

F I N A L



GCSE History

Our GCSE History A and B specifications fully embrace and offer fresh perspectives on a wide range of updated historical topics, including British and International events, to capture the imagination and interest of both you and your learners alike.

The new
OCR GCSE
HISTORY

www.ocr.org.uk/newgcse

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An introduction to GCSE History A

Our new History A specification builds on the success and popularity of the SHP (Schools History Project) approach.

Further benefits for you and your learners:

- A varied approach to teaching and learning History, including in-depth study of a specific period
- An opportunity to study a historical site in your local area – to help learners become actively involved in history on their doorstep
- Easier progress into A Level History – our A Level History B specification follows similar patterns to the GCSE History A course, and builds on the analytical way of thinking learners develop at GCSE level
- A qualification supported by resources from publishing partners, Heinemann, giving teachers a wide range of interesting ways to teach History GCSE.

And we're the only Awarding Body to provide source materials for exam questions in full colour, making it easier for learners to understand and answer them.

The changes to GCSE History A have been made with you and your learners in mind. Based on the feedback we've received while developing the specification, we've introduced the following changes:

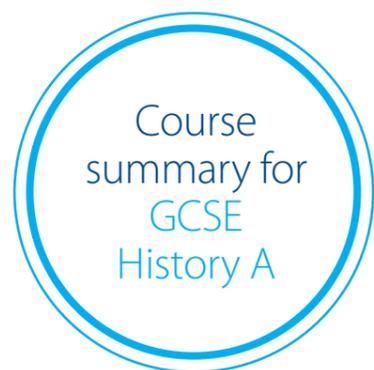
- Three-unit qualifications – many teachers and moderators requested this
- Just one exam session, in June, making it easier for you to prepare
- A shorter, yet more comprehensive choice of topics, making it easier to teach and allocate resources.

Making GCSE changes easier

We want to make it as easy as possible for you to manage the changes to our GCSE History specifications. To minimise disruption, we will:

- Guide you through the simple process of moving to OCR for teaching History.
- Provide a range of History support materials, including schemes of work and sample assessment materials.
- Make our History publisher resources – tailored to the new specifications – available way ahead of when you first start teaching the new specifications.
- Keep you fully up to date, with our *Focus on 14–19* magazine, and online at www.GCSEchanges.com

We've involved teachers throughout the development process, so the new specifications, support materials and schemes of work should provide everything you need to teach our GCSE History.



Course summary for GCSE History A

We've summarised the course details and the assessment objectives for GCSE History A.

Unit title and description	Assessment and duration	Weighting
Unit A951: Study in Development and Study in Depth • Learners will be expected to demonstrate their ability to describe and explain historical change and cause, and analyse different features of historical situations.	Written examination 2 hours 75 marks	45%
Unit A952: Historical Source Investigation • This paper is based on a coherent element of approximately 200 years of British history set out in the specification content and will be based around an historical issue taken from that content.	Written examination 1 hour 30 minutes 50 marks	30%
Unit A953: History Around Us OR Modern World History	Controlled assessment 50 marks controlled assessment task set by OCR in no more than 2,000 words	25%

Assessment objectives

The assessments are designed to reflect the non-statutory guidelines for History A and B. Learners are expected to demonstrate the following:

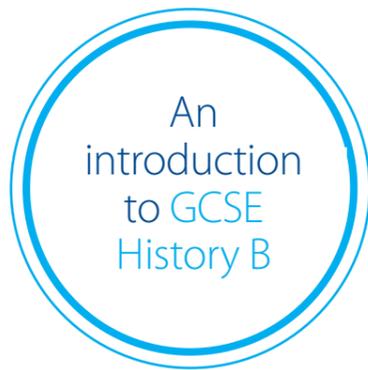
- AO1** • Recall, select and communicate their knowledge and understanding of history.
- AO2** • Demonstrate their understanding of the past through explanation and analysis of:
- Key concepts – causation, consequence, continuity, change and significance in a historical context
 - Key features and characteristics of the periods studied, and the relationships between them.
- AO3** • Understand, analyse and evaluate:
- A range of source material as part of a historical enquiry. How aspects of the past have been interpreted and represented in different ways, as part of a historical enquiry.



What changes, what stays the same?

While we've made some important changes and improved our GCSEs, we haven't changed everything. Here you can see which aspects of GCSE History A are changing, and which will stay the same.

	What changes?	What stays the same?
Content	<ul style="list-style-type: none"> • The content for Unit A952 complements Unit A951 – entirely focused on British history. • Coursework becomes controlled assessment. 	<ul style="list-style-type: none"> • South Africa 1948-1995 is no longer a depth study. • All other depth studies remain in the specification.
Assessment	<ul style="list-style-type: none"> • Exam length remains the same for Units A951 and A952. 	



