GCSE

History B (Modern World)

OCR GCSE (Full Course) in History B   J417

July 2009

Contents

Content

Vertical black lines indicate a significant change to the previous printed version. Changes can be found on pages 9, 32, 38 and 47.

1   About these Qualifications

This booklet contains OCR's GCSE specification in History B for teaching from September 2009.

Key features

- A clear progression route to the revised OCR A/AS Level History specifications.

- Aspects of International Relations, 1919–2005, charting key changes, defining key issues and including key people and events.

- A range of optional depth studies, focussing on key features and characteristics of particular societies over a shorter period

- A choice of one from two depth studies on British history, assessed through a sources investigation in Unit A972.

- Historical Enquiry controlled assessment (25%) which requires the completion of one task.

- Associated GCSE History Short Course qualification.

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 controlled assessment

- **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

- **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 either between 1890 and 1918 or between 1939 and 1975

- **History on two different scales**: international, through the study of Aspects of International Relations, and national, by offering the opportunity to study in depth a significant period from the history of one country

- **History in two different ways**: an outline study of developments in Aspects of 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'. The core content will be concerned with a single theme (Aspects of International Relations) over a longer period of time than that covered by the depth studies. The depth studies will be 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

- **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 demonstrated in controlled assessment, and in preparation for the sources investigation in Unit A972.

1.1 GCSE (Full Course)

From September 2009, the GCSE is made up of three mandatory units. Two of these units are externally assessed. The third unit is controlled assessment, which is internally assessed.

Unit A971: Aspects of International Relations, 1919–2005, and the chosen Study in Depth.

Unit A972: British Depth Study.

Unit A973: Historical Enquiry.

The short course for History B is available as a separate specification (J117).

1.2 Qualification Titles and Levels

This qualification is shown on a certificate as:

* OCR GCSE in History B.

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

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

1.3 Aims and Learning Outcomes

GCSE specifications in history should encourage candidates to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. They should prepare candidates to make informed decisions about further learning opportunities and career choices.

GCSE specifications in history must enable candidates to:

- Actively engage in the process of historical enquiry to develop as effective and independent candidates and as critical and reflective thinkers with enquiring minds

- Develop their knowledge and coherent understanding of selected periods, societies and aspects of history

- Develop an awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes

- Develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context

- Organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgments

- Recognise that their historical knowledge, understanding and skills help them understand the present and also provide them with a basis for their role as responsible citizens, as well as for the possible further study of history.

1.4 Prior Learning/Attainment

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

2   Summary of Content

2.1   GCSE Units

Unit A971: *Aspects of International Relations, 1919–2005, and the chosen Study in Depth*

The content consists of a core on Aspects of International Relations, 1919–2005, which is divided into three sections. Candidates study any **one** of the following sections.

Section A: *The Inter-War Years, 1919–1939*

Section B: *The Cold War