

OCR GCSE IN HISTORY B (MODERN WORLD HISTORY)

1937

Key Features

- A clear progression route to the revised OCR AS/A Level History specifications.
- An International Relations Core, 1919-1989, charting key changes, defining key issues and including key people and events.
- A Depth Study of British history between 1906-1918, assessed through Paper 2.
- A range of optional Depth Studies focusing on key features and characteristics of particular societies over a shorter period, for example, Germany, 1919-1945.
- Coursework (25%) requires two assignments, based on one or two coursework units. Centres may choose from a range of units or devise their own.
- Regional coursework consultants will monitor and advise on the suitability of assignments.
- Associated Short Course.
- Associated National Entry Level Qualification (formerly Certificate of Achievement).

Support and In-Service Training for Teachers

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

CONTENTS

SECTION A: SPECIFICATION SUMMARY	5
SECTION B: GENERAL INFORMATION	7
1 Introduction	7
1.1 Rationale	7
1.2 Certification Title	8
1.3 Level of Qualification	8
1.4 Recommended Prior Learning	8
1.5 Progression	9
1.6 Overlap with other Qualifications	9
1.7 Restrictions on Candidate Entries	9
1.8 Code of Practice Requirements	9
1.9 Status in Wales and Northern Ireland	10
2 Specification Aims	10
3 Assessment Objectives	11
4 Scheme of Assessment	12
4.1 Tiers	12
4.2 Components	12
4.3 Question Papers	12
4.4 Weighting of Assessment Objectives	13
4.5 Entry Options	14
4.6 Internal Assessment (Coursework)	14
4.7 Assessment of Written Communication	15
4.8 Differentiation	15
4.9 Awarding of Grades	16
4.10 Grade Descriptions	16

SECTION C: SPECIFICATION CONTENT	19
5 Specification Content	19
SECTION D: COURSEWORK	39
6 Coursework Tasks	39
6.1 Nature of Coursework	39
6.2 Exemplar Coursework Tasks	41
7 Regulations for Internal Assessment	52
7.1 Supervision and Authentication of Internally Assessed Work	52
7.2 Production and Presentation of Internally Assessed Work	53
7.3 Marking Criteria for Internally Assessed Work	53
7.4 Moderation	56
7.5 Minimum Requirements for Internally Assessed Work	56
SECTION E: FURTHER INFORMATION	57
8 Opportunities for Teaching	57
8.1 ICT	57
8.2 Citizenship	58
8.3 Spiritual, Moral, Ethical, Social and Cultural Issues	59
8.4 Health, Safety and Environmental Issues	59
8.5 The European Dimension	60
9 Key Skills	60
10 Reading List	61
11 Arrangements for Candidates with Special Needs	61
12 Support and In-Service Training for Teachers	62

Throughout the specification the following icons are used to signpost teaching and learning opportunities in:  Citizenship  ICT  Key Skills

OCR GCSE IN HISTORY B (1937) (MODERN WORLD HISTORY)

SECTION A: SPECIFICATION SUMMARY

TIERS

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

COMPONENTS

Candidates must complete three components:

Paper 1	2 hours (45%)
Paper 2	1 hour 30 minutes (30%)
Coursework	(25%)

QUESTION PAPERS

Paper 1 is divided into three sections. Sections A and B test the International Relations core content. Section A has two source-based questions; candidates must answer one of these. Section B has four structured questions of which candidates must answer one. Section C tests the chosen Depth Study. On each Depth Study, three questions will be set. One of these will be source based and will be compulsory; the other two will be structured questions of which candidates must answer one.

Paper 2 consists of a source-based investigation of an historical issue taken from the British Depth Study.

ENTRY OPTIONS

All candidates should be entered for 1937 with one of the following option codes:

Option Code	Title	Components
A	Core content with Germany, 1919-1945	11, 2, 3
B	Core content with Russia, 1905-1941	12, 2, 3
C	Core content with The USA, 1919-1941	13, 2, 3
D	Core content with China, 1945-c.1976	14, 2, 3
CA	Core content with Germany, 1919-1945 Coursework Carried Forward	11, 2, 83
CB	Core content with Russia, 1905-1941 Coursework Carried Forward	12, 2, 83
CC	Core content with The USA, 1919-1941 Coursework Carried Forward	13, 2, 83
CD	Core content with China, 1945-c.1976 Coursework Carried Forward	14, 2, 83

Options CA-CD are available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

INTERNAL ASSESSMENT (COURSEWORK)

Candidates must complete two assignments on one or two of the coursework units. These can be chosen from the list of coursework units or can be Centre-devised coursework units. The content studied must be different from that studied for either of the question papers. It should be possible for candidates to satisfy the coursework requirements by writing no more than 1 250 words for each assignment.

SECTION B: GENERAL INFORMATION

1 Introduction

1.1 RATIONALE

This specification requires the study of:

- **key events, people, changes and issues** identified through key questions and focus points in the core, depth studies and coursework units. For example, the core is an outline study of international relations between 1919 and 1989, and charts major changes such as the collapse of international peace in the 1930s, and the collapse of communism in Europe in the 1980s. Each of the key questions defines a key issue such as, ‘To what extent was the League of Nations a success?’ Key events such as the signing of the peace treaties in 1919-20, the invasion of Manchuria in 1931, and the Cuban Missile Crisis are included, as are the roles of key people such as Lloyd George, Hitler and Gorbachev;
- **key features and characteristics of the periods, societies, situations** specified, and, where appropriate, the **social, cultural, religious and ethnic diversity of the societies** studied and the **experiences of men and women** in these societies in the depth studies, for example, in the Germany Depth Study, key features and characteristics such as political extremism and militarism, and the impact of economic collapse on political life; social, cultural, religious and ethnic diversity in contrasting society and culture in the Weimar and Nazi periods, and in the Nazi treatment of ethnic and religious minorities; the experiences of men and women throughout the period, but in particular experiences of women in Nazi Germany;
- **a significant element of British history**, building on the knowledge, skills and understanding acquired at key stage 3, in the British Depth Study which requires a study of social change in Britain between 1906 and 1918;
- **history on two different scales**: international, through the study of international relations, and national, by offering the opportunity to study in depth a significant period from the history of more than one country, for example, Russia, 1905-41 and the USA, 1919-41;
- **history in two different ways**: an outline study of developments in international relations from the end of the First World War to the fall of Communism in Eastern Europe, and studies in depth over a shorter period of societies ‘in the round’, for example, the USA, 1919-1941. The core content will therefore be concerned with a single theme (international relations) over a longer period of time than that covered by the Depth Studies. The Depth Studies will be more concerned with the various aspects of political, social, economic and cultural development in a single society;

- **history from a variety of perspectives – political, social, economic and cultural** – in particular through the Depth Studies: for instance, in the USA, 1919-41, the political consequences of the Wall Street Crash, and the differing responses of Republicans and Democrats to the crash; the social developments of the ‘Roaring Twenties’ including changes in the roles of women; the economic causes and consequences of the Wall Street Crash; and cultural developments such as the impact of motion pictures;
- **history through a range of sources** of information, including ICT, appropriate to the period, such as written and visual sources, artefacts, music, oral accounts, and buildings and sites, as encouraged in coursework, and in preparation for the sources exercise in Paper 2.

