Source Investigations also appear in the content for the Studies in Development. The coverage given to most of them while teaching the Study in Development will be more than adequate for the demands of the examination for Unit A952 (there are a few exceptions such as quack doctors). Of course, Unit A952 is not just about covering the Source Investigations. The focus of the examination paper will be on the ability to interpret, evaluate and use historical sources in context. These source skills take time to develop and students should be given plenty of opportunities to progress in them as a normal part of the teaching and learning programme for the Study in Development.

How should candidates use their knowledge in their exam answers?

Students should not be encouraged to bring knowledge into their answers in a mechanistic way. Nor should they let their knowledge take the place of the sources. Every question in this paper is about sources. It follows from this that the answers should also be about the sources. However, sources are understood better, they are evaluated better, and they are used better when knowledge and understanding of the historical context is used. So when a candidate is asked to

interpret a source, their interpretation will be more satisfactory if it is informed by their knowledge and understanding of the context. They will also be able to explain their interpretation to the examiner more clearly and effectively if knowledge is used in a relevant way to help explain and justify the answer.

The short answer to this question is - to make the answer to the question better. Knowledge should never be added to an answer for its own sake. It only gains more marks when it improves the quality of the answer.

I haven't come across 'are you surprised' questions before. How do they work?

These are relatively straightforward and are a good example of how contextual knowledge can be used to write a good answer. Normally, these questions are based on a source that represents a practice or an idea that made perfect sense at the time but might look a bit odd today. The candidate needs to (i) explain the source, (ii) use their contextual knowledge and understanding to explain how, at the time the practice or idea in the source made perfect sense. Candidates should also look out for the possibility of reasons for being both surprised and not surprised by the source.

What is the best way of preparing candidates for the examination?

There is no need to teach a separate course for this unit. All the topics will be covered while studying the Development Study. It is important that during course on the Development Study students are given regular experience of interpreting, evaluating and using historical sources. This should be a normal and regular part of the course. It is also important because there are source questions in the examination for Unit A951. Of course, at some stage, students need to become familiar with the types of questions that appear in the examination papers, and with the overall format of the paper. The former can be achieved by careful planning - by making sure that the full range of questions is built into the normal work set for the students. Careful scrutiny of four or five past papers will make the range of questions used clear. The second point can be dealt with during revision. Students should have the opportunity of examining the structure of a past paper and should also have the experience of completing a couple of papers within the time allowed (one and a half hours per paper).

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