Our improved specification for GCSE History B: Modern World allows a closer look at some significant events, during the 20th and early 21st century. Going beyond the simple learning of dates and events, History B looks at how events shaped the modern world, and gives you and your learners:

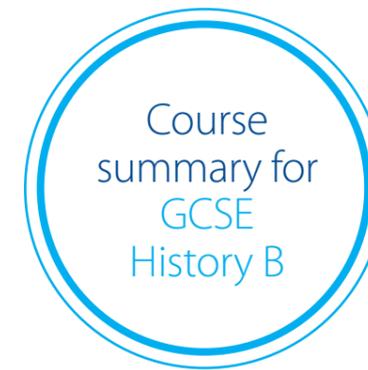
- An opportunity to study key historical events, people, changes and issues of history, in particular the 20th century.
- A closer look at changes in British society, including the changing roles of women, changing patterns of ethnicity and how young people's lives have changed.
- A view of history from national and international perspectives.
- A detailed look at the most dramatic and troubled periods of human history.
- An appreciation of how learning from past events can help improve the future.
- An insight into international relations, global conflict and political developments in key countries.
- In-depth studies of:
 - Causes and events of the First World War 1890-1918
 - Mao's China c1930-1976
 - End of Empire c1939-1969
 - The USA 1945-1975: Land of Freedom?
- Qualifications supported by a variety of media resources.
- The option to study a Short Course, offering more flexibility.

Making GCSE changes easier

We want to make it as easy as possible for you to manage the changes to our GCSE History specifications. To minimise disruption, we will:

- Guide you through the simple process of moving to OCR for teaching History.
- Provide a range of History support materials, including schemes of work and sample assessment materials.
- Make our History publisher resources – tailored to the new specifications – available way ahead of when you first start teaching the new specifications.
- Keep you fully up to date, with our *Focus on 14–19* magazine, and online at www.GCSEchanges.com

We've involved teachers throughout the development process, so the new specifications, support materials and schemes of work should provide everything you need to teach our GCSE History.



We've summarised the course details and the assessment objectives for GCSE History B.

	Unit title and description	Assessment and duration	Weighting
FULL COURSE	Unit A971: Aspects of International Relations 1919-2005 and the Chosen Study in Depth • Learners will be expected to demonstrate their ability to describe and explain historical change and cause, and analyse different features of historical situations.	Written examination 2 hours	45%
	Unit A972: British Depth Study • This unit will involve a detailed investigation of a historical issue taken from the chosen British Depth Study.	Written examination 1 hour 30 minutes	30%
	Unit A973: British Historical Enquiry • Learners must complete one task based on a set question chosen from one of four options.	Controlled assessment	25%
SHORT COURSE	Unit A981: Aspects of International Relations 1919-2005 • The content consists of a three-part International Relations Core, 1919-2005. • Learners study any one part: <ul style="list-style-type: none"> - Part 1. The Inter-War Years 1919-1939 - Part 2. The Cold War 1945-1975 - Part 3. 1948-2005: A New World? 	Written examination 1 hour 45 minutes	50%
	Unit A983: British Historical Enquiry • Learners must complete one task based on a set question chosen from one of four options.	Controlled assessment	50%

Short Course

Our GCSE History B: Modern World is available as a short course, the equivalent of half a GCSE. Benefits of short courses include:

- There are only two units to complete.
- Learners who are interested in History, but don't have the time to study a full course, have more learning options.
- Learners can study a wide range of subjects.
- Timetabling for shorter courses can be easier for your centre.
- More able learners can complement their studies by taking the History B Short Course as an additional subject.
- The History B Short Course offers more flexibility – learners can study it over one or two years.
- The written exam is shorter and more easily accessible for learners.



What changes, what stays the same?

While we've made some important changes and improved our GCSEs, we haven't changed everything. Here you can see which aspects of GCSE History B are changing, and which will stay the same.

	What changes?	What stays the same?
Structure and content	<ul style="list-style-type: none"> International Relations 1919-2005 is now split into three sections; learners must study one of them. New depth studies: <ul style="list-style-type: none"> - The causes and events of the First World War 1890-1914 - 1918 - Mao's China c1930-1976 - End of Empire c1939-1969 - The USA, 1945-1975: Land of Freedom? New alternative British Depth Study for Unit 972: How far did British society change between 1945 and the 1970s? 	<ul style="list-style-type: none"> The structure of the specification is unchanged.
Assessment	<ul style="list-style-type: none"> Controlled assessment requires the completion of one task from one of the four options. 	



Controlled assessment – your questions answered

What is controlled assessment?

Controlled assessment is coursework in a supervised environment/ classroom and will be replacing coursework from September 2009 for GCSEs. This has been introduced by QCA, to address some of the issues raised in coursework reviews, such as plagiarism.

What are the benefits of controlled assessment?