1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR GCSE in History B

1.3 LEVEL OF QUALIFICATION

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

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

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

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

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

1.4 RECOMMENDED PRIOR LEARNING

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

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

1.5 PROGRESSION

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

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

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

1.6 OVERLAP WITH OTHER QUALIFICATIONS

This specification does not overlap with any other GCSE qualifications.

1.7 RESTRICTIONS ON CANDIDATE ENTRIES

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

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

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

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

The classification code for this specification is 4010.

1.8 CODE OF PRACTICE REQUIREMENTS

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

1.9 STATUS IN WALES AND NORTHERN IRELAND

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

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

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

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

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

2 Specification Aims

This specification gives candidates the opportunity to:

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

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

3 Assessment Objectives

Assessment Objective 1

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

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

Assessment Objective 2

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

Assessment Objective 3

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

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

4 Scheme of Assessment

4.1 TIERS

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

4.2 COMPONENTS

Component	Title	Duration	Weighting
11	Paper 1: Core content with Germany, 1919-1945 Depth Study	2 hours	45%
12	Paper 1: Core content with Russia, 1905-1941 Depth Study	2 hours	45%
13	Paper 1: Core content with The USA, 1919-1941 Depth Study	2 hours	45%
14	Paper 1: Core content with China, 1945-c.1976 Depth Study	2 hours	45%
2	Paper 2	1 hour 30 minutes	30%
3	Coursework	-	25%
83	<i>Coursework Carried forward</i>	-	25%

4.3 QUESTION PAPERS

Paper 1 (2 hours)

Candidates must attempt **one** of components 11-14 for Paper 1. Each of the four components includes questions on the International Relations core content and **one** Depth Study.

Candidates must choose **one** of the following Depth Studies for Paper 1:

Germany	1919-1945
Russia	1905-1941
USA	1919-1941
China	1945-c.1976.

The paper will be divided into three sections. There will be a total of 75 marks.

Sections A and B will test the International Relations core content.

In **Section A**, there will be two source-based questions of which candidates must answer one. Each question will have two parts and will carry 15 marks. The first part will test Assessment Objectives 1, 2 and 3, and the second part Assessment Objective 1.

In **Section B**, there will be four structured questions testing Assessment Objective 1, of which candidates must answer one. Each question will be structured into three parts (4, 6, 10 marks).

Section C will test the chosen Depth Study. There will be one compulsory source-based question testing Objectives 1, 2 and 3. This question will have three parts and will carry 20 marks. In addition, there will be two structured questions of which candidates must answer one. Each question will be structured into three parts (4, 6, 10 marks).

Paper 2 (1 hour 30 minutes)

There will be a total of 50 marks.

This paper will involve the detailed investigation of an historical issue taken from the British Depth Study. All questions will be compulsory. There will be no fewer than five and no more than seven questions set on a range of source material. Candidates will be expected to use their contextual knowledge to help them comprehend, interpret, evaluate and use the sources and historical interpretations and representations they are given.

4.4 WEIGHTING OF ASSESSMENT OBJECTIVES

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

Component	Assessment Objective 1	Assessment Objectives 2 and 3	Total
Paper 1	36%	9%	45%
Paper 2	11.5%	18.5%	30%
Coursework	12.5%	12.5%	25%
Overall	60%	40%	100%

4.5 ENTRY OPTIONS

All candidates should be entered for 1937 with one of the following option codes:

Option Code	Title	Components
A	Core content with Germany, 1919-1945	11, 2, 3
B	Core content with Russia, 1905-1941	12, 2, 3
C	Core content with The USA, 1919-1941	13, 2, 3
D	Core content with China, 1945-c.1976	14, 2, 3
CA	Core content with Germany, 1919-1945 Coursework Carried Forward	11, 2, 83
CB	Core content with Russia, 1905-1941 Coursework Carried Forward	12, 2, 83
CC	Core content with The USA, 1919-1941 Coursework Carried Forward	13, 2, 83
CD	Core content with China, 1945-c.1976 Coursework Carried Forward	14, 2, 83

Options CA-CD are available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

4.6 INTERNAL ASSESSMENT (COURSEWORK)

There will be a total of 50 marks.

Candidates must complete **two** coursework assignments (25 marks each). These can be on one or two coursework units. These coursework units must not duplicate the content studied for either of the question papers.

Assignment 1 will cover the significance of an individual, development, place or event (Assessment Objective 1).

Assignment 2 will consist of a source-based investigation of an historical issue (Assessment Objectives 2 and 3).

In order that coursework arises from defined and substantial areas of content, both assignments must address issues which permit candidates to make use of their broad contextual knowledge of the coursework unit. In Assignment 1, tasks must focus on the idea of *significance*, and this can only be judged adequately in the context of developments over time. In Assignment 2, candidates should be required to use their knowledge of the coursework unit to interpret, evaluate and use sources, interpretations and representations.

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

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

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

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

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

4.7 ASSESSMENT OF WRITTEN COMMUNICATION

Candidates are expected to:

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

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

The quality of written communication covers clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. It is one of the criteria used to determine the place of a response within a level in mark schemes. Written communication will be assessed within Paper 1 and Paper 2 wherever candidates are required to produce extended written responses and within internal assessment (coursework).

4.8 DIFFERENTIATION

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

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

4.9 AWARDING OF GRADES

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

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

4.10 GRADE DESCRIPTIONS

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

Grade F

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

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

Grade C

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

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

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

Grade A

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

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

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

SECTION C: SPECIFICATION CONTENT

5 Specification Content

The content consists of a compulsory core, a compulsory Depth Study of British history, a range of optional Depth Studies from which one must be studied, and a range of Coursework Units from which one or two must be studied. Content is explained through a number of Key Questions and Focus Points. The Focus Points provide guidance on what is involved in addressing each Key Question. There are times when a Focus Point is used to set the scene for a Key Question, but without apparently bearing on the Key Question itself. This helps to indicate what is required if the Key Question itself is to be addressed adequately. Candidates will be expected to demonstrate understanding of the Key Questions and Focus Points using knowledge of relevant historical examples.

CORE CONTENT: INTERNATIONAL RELATIONS, 1919-c.1989

Key Question 1: Were the Peace Treaties of 1919-23 fair?

Focus Points

-  What were the motives and aims of the Big Three at Versailles?
-  Why did all of the victors not get everything they wanted?
- What was the immediate impact of the peace treaty on Germany up to 1923?
-  Could the treaties be justified at the time?

Specified Content

The peace treaties of 1919-23 (Versailles, St. Germain, Trianon, Neuilly, Sevres and Lausanne); the roles of individuals such as Wilson, Clemenceau and Lloyd George in the peacemaking process; the impact of the treaties on the defeated countries; contemporary opinions about the treaties.

Key Question 2: To what extent was the League of Nations a success?

Focus Point

-  How successful was the League in the 1920s?
-  How far did weaknesses in the League's organisation make failure inevitable?
-  How far did the Depression make the work of the League more difficult?
-  Why did the League fail over Manchuria and Abyssinia?

Specified Content

The League of Nations; strengths and weaknesses in its structure and organisation; successes and failures in peacekeeping during the 1920s; other work of the League – refugees; the impact of the World Depression on the work of the League after 1929; the failures of the League in Manchuria and Abyssinia.

Key Question 3: Why had international peace collapsed by 1939?

Focus Points

-  What were the long-term consequences of the peace treaties of 1919-23?
-  What were the consequences of the failures of the League in the 1930s?
-  How far was Hitler's foreign policy to blame for the outbreak of war in 1939?
-  Was the policy of appeasement justified?
-  How important was the Nazi-Soviet Pact?
-  Why did Britain and France declare war on Germany in September 1939?

Specified Content

The collapse of international order in the 1930s; the increasing militarism of Germany, Italy and Japan; Hitler's foreign policy to 1939; the Saar, remilitarization of the Rhineland, Austria, Czechoslovakia and Poland; the Nazi-Soviet Pact, appeasement and the outbreak of war in September 1939.

Key Question 4: Who was to blame for the Cold War?

Focus Points

-  Why did the USA-USSR alliance begin to break down in 1945?
-  How had the USSR gained control of Eastern Europe by 1948?
-  How did the USA react to Soviet expansionism?
-  Who was more to blame for the start of the Cold War, the USA or the USSR?

Specified Content

The origins of the Cold War; the 1945 summit conferences and the breakdown of the USA-USSR alliance in 1945-6; Soviet expansionism in Eastern Europe; the Iron Curtain; the Truman Doctrine and the Marshall Plan; the Berlin Blockade and its immediate consequences.

Key Question 5: How effectively did the USA contain the spread of Communism?

Focus Points

This Key Question will be explored through case studies of:

-  America and events in Cuba, 1959-62;
-  American involvement in Vietnam.

Specified Content

American reactions to the Cuban Revolution; the Bay of Pigs, the Cuban Missile Crisis. Reasons for America's entry into, and increasing involvement in, the Vietnam War; reasons for America's defeat in the war.

Key Question 6: How secure was the USSR's control over Eastern Europe, 1948-c.1989?

Focus Points

-  Why was there opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968, and how did the USSR react to this opposition?
-  How similar were events in Hungary in 1956 and in Czechoslovakia in 1968?
-  Why was the Berlin Wall built in 1961?
-  How important was 'Solidarity'?
-   How far was Gorbachev responsible for the collapse of Soviet control over Eastern Europe?

Specified Content

Soviet power in Eastern Europe; resistance to Soviet power in Hungary, 1956, and Czechoslovakia, 1968; the Berlin Wall; 'Solidarity' in Poland; Gorbachev and the collapse of the Soviet Empire.

BRITISH DEPTH STUDY

Key Question: How was British society changed, 1906-1918?

Focus Points

- Why did the Liberal government introduce reforms to help the young, old and unemployed?
How effective were these reforms?
-  What were the arguments for and against female suffrage?
How effective were the activities of the suffragists and the suffragettes?
-  How did women contribute to the war effort?
-  How were civilians affected by the war?
-  How effective was government propaganda during the war?
Why were some women given the vote in 1918?
What was the attitude of the British people at the end of the war towards Germany and the Paris Peace Conference?

Specified Content

Reasons for the Liberal reforms; poverty in 1906. The Childrens' Charter, old age pensions 1909, Labour Exchanges 1909, the National Insurance Act 1911. The arguments for and against female suffrage, the WSPU and the NUWSS – their leaders, activities and the reactions of the authorities. Women in employment during the First World War, the 1918 Representation of the People Act. Recruiting. New government powers: the Defence of the Realm Act, 1914, conscription, rationing, use of propaganda, and their impact on civilian life. The mood of the British people at the end of the war and the different attitudes about what should happen to Germany.

OPTIONAL DEPTH STUDIES

Candidates must study **one** Depth Study for Paper 1.

DEPTH STUDY A: GERMANY, 1919-1945

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

Focus Points

How did Germany emerge from defeat in the First World War?
What was the impact of the Treaty of Versailles on the Republic?
To what extent did the Republic recover after 1923?
What were the achievements of the Weimar period?

Key Question 2: Why was Hitler able to dominate Germany by 1934?

Focus Points

-  What did the Nazi Party stand for in the 1920s?
-  Why did the Nazis have little success before 1930?
-  Why was Hitler able to become Chancellor by 1933?
-  How did Hitler consolidate his power in 1933-4?

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

Focus Points

-  How much opposition was there to the Nazi regime?
-  How effectively did the Nazis deal with their political opponents?
-  How did the Nazis use culture and the mass media to control the people?
-  Why did the Nazis persecute many groups in German society?

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

Focus Points

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

Specified Content

The Revolution of 1918 and the establishment of the Republic. The Versailles settlement and German reactions to it. The Weimar Republic; main political divisions, role of the army. Political disorder, 1919-23; economic distress and hyper-inflation; the occupation of the Ruhr, 1923. The Stresemann era. Cultural achievements of the Weimar period.

The early years of the Nazi Party; Nazi ideas and methods; the Munich Putsch; the roles of Hitler and other Nazi leaders. The impact of the Depression on Germany; the political, economic and social crisis of 1930-33; reasons for the Nazis' rise to power; Hitler takes power, the Reichstag Fire and the election of 1933.

Nazi rule in Germany; the Enabling Act; the night of the Long Knives; the death of Hindenburg; removal of opposition; methods of control and repression; use of culture and the mass media. Economic policy including rearmament. Different experiences of Nazi rule; women and young people; anti-semitism, persecution of minorities. Opposition to Nazi rule.

Impact of the Second World War on Germany; conversion to war economy; the Final Solution.

DEPTH STUDY B: RUSSIA, 1905-1941

Key Question 1: Why did the Tsarist regime collapse in 1917?

Focus Points

How well did the Tsarist regime deal with the difficulties of ruling Russia up to 1914?

How did the Tsar survive the 1905 revolution?

How far was the Tsar weakened by the First World War?

Why was the revolution of March 1917 successful?

Key Question 2: How did the Bolsheviks gain power, and how did they consolidate their rule?

Focus Points

How effectively did the Provisional Government rule Russia in 1917?

Why were the Bolsheviks able to seize power in November 1917?

Why did the Bolsheviks win the Civil War?

How far was the New Economic Policy a success?

Key Question 3: How did Stalin gain and hold on to power?

Focus Points



Why did Stalin, and not Trotsky, emerge as Lenin's successor?



Why did Stalin launch the 'Purges'?



What methods did Stalin use to control the Soviet Union?



How complete was Stalin's control over the Soviet Union by 1941?

Key Question 4: What was the impact of Stalin's economic policies?

Focus Points

-  Why did Stalin introduce the Five-Year Plans?
-  Why did Stalin introduce collectivisation?
-  How successful were Stalin's economic changes?
-  How were the Soviet people affected by these changes?

Specified Content

The main features of Tsarist rule and Russian society before the First World War; the 1905 Revolution and its aftermath; attempts at reform. The First World War and its impact on the Russian people. The March Revolution of 1917.

The Provisional Government and the Soviets; the growing power and influence of revolutionary groups. Reasons for the failure of the Provisional Government. The Bolshevik seizure of power; the role of Lenin. The main features of Bolshevik rule; the Civil War and War Communism; reasons for the Bolshevik victory. The Kronstadt Rising and the establishment of the New Economic Policy.

Lenin's death and the struggle for power. Reasons for Stalin's emergence as leader by 1928. Stalin's dictatorship; use of terror, the Purges, propaganda and official culture.

Stalin's economic policies and their impact; the modernisation of Soviet industry, the Five-Year Plans. Collectivisation in agriculture. Life in the Soviet Union; the differing experiences of social groups, ethnic minorities and women.