The benefits of controlled assessment include:

- More straightforward marking – for most subjects, learners are provided with worksheets to submit their work on
- Improved reliability and validity
- Varying levels of control – you will know at the start of the course what is required to help you manage the assessments and your time more easily
- Greater confidence in authenticating learners' work as their own
- Greater ease in fitting assessments into your normal teaching programmes.

How will controlled assessment be introduced?

Controlled assessment is embedded in the specification and will be introduced when the specification becomes available for teaching in September 2009.

How will it affect my workload?

With the introduction of a new qualification and a new model of assessment (controlled assessment) it is possible that some additional work will be required in the first teaching of controlled assessment until you get used to the new way of working.

Will it affect timetabling and curriculum planning?

This will vary from centre to centre. For example, if you are retaining a linear model then all you need to do is to ensure that the learners have completed all units (full course) by the end of the course. Following a unitised approach may allow a more flexible approach to assessment.

Who will set the tasks of the controlled assessment for subject and will I still need to mark it?

For History A: SHP, GCSE controlled assessment means:

- **Task setting** – centres choose one of two tasks and adapt it to suit their specific resources and the options learners have studied.
- **Task taking** – direct teacher supervision allows more effective control of factors such as authentication, feedback and time allocation.
- **Task marking** – tasks are marked internally by centres, and are moderated externally.

For History B: Modern World, GCSE controlled assessment means:

- **Task setting** – centres will choose one of four task options.
- **Task taking** – direct teacher supervision allows more effective control of factors such as authentication, feedback and time allocation.
- **Task marking** – tasks are marked internally by centres, and are moderated externally.

How long do I need to keep the controlled assessment for?

This will be governed by the Awarding Bodies Joint Council for Qualifications' (JCQ) regulations when they are published, please visit www.jcq.org.uk for more information. It is expected that learners' work will need to be kept until all possible post results services have been exhausted.

When can controlled assessment start - in Year 9, 10 or 11?

Controlled assessment can start in Year 9, 10 or Year 11. However it is important that you ensure the correct controlled assessment task is given. We recommend you check the full specification details for the History suite qualification you will be teaching before planning assessment schedules.

Can I still teach a short course over two years?

Yes, but you will need to be familiar with the rules regarding those subjects with 25% controlled assessment. Controlled assessment can only take place for the year that the Awarding Body sets the tasks and the tasks cannot be carried over to a second year.

When can learners start researching for the controlled assessment and do they need to keep their notes?

Tasks will be made available on Interchange, our free secure website, from June of the previous year of assessment to May of the year of assessment. The time when you pass the tasks on to your learners is for you to manage in whatever way suits you and your learners. Learners should keep their notes to help them as preparation for controlled assessment.

Can we submit learners for exams in any exam session now?

Yes, but you need to be aware of the 40% terminal assessment rule, which is detailed in the specification.

If learners are entered for re-sits, which marks are considered? Latest or highest?

Learners can re-sit each unit once and can count the highest mark.

Flexible assessment

Assessment for the new GCSEs in History has been organised into units, which can be taken at the end of the course in typical linear fashion, or used to complement a more unitised approach to teaching and learning.

This means you can have the flexibility to choose the assessment approach best suited to your centre, and your learners. A unitised structure also gives you the flexibility to teach short and full courses at the same time.

Flexible assessment means:

- You have a choice of learning approach – linear or unitised.
- You can now schedule assessments for times during the course when learners' understanding is at its best – giving them a better chance of success.
- Learners can re-sit a unit, rather than repeat the entire assessment.
- Learners can receive ongoing feedback, which many find motivating, as it helps them identify their own learning needs and achieve more.
- Learners find it easier to stay on track with their studies and manage their time more effectively with a unitised approach.
- There's less pressure on your learners – the 'all or nothing' approach to assessment has been removed.
- Exam stress is reduced – assessments are spread out, instead of grouped together in a short, intense examination period at the end of the course.
- With a similar format to A Levels and Diplomas, GCSEs will help prepare learners for the next phase of their education.

To ensure that the assessment supports the coherence of the GCSEs and there is no over-assessment, QCA has put two rules in place:

- A minimum of 40% of the assessment must take place at the end of the course.
- Only one re-sit of each assessment unit is allowed. The better result then counts towards the qualification.



Support for GCSE History teachers

We offer a range of History support materials, developed through extensive research and consultation with teachers. They're designed to save you time while you're preparing for the new specifications, and to support you while teaching them.