DEPTH STUDY C: THE USA, 1919-41

Key Question 1: How far did the US economy boom in the 1920s?

Focus Points

- On what factors was the economic boom based?
- Why did some industries prosper while some did not?
- Why did agriculture not share in the prosperity?
-  Did all Americans benefit from the boom?

Key Question 2: How far did US society change in the 1920s?

Focus Points

- What were the 'Roaring Twenties'?
-  How widespread was intolerance in US society?
-  Why was prohibition introduced, and then later repealed?
-  How far did the roles of women change during the 1920s?

Key Question 3: What were the causes and consequences of the Wall Street Crash?

Focus Points

- How far was speculation responsible for the Wall Street Crash?
- What impact did the Crash have on the economy?
- What were the social consequences of the Crash?
-  Why did Roosevelt win the election of 1932?

Key Question 4: How successful was the New Deal?

Focus Points

- What was the New Deal as introduced in 1933?
- How far did the character of the New Deal change after 1933?
- Why did the New Deal encounter opposition?
- Why did unemployment persist despite the New Deal?
- Did the fact that the New Deal did not solve unemployment mean that it was a failure?

Specified Content

The expansion of the US economy during the 1920s; mass production in the car and consumer durables industries; the fortunes of older industries; the development of credit and hire purchase; the decline of agriculture. Weakness in the economy by the late 1920s.

Society in the 1920s; the 'Roaring Twenties'; film and other media; prohibition and gangsterism; race relations, discrimination against black Americans, the Ku Klux Klan; the changing roles of women.

The Wall Street Crash and its financial, economic and social effects. The reaction of President Hoover to the Crash. The Presidential election of 1932; Hoover's and Roosevelt's programmes.

Roosevelt's inauguration and the Hundred Days. The New Deal legislation, the 'alphabetical' agencies and their work, and the economic and social changes they caused. Opposition to the New Deal; the Republicans, the rich, business interests, the Supreme Court, radical critics like Huey Long. The strengths and weaknesses of the New Deal programme in dealing with unemployment and the Depression.

DEPTH STUDY D: CHINA, 1945-c.1976

Key Question 1: Why did China become a Communist state in 1949?

Focus Points

How far did the Second World War weaken the Nationalist government?

How far did the Second World War strengthen the Communists?

Why was there widespread support for the Communists amongst the peasants?

Why did the Communists win the Civil War?

Key Question 2: How far had Communist rule changed China by the mid 1960s?

Focus Points

What changes in agriculture did Communist rule bring?

What was the impact of the Communists' social reforms?

How successful were the Five-Year Plans in increasing production?

Did the Chinese people benefit from Communist rule?

Key Question 3: What was the impact of Communist rule on China's relations with other countries?

Focus Points

What have been China's changing relationships with neighbouring states?
Why did China try to improve relations with the USA after 1970?
How far was China established as a superpower by the time of Mao's death?

Key Question 4: Did Communism produce a cruel dictatorship in China?

Focus Points

- How successful was 'The Hundred Flowers Movement'?
-  Why did Mao launch the Cultural Revolution?
-  What was the impact of the Cultural Revolution on China?
- How far was Mao a 'great' leader of China?

Specified Content

The aftermath of the Second World War in China; the outbreak of Civil War; reasons for the victory of the Communists; the establishment of the People's Republic, 1949. The nature of Chinese Communism.

Communist rule in the 1950s and 60s; agrarian reform from 1950; people's courts and the treatment of landlords; establishment of collectives and communes. Industrial developments; the Five-Year Plans, the Great Leap Forward. Social change; the role of women, health, education. Propaganda and the destruction of traditional culture.

Chinese foreign policy: changing relationship with the USSR; relations with other neighbouring countries, Tibet, India, Vietnam, Taiwan. Closer relations with the USA from 1970. Hong Kong.

The Communist Party dictatorship; repression of political opposition, the Hundred Flowers Campaign; treatment of minority groups; the Cultural Revolution; the role and status of Mao.

COURSEWORK UNITS

Candidates must study one or two Coursework Units. These can be selected from the following list or can be units devised by Centres. Centres may **not** duplicate content being studied for either of the question papers.

COURSEWORK UNIT 1: GERMANY – THE RISE OF HITLER AND NAZI GERMANY

Key Question 1: Why was Hitler able to dominate Germany by 1934?

Focus Points

-  What did the Nazi Party stand for in the 1920s?
-  Why did the Nazis have little success before 1930?
-  Why was Hitler able to become Chancellor by 1933?
-  How did Hitler consolidate his power in 1933-4?

Key Question 2(a): The Nazi regime: how effectively did the Nazis control Germany, 1933-45?

Focus Points

-  How much opposition was there to the Nazi regime?
-  How effectively did the Nazis deal with their political opponents?
-  How did the Nazis use culture and the mass media to control the people?
-  Why did the Nazis persecute many groups in German society?

Key Question 2(b): The Nazi regime: what was it like to live in Nazi Germany?

Focus Points

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

Specified Content

The early years of the Nazi Party; Nazi ideas and methods; the Munich Putsch; the roles of Hitler and other Nazi leaders. The impact of the Depression on Germany; the political, economic and social crisis of 1930-33; reasons for the Nazis' rise to power; Hitler takes power, the Reichstag Fire and the election of 1933.

Nazi rule in Germany; the Enabling Act; the night of the Long Knives; the death of Hindenburg; removal of opposition; methods of control and repression; use of culture and the mass media. Economic policy including rearmament. Different experiences of Nazi rule; women and young people; anti-semitism, persecution of minorities. Opposition to Nazi rule.

Impact of the Second World War on Germany; conversion to war economy; the Final Solution.

COURSEWORK UNIT 2: RUSSIA – THE BOLSHEVIKS, LENIN AND STALIN

Key Question 1: How did the Bolsheviks gain power, and how did they consolidate their rule?

Focus Points

How effectively did the Provisional Government rule Russia in 1917?

Why were the Bolsheviks able to seize power in November 1917?

Why did the Bolsheviks win the Civil War?

How far was the New Economic Policy a success?

Key Question 2: How did Stalin gain and hold on to power?

Focus Points

-  Why did Stalin, and not Trotsky, emerge as Lenin's successor?
-  Why did Stalin launch the 'Purges'?
-  What methods did Stalin use to control the Soviet Union?
-  How complete was Stalin's control over the Soviet Union by 1941?

Key Question 3: What was the impact of Stalin's economic policies?

Focus Points

-  Why did Stalin introduce the Five-Year Plans?
-  Why did Stalin introduce collectivisation?
-  How successful were Stalin's economic changes?
-  How were the Soviet people affected by these changes?

Specified Content

The Provisional Government and the Soviets; the growing power and influence of revolutionary groups. Reasons for the failure of the Provisional Government. The Bolshevik seizure of power; the role of Lenin. The main features of Bolshevik rule; the Civil War and War Communism; reasons for the Bolshevik victory. The Kronstadt Rising and the establishment of the New Economic Policy.

Lenin's death and the struggle for power. Reasons for Stalin's emergence as leader by 1928. Stalin's dictatorship; use of terror, the Purges, propaganda and official culture.

Stalin's economic policies and their impact; the modernisation of Soviet industry, the Five-Year Plans. Collectivisation in agriculture. Life in the Soviet Union; the differing experiences of social groups, ethnic minorities and women.

COURSEWORK UNIT 3: THE USA – BOOM, BUST AND RECOVERY

Key Question 1: How far did the US economy boom in the 1920s?

Focus Points

- On what factors was the economic boom based?
- Why did some industries prosper while some did not?
- Why did agriculture not share in the prosperity?
-  Did all Americans benefit from the boom?

Key Question 2: What were the causes and consequences of the Wall Street Crash?

Focus Points

- How far was speculation responsible for the Wall Street Crash?
- What impact did the Crash have on the economy?
- What were the social consequences of the Crash?
-  Why did Roosevelt win the election of 1932?

Key Question 3: How successful was the New Deal?

Focus Points

What was the New Deal as introduced in 1933?

How far did the character of the New Deal change after 1933?

Why did the New Deal encounter opposition?

Why did unemployment persist despite the New Deal?

Did the fact that the New Deal did not solve unemployment mean that it was a failure?

Specified Content

The expansion of the US economy during the 1920s; mass production in the car and consumer durables industries; the fortunes of older industries; the development of credit and hire purchase; the decline of agriculture. Weakness in the economy by the late 1920s.

The Wall Street Crash and its financial, economic and social effects. The reaction of President Hoover to the Crash. The Presidential election of 1932; Hoover's and Roosevelt's programmes.

Roosevelt's inauguration and the Hundred Days. The New Deal legislation, the 'alphabetic' agencies and their work, and the economic and social changes they caused. Opposition to the New Deal; the Republicans, the rich, business interests, the Supreme Court, radical critics like Huey Long. The strengths and weaknesses of the New Deal programme in dealing with unemployment and the Depression.

COURSEWORK UNIT 4: CHINA UNDER MAO, 1945-c.1976

Key Question 1: How far had Communist rule changed China by the mid 1960s?

Focus Points

What changes in agriculture did Communist rule bring?

What was the impact of the Communists' social reforms?

How successful were the Five-Year Plans in increasing production?

Did the Chinese people benefit from Communist rule?

Key Question 2: What was the impact of Communist rule on China's relations with other countries?

Focus Points

What have been China's changing relationships with neighbouring states?
Why did China try to improve relations with the USA after 1970?
How far was China established as a superpower by the time of Mao's death?

Key Question 3: Did Communism produce a cruel dictatorship in China?

Focus Points

- How successful was 'The Hundred Flowers Movement'?
-  Why did Mao launch the Cultural Revolution?
-  What was the impact of the Cultural Revolution on China?
- How far was Mao a 'great' leader of China?

Specified Content

Communist rule in the 1950s and 60s; agrarian reform from 1950; people's courts and the treatment of landlords; establishment of collectives and communes. Industrial developments; the Five-Year Plans, the Great Leap Forward. Social change; the role of women, health, education. Propaganda and the destruction of traditional culture.

Chinese foreign policy: changing relationship with the USSR; relations with other neighbouring countries, Tibet, India, Vietnam, Taiwan. Closer relations with the USA from 1970. Hong Kong.

The Communist Party dictatorship; repression of political opposition, the Hundred Flowers Campaign; treatment of minority groups; the Cultural Revolution; the role and status of Mao.

COURSEWORK UNIT 5: SOUTH AFRICA – THE APARTHEID STATE AND THE STRUGGLE AGAINST IT

Key Question 1: What was the nature of the apartheid state?

Focus Points

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

Key Question 2: How far did apartheid stabilise white minority rule?

Focus Points

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

Key Question 3: Why did white minority rule come to an end?

Focus Points

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

Specified Content

The apartheid system; justifications of apartheid; the apartheid laws; the impact of the apartheid system on the different peoples of South Africa. The enforcement of the apartheid system, and the repression of opposition, case study of Sharpeville.

Opposition to white minority rule; the campaigns of African nationalist organisations, the roles of leaders including Biko and Mandela in leading resistance, increasing international condemnation of white minority rule.

The collapse of apartheid; impact on the economy of international pressure, increasing international opposition, cost of involvement in regional wars. Roles of Mandela and De Klerk in ending minority rule, establishment of majority rule by 1994.

COURSEWORK UNIT 6: ISRAEL AND HER NEIGHBOURS, 1945-c.1994

Key Question 1: How was the Jewish state of Israel established?

Focus Points



What was the significance of the end of the Second World War for Palestine?

What were the causes of conflict between Jews and Arabs in Palestine?

Why did the Arabs reject UNO plans to partition Palestine?

Why was Israel able to win the war of 1948-9?

Key Question 2: How was Israel able to survive despite the hostility of its Arab neighbours?

Focus Points

How was Israel able to win the wars of 1956, 1967 and 1973?

How significant was superpower involvement in Arab-Israeli conflicts?

Why have Israel's neighbours become more ready to accept her existence?

By the 1990s, how far had the problems which existed between Israel and her neighbours been solved?

Key Question 3: What has been the impact on the Palestinians of the existence of Israel?

Focus Points

Why were there so many Palestinian refugees?

How effective has the PLO been in promoting the Palestinian cause?

Why have Arab states not always supported the Palestinians?

How have international perceptions of the Palestinian cause changed over time?

Specified Content

The Arab and Jewish peoples of Palestine; different cultures, races, languages. The aftermath of the Second World War; Jewish immigration. Jewish nationalism and the ending of the British mandate. Declaration of the state of Israel and the war of 1948-9.

Israel and its neighbours; the Suez War (1956), the Six-Day War (1967), the Yom Kippur War (1973), and Israeli incursions into Lebanon. Moves towards peace; Camp David and subsequent agreements.

The Palestinians; the refugee problem; Palestinian nationalism and the formation of the PLO; activities of the PLO and international acceptance; the role of Arafat; relations between the PLO and the Arab states. Relations with Israel and moves towards the creation of a Palestinian state.

COURSEWORK UNITS 7 AND 8: CENTRE-DEvised UNITS

Units devised by Centres must be comparable to the units detailed above in terms of length and breadth, and must be structured in a similar fashion, i.e. through Key Questions and Focus Points. Centre-devised units must be approved by a coursework consultant before teaching commences.

SECTION D: COURSEWORK

6 Coursework Tasks

6.1 NATURE OF COURSEWORK

Candidates must complete two assignments on one or two coursework units. These coursework units must **not** duplicate the content studied for either of the question papers. Assignments may consist of a single piece of extended writing or may be structured into several tasks.

Centres devising their own coursework units must ensure that these are comparable to Units 1-6 (see Sub-section 5). Centres may, for example, design units which are longer in length but less detailed than these units such as 'Civil Rights in the USA, 1945-c.2000'. Centre-devised units must be structured using Key Questions and Focus Points. It is expected that most units will have three Key Questions each with four or five associated Focus Points. The latter should be used to indicate what is required if the Key Question is to be addressed adequately. Approval for Centre-devised coursework units must be obtained from OCR through the coursework consultant. Details of assignments, resource and mark schemes should be forwarded to the consultant well in advance of the intended teaching time.

Coursework assignments must arise from the study of substantial areas of content within the coursework units. Each assignment should be completed by candidates shortly after they have completed the study of the relevant coursework unit.

- In Assignment 1, tasks must focus on the idea of significance. This can only be judged in the context of developments over time.
- In Assignment 2, a range of different types of sources, interpretations and representations used should permit candidates to explore an historical issue or problem taken from the Coursework Unit. This assignment will normally be structured into a number of questions but candidates must at some stage be required to reach and support their own conclusions to the issue or problem.

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

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

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

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

Many Centres will want guidance and advice to help them devise appropriate coursework assignments. Centres may use assignments and mark schemes from the Coursework Guide which is available from OCR. Alternatively, Centres may devise their own assignments and mark schemes. Coursework consultants have been appointed by OCR to provide advice about the suitability of tasks, and they will monitor the Centres' proposals in meeting the above requirements. Teachers should submit coursework proposals and mark schemes to the consultant at least one term in advance of the intended period of teaching. Consultants will be responsible for monitoring the suitability of tasks in relation to the assessment objectives and the specification content. Submissions to the consultant must include assignments, supporting materials (for example, sources) and mark schemes. They must also include notification of the Depth Study chosen for Paper 1 in order that consultants can monitor the requirement that the coursework units do not duplicate the content studied for the question papers.

Levels of response mark schemes must be constructed for each task. These mark schemes should relate to the appropriate assessment objective(s) and the marking criteria set out in Sub-section 7.3. Marking should be positive, rewarding achievement rather than penalising failure. The award of marks must be directly and exclusively linked to the relevant assessment objective(s). No other objective may be assessed. It is the quality of the candidate's work and not its quantity or presentation which is assessed.

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

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

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

6.2 EXEMPLAR COURSEWORK TASKS

Coursework Unit 5: South Africa – The Apartheid State and the Struggle Against It.

ASSIGNMENT 1 (ASSESSMENT OBJECTIVE 1)

Instructions

Answer all the questions. You should try to keep your answers within the 1250 word limit. You may use your books and notes but you should also research information on relevant CD-Roms and websites.

- 1 Select and explain the most important turning points in Nelson Mandela's life. [6]
- 2 Explain the part played by external pressure (for example, economic sanctions and international isolation in sport) in the fight against apartheid and minority rule in South Africa. [7]
- 3 Who was the more important in bringing about the end of apartheid and minority rule in South Africa, Nelson Mandela or President de Klerk? Explain your answer. [12]

Mark Scheme

Candidates' answers should first be placed in the appropriate level. Where there is a range of marks in the level, the quality of the candidate's written communication should be an important factor in determining which mark to award the response. Quality of written communication includes: clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling.

Question 1

- Level 1:** Candidates list many events from Mandela's life. Little attempt has been made to select on the basis of significance and answers consist of description rather than explanation. [1-2]
- Level 2:** Candidates have made an attempt to select events because of their significance. However, the events are described rather than their importance explained. [3-4]
- Level 3:** Candidates have selected events on the basis of their significance and have explained why at least some of them were important in Mandela's life. [5-6]

Question 2

Level 1: Candidates describe examples of external pressure rather than explaining how they helped to bring about the end of apartheid and minority rule.

OR

Candidates explain in a general way how external pressure helped to bring apartheid and minority rule to an end, but the explanation is very general with no specific factors or consequences being explained. [1-2]

Level 2: Candidates explain the impact of one specific factor. These answers must be causal explanations, i.e. they must explain how the factor contributed to the ending of apartheid or minority rule. [3-5]

Level 3: Candidates explain the impact of more than one factor. These must be different types of factors, for example, economic and sporting. These answers must be causal explanations, i.e. they explain how the factors contributed to the ending of apartheid or minority rule. [6-7]

Question 3

Level 1: Candidates make supported assertions. These answers will make assertions and the support will be very general. [1-2]

Level 2: Candidates describe the role of one or both men – no explanation or assessment of their importance is provided. [3-5]

Level 3: Candidates explain the importance of one of the men. [6-8]

Level 4: Candidates explain the importance of both men but fail to compare their contributions, or explain why one was more important than the other, or why they were equally important. [9-10]

Level 5: Candidates compare the importance of the two men and reach and support an informed conclusion. [11-12]

ASSIGNMENT 2 (ASSESSMENT OBJECTIVES 2 AND 3)

What Happened At Sharpeville On 21 March 1960 – Massacre Or Self-Defence?

Introduction

At the beginning of 1960, both the African National Congress (ANC) and the Pan-Africanist Congress (PAC) were planning to protest against the Pass Laws. On 21 March, members of the PAC, deliberately leaving their pass books at home, went to police stations in Johannesburg and asked to be arrested. The police reacted calmly. They arrested some of the leaders but told most of the demonstrators to go home.

A similar demonstration was planned in Sharpeville on the same day, but events there developed very differently. By the end of the day, sixty-seven demonstrators had been shot dead by the police, with many more injured.

Accounts of what happened at Sharpeville differ a lot. Some say it was an unjustified massacre of unarmed civilians. Others say the police were in great danger and had no choice but to open fire in self-defence.

Instructions

Answer all the questions. You must base your answers on the evidence in the sources. Where they are helpful, you can use any of the sources. You should also use your knowledge of South African history to help you interpret the sources and to explain your answers.

Questions:

- 1 Study Sources A and B.

How far do these two sources agree about what happened in Sharpeville on the morning of 21 March? Use the sources to explain your answer. [7]

- 2 Study Sources C and D.

Do these photographs prove that either Source A or Source B is wrong? Use the sources to explain your answer. [8]

- 3 Study Sources E and F.

How reliable is Source F as evidence of what happened at Sharpeville? Use the sources to explain your answer. [8]

- 4 Study Sources E and G.

Which is the more useful as evidence of what happened at Sharpeville, Source E or Source G? Use the sources to explain your answer. [7]

5 Study Sources F, H and I.

Why do you think Sources H and I disagree with Source F about the events at Sharpeville? Use the sources and your knowledge to explain your answer. [8]

6 Use all the sources and your knowledge.

Study the following interpretations of what happened at Sharpeville.

- (a) 'The demonstrators were peaceful and unarmed. The police opened fire first and continued to shoot at the crowd as they ran away in fear.' (Nelson Mandela in his autobiography, published in 1994.)
- (b) 'The police were under attack and only opened fire in self-defence.' (From a book published in South Africa in 1988.)

Which interpretation is best supported by the evidence in these sources and your knowledge of the period? Use the sources and your knowledge to explain your answer. [12]

Source A

We went into Sharpeville the back way, around lunch time, driving behind a big grey police car and three Saracen armoured cars.

As we went through the fringes of the township, many people were shouting the Pan-Africanist slogan 'Izwe Lethu' (Our Land). They were grinning and cheerful. Some kids waved to the policemen sitting on the Saracens and two of them waved back.

It was like a Sunday outing – except that Major A.T.T. Spengler, head of the Witwatersrand Security Branch, was in the front car and there were bullets in the Saracens' guns.

Spengler and the Saracens headed for the police station and we followed. The policemen were by now all inside the Saracens, with the hatches battened down, looking at Sharpeville through narrow slits in the armour plating. Yet the Africans did not appear to be alarmed by the cars. Some looked interested and some just grinned.

There were crowds in the streets as we approached the police station. There were plenty of police too, well armed. A constable shoved his rifle against my windshield. Another pointed his rifle at my chest. Another leaned into the car shouting, 'Have you got a permit to be here?' I said no, whereupon he shouted, 'Then get out, get out, get out! Or I will arrest you on the spot.'

From a report by Humphrey Tyler on events early in the day at Sharpeville. Tyler was a journalist with a South African magazine. He was the only journalist to witness the events at Sharpeville.