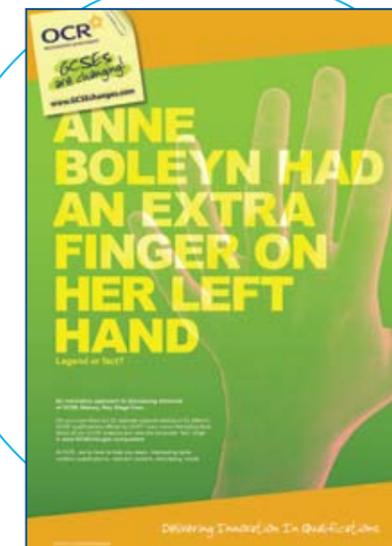
Our History support materials and events include:

- **FREE** INSET training sessions
- Schemes of work that you can customise
- Endorsed publisher partner resources
- Access to teacher and examiner networks both online and in print
- An extensive past-papers service
- Lesson plans
- Posters and card visuals
- Teacher planner.

Our online resources include:

- e-communities – online networks of subject specialists, for sharing knowledge, views and ideas
- 'Interchange' – a completely secure, free website that helps you and your exams officer with administrative tasks at examination time
- Past examination papers
- Mark schemes
- Subject e-alerts – for you to register for updates

For more information on our support, visit www.ocr.org.uk



INSET Training

Our **FREE** History *Get Ready* and *Get Started* events give you a taste of the new specifications direct from the experts. For details of the courses and dates near you and to book your **FREE** place, visit www.ocr.org.uk/training

Get Ready – introducing the new specification

This course will help you find out more about the new History specifications, whether you are a new or experienced teacher. It's open to you, even if you don't teach the current specifications.

It's a **FREE** half-day session, with refreshments and a light buffet. You'll receive a selection of course materials and an overview of our new specification for GCSE History. There are separate courses for GCSE History A and History B. The session includes:

- A look at the new structure, content and assessment methods
- A comparison between the old and new specification content
- An introduction to the support and resources available from us
- A summary of the benefits of choosing our new GCSE History specification.



INSET Training

Get Started –
towards successful delivery of the new specification

This course will help you, whether you are a new or experienced teacher or a centre assessor who will be teaching this History specification.

It's a full-day course which will provide essential information, guidance and practical support for newly qualified teachers or teachers new to the OCR GCSE in History. There are separate courses for GCSE History A and History B.

It will:

- Explain the requirements of the specification
- Review the assessment criteria and their application
- Explain the requirements of the assessment process
- Review the Chief Examiner's report from the 2008 session
- Consider the collation of appropriate evidence for portfolio building
- Discuss the presentation of learner portfolios
- Review exemplar candidate work
- Offer advice on preparing learners for external assessments
- Explain the administrative procedures.





We endorse a range of publisher materials to provide quality support for centres delivering our 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.



These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve one of our qualifications. Any resource lists which are produced by us will include a range of appropriate texts.

For our History GCSEs we're working with publisher partner Heinemann to provide further resources to support your teaching of the new specifications.



Who is OCR?

We're one of the UK's leading Awarding Bodies, developing up-to-date GCSE qualifications for the 21st century.

Why teach OCR specifications?

At OCR, we believe in developing specifications that help you bring the subject to life, so learners are more likely to get involved and achieve more. And because we listen to schools and colleges that teach our specifications, we can improve and update qualifications continually, ensuring you and your learners get as much as possible from the qualification.

You'll receive full support when teaching our qualifications. We're offering more free training than ever before at venues near you – plus adaptable schemes of work you can download, and lesson plans drawn up by teachers who teach the specification.

You'll also have access to cluster support networks and e-communities, where there are plenty of opportunities to give feedback and share your thoughts with other teachers.

Other qualifications

You may be interested to know about some of our other History related qualifications:

- A Level History A
- A Level History B
- A Level Critical Thinking
- Entry Level History
- GCSE Ancient History
- A Level Ancient History
- A Level Government and Politics



HISTORY A		
Resource	Format	Samples available from
<i>Medicine Through Time</i> student book with LiveText and Exam Café CD-ROM	Print and electronic	March 2009
<i>Medicine Through Time</i> planning and delivery resource with editable CD-ROM	Print and electronic	March 2009
<i>Medicine Through Time</i> interactive presentation package with LiveText	Electronic	March 2009
<i>Crime</i> student book	Print	March 2009
<i>American West</i> student book with LiveText and Exam Café CD-ROM	Print and electronic	March 2009
<i>Germany</i> student book with LiveText and Exam Café CD-ROM	Print and electronic	March 2009
<i>Elizabethans</i> student book with LiveText and Exam Café CD-ROM	Print and electronic	March 2009
<i>Britain</i> student book with LiveText and Exam Café CD-ROM	Print and electronic	March 2009
Revision guide	Print	March 2009

HISTORY B		
Resource	Format	Samples available from
Student book with Exam Café CD-ROM	Print and electronic	March 2009
Planning and delivery resource with editable CD-ROM	Print and electronic	March 2009
Interactive presentation package with LiveText	Electronic	March 2009
Revision guide	Print	March 2009

For the latest information on published resources, please visit www.ocr.org.uk/newgcse and select 'published resources' from the right-hand menu.

www.ocr.org.uk

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