Source B

Around Sharpeville, trouble was expected; there was shooting in the morning in which one African was killed and another seriously wounded.

After the shooting in the morning police reinforcements were sent. Soon after noon, about a dozen Saracens were at Sharpeville. Soon the police station was virtually besieged by thousands of Africans shouting, 'Africa, Africa'.

The only way police could make contact with those inside the police station was to force a way in using the Saracens. But as soon as they got through, the Africans closed the way again. A motor car from the council, which went through earlier in the morning, emerged as a wreck and the people inside were injured.

From a report in an English newspaper, 22 March 1960, on events at Sharpeville early in the day on 21 March.

Source C



A photograph of the crowds gathering at Sharpeville early in the morning of 21 March.

Source D



A photograph of the crowds at Sharpeville at midday on 21 March. The thumbs up sign was a symbol of protest.

Source E

We heard the chatter of a machine gun, then another, then another. Hundreds of women rushed past us, some of them laughing. They must have thought the police were firing blanks. Hundreds of kids were running, too. One little boy had on an old black coat which he held up behind his head, thinking perhaps that it might save him from the bullets.

One of the policemen was standing on top of a Saracen, and it looked as though he was firing his sten gun into the crowd. He was swinging it around in a wide arc from his hip as though he was panning a movie camera.

One by one the guns stopped. Nobody was moving in our field. They were either wounded or dead. My photographer said, 'Let's go before they get my film.'

Before the shooting, I heard no warning to the crowd to disperse. When the shooting started, it did not stop until there was no living thing in the huge compound in front of the police station. The police have claimed they were in desperate danger because the crowd was stoning them. Yet only three policemen were reported to have been hit by stones. The police also have said that the crowd was armed with 'ferocious weapons'. I saw no weapons, and afterwards when I studied the photographs of the death scene, I saw only shoes, hats and a few bicycles left among the bodies.

Another extract from Tyler's account.

Source F

All the witnesses contradicted the government claim that the police station was besieged by 20 000 Africans. These witnesses, including Europeans who were there, said that the crowd was no more than 4 000.

The witnesses said that the police lined up outside the police station and all fired together. All the statements agreed that the crowd was not armed, even with sticks. The police acted together in raising their weapons, aiming and firing.

The witnesses said that the police did not attempt to give a warning before opening fire. The only warning came from an African policeman who rushed towards the fence shouting, 'Run, they are going to shoot.' At that moment, the police opened fire. Nearly all those who were later treated in hospital had been shot in the back.

All the witnesses said that the crowd was good-natured and unarmed and did not approach the police station with violent intentions.

The serious injuries of the witnesses and the fact that they were in separate wards of the hospital meant that they could not have talked together before making their statements to lawyers.

From a statement made a few days after the Sharpeville shootings by the Anglican Bishop of Johannesburg, Ambrose Reeves. His statement was based on interviews under oath by those wounded at Sharpeville.

Source G



A photograph of people fleeing at Sharpeville on 21 March. This photograph was taken by the photographer mentioned in Source E.

Source H

The native mentality does not allow Africans to gather for peaceful demonstrations. For them to gather means violence.

I don't know how many were shot. It all started when hordes surrounded the police station. My car was struck with a stone. If they do these things they must learn their lessons the hard way.

Colonel Piernaar, the police commander at Sharpeville, speaking soon after the shootings.

Source I

Some 2 000 Africans demonstrated by entering people's homes and forcibly removing their identity books.

The crowds grew until there were some 20 000 people there. Telephone wires were cut and disturbances occurred. The police had to open fire and 25 people were killed and 50 wounded.

Dr Verwoerd, Prime Minister of South Africa, giving his account of events at Sharpeville to Parliament on 22 March 1960.

Mark Scheme

Candidates' answers should first be placed in the appropriate level. Where there is a range of marks in the level, the quality of the candidate's written communication should be an important but not exclusive factor in determining which mark to award the response. Quality of written communication includes: clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling.

Question 1

- Level 1:** Candidates assert that, for example, the sources agree a lot but fail to support their claims. [1]
- Level 2:** Candidates identify agreements or disagreements of detail. [2-3]
- Level 3:** Candidates identify agreements and disagreements of detail. [4-5]
- Level 4:** Candidates explain how one source is placing the blame on the demonstrators and the other source is blaming the police. [6-7]

Question 2

- Level 1:** Unsupported assertions, for example, two sources cannot prove anything, photographs show what really happened so they do prove it. [1-2]
- Level 2:** Identifies similarities or differences between the photographs and either A or B and claims this is proof/not proof. [3-4]
- Level 3:** Investigates the nature of photographs, for example, asks who took the photographs and their possible purpose, explains how the photographs only show one moment in time. [4-5]
- Level 4:** Identifies similarities between the photographs and one source, and differences between the photographs and the other sources and claims this is proof. [5-6]
- Level 5:** Compares the impressions given by the photographs and explains how they are not clear or conclusive and so cannot prove the other sources right or wrong. [7-8]

Question 3

- Level 1:** Simple evaluation of Source F e.g. he was not there so he does not know what happened, he was speaking a few days later so he is unreliable, he is a bishop and so must be telling the truth, he is using eye-witnesses so they must be right, the evidence was given under oath so it can be trusted. [1-2]
- Level 2:** Some of the claims made in Source F can easily be checked so he would not lie about them e.g. the claim that they were shot in the back. [3-4]
- Level 3:** Uses contextual knowledge of the Anglican Church's opposition to apartheid and the government to question the purpose/ the reliability of Source F. Better answers will raise the question why is he interviewing witnesses. [5-6]
- Level 4:** Cross-references to other sources such as E or to contextual knowledge to check Source F's account. Better answers will show awareness of the fact that the other sources disagree amongst themselves or that their own reliability can be questioned. [7-8]

Question 4

- Level 1:** Choice limited to source type e.g. photographs show what really happened, photographs can only show one moment in time, Source E was written by an eye-witness. [1-2]
- Level 2:** Choice is based on the amount of information the sources give us – this information must be identified. [3-4]
- Level 3:** Appreciates that Sources E and G share the same provenance – this means either that they are both useful or that they are both unreliable and not useful. [5]
- Level 4:** Appreciates that Tyler was the only journalist to witness the events so this makes Source E particularly useful. Better answers will add that the other sources we have about Sharpeville are biased. [5-6]
- OR**
- Appreciates that Source G validates Source E, so both are useful. [6]
- Level 5:** Appreciates that they validate each other – but in different ways and that this makes them useful. [7]

Question 5

- Level 1:** Unsupported assertions e.g. because they are lying, because they are biased. [1-2]
- Level 2:** Appreciates that H and I come from ‘the other side’, or that they are the official versions. These answers do not get to purpose. [3-4]
- Level 3:** Appreciates that the authors of H and I share certain attitudes/values – towards Blacks, towards demonstrations – and so they will see things in this way. Better answers will contrast these attitudes with those of the Bishop’s. [4-6]
- Level 4:** Answers that concentrate on the purpose of the authors of H and I – these answers will be based on the content of the sources e.g. Pienaar was in charge of the police and so will try and justify what the police did. Better answers will contrast this with the purpose of the Bishop. [6-7]
- Level 5:** Answers that look at purpose in the broader context of the situation in South Africa at the time – e.g. the need to justify their actions in the face of international criticism. [7-8]

Question 6

Level 1: Unsupported assertions or answers failing to use the sources but based on contextual knowledge. [1-3]

Level 2: Answers that collect evidence from the sources to support one statement. [3-6]

Level 3: Answers that collect evidence supporting both statements. [6-9]

Level 4: Answers that collect evidence supporting both statements and use this to reach a reasoned conclusion. [9-10]

Any evaluation of the sources [1-3]

12 marks max.

7 Regulations for Internal Assessment

7.1 SUPERVISION AND AUTHENTICATION OF INTERNALLY ASSESSED WORK

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

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

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

When supervising internally assessed tasks, teachers are expected to:

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

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

7.2 PRODUCTION AND PRESENTATION OF INTERNALLY ASSESSED WORK

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

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation must be marked with the following information:

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

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

7.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

Marks for coursework are allocated as follows.

Assignment 1 (Objective 1)	25 marks
Assignment 2 (Objectives 2 and 3)	25 marks
Total for coursework	50 marks

Written Communication

Candidates are expected to:

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

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

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

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

Threshold

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

Intermediate

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

High

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

Marking Criteria

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

Assessment Objective 1

Band 1, mark range 1-8

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

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

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

Band 2, mark range 9-18

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

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

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

Band 3, mark range 19-25

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

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

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

Assessment Objectives 2 and 3

Band 1, mark range 1-8

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

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

Band 2, mark range 9-18

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

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

Band 3, mark range 19-25

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

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

7.4 MODERATION

All internally assessed work is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for internally assessed work is the same for each Centre and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

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

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

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

In order to ensure that internally assessed work has arisen from an approved course of study, Centres are required to submit, at the time of moderation, one candidate's folder of classwork on the coursework unit or units, as well as the sample of internally assessed work.

7.5 MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK

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

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

SECTION E: FURTHER INFORMATION

8 Opportunities for Teaching

8.1 ICT

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

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

ICT Application/ Development	Opportunities for using ICT during the course
Find out things from a variety of sources, selecting and synthesising the information to meet their needs.	For coursework, candidates access electronic archives, search for and use appropriate websites for museums, government agencies and university departments.
Use a database to search and analyse patterns and test hypotheses effectively.	Candidates use CD-Roms and websites to test hypotheses about a given topic such as the effectiveness of the League of Nations. Candidates use a database showing changing voting patterns in Germany in the late 1920s and early 1930s to establish patterns in changing support for the Nazi Party.
Develop an ability to question the accuracy, bias and plausibility of information researched.	Candidates evaluate the different interpretations to be found on the Internet about, for example, the fall of Communism in Europe.
Develop ideas using ICT tools; amend and refine work and enhance its quality and accuracy.	Candidates use an ICT processed writing frame to develop skills in extended writing and structured answers. These may be marked or discussed in class, and then redrafted. Candidates may organise and deliver a presentation about, for example, the reasons for America's defeat in the Vietnam War to the rest of the class using Power Point.
Use a word-processing package to organise and classify.	Candidates organise and classify different types of causes of the Second World War and produce an annotated causal chain.

Exchange and share information.	E-mail projects may be organised for students to communicate with each other, their teacher, students or experts from other Centres or other countries. Ideas and information about topics such as the Cold War, the Vietnam War, and the fall of Communism in Europe could be exchanged. Candidates use E-mail or an electronic Noticeboard to collect and pass on, for example, revision notes.
---------------------------------	--

8.2 CITIZENSHIP

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

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

Citizenship Programme of Study	Opportunities for teaching Citizenship Issues during the course
The legal and human rights and responsibilities underpinning society and how they relate to citizens, including the operation of the criminal and civil justice systems.	These issues are addressed when studying legal and human rights and responsibilities, for example, in Nazi Germany, Soviet Russia and South Africa, and comparing these with the rights and responsibilities of citizens in a modern democratic state.
The work of Parliament, the government and the courts in making and shaping law.	These issues are addressed when studying the making and shaping of laws, for example, in Britain during the First World War and the USA in the 1920s and 1930s. They are also addressed at an international level by studying the operation of the League of Nations.
The importance of a free press and the media's role in society.	Study of the importance and role of the media in the chosen Depth Study will give rise to opportunities to discuss the importance of a free media in society.
The United Kingdom's relations in Europe.	The changing nature of the United Kingdom's relations in Europe through the twentieth century is studied as part of the core content. This contributes to an understanding of the United Kingdom's relations in Europe today.
Opportunities for individuals and voluntary groups to bring about social change.	The role of influential individuals and groups in bringing about change is studied, for example, in the Depth Studies on South Africa, The USA and Germany.

Express, justify and defend orally and in writing a personal opinion about such issues.	Candidates can, through the use of hot seating, express, justify and defend their views about, for example, the policy of appeasement, or America's involvement in Vietnam.
Contribute to group and class discussion and formal debates.	Working in groups, candidates can prepare arguments in favour and against, for example, the terms of the Treaty of Versailles.
Use imagination to consider, express, explain and evaluate other people's experiences and opinions.	The Depth Studies and the coursework units provide many opportunities for candidates to understand the experiences and views of other people, for example, different groups in South Africa, Arabs and Israelis, and the various groups in German society in the 1930s.

8.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

This specification enables candidates to develop their understanding of spiritual, moral, ethical, social and cultural issues in depth. Spiritual issues are addressed, for example, in the Germany Depth Study which requires a study of the Holocaust, and in the South Africa Depth Study where opportunities are provided for candidates to study and reflect about human achievements of individuals such as Nelson Mandela. Moral and ethical issues are addressed in the core content, for example, in evaluating the fairness of the peace treaties 1919-23, as well as in the Depth Studies, for example, the moral and ethical issues related to apartheid in the South Africa Depth Study. Social issues are addressed, for example, in the British Depth Study where the changes in the roles of women in Britain during the First World War are studied. The Depth Studies, for example, Russia, 1905-1941, and Germany, 1919-1945 address a range of cultural issues by considering the role of culture in society and politics.

8.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

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

Health, safety and environmental issues are addressed in the core content, for example, in the study of the work of the International Labour Organisation in relation to health, safety and environmental issues in the workplace, and the work of the Health Committee in fighting dangerous diseases and educating people about health and sanitation.

Environmental issues are also addressed through candidates' understanding of how past actions, choices and values impact on present and future societies, economies and environments.

Safety during fieldwork is paramount, and candidates should be involved in risk assessment as part of their preparation for coursework.

8.5 THE EUROPEAN DIMENSION

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

The European dimension is addressed in the core content where both co-operation and conflict between European states are studied. Attempts at co-operation are examined, for example, in the Key Question, 'To what extent was the League of Nations a success?', while reasons for conflict between European nations are addressed in the Key Question, 'Why had international peace collapsed by 1939?'

9 Key Skills

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

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

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

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key Skills co-ordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

10 Reading List

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

Kelly N & Lacey G	Modern World History for OCR: Core textbook	Heinemann ISBN (pending)
	Modern World History for OCR: Foundation textbook	
	Modern World History for OCR: Core Teachers' Resource Pack	
	Modern World History for OCR: Foundation Teachers' Resource Pack	
	Modern World History for OCR: Revision Guide	

11 Arrangements for Candidates with Special Needs

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

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

12 Support and In-Service Training for Teachers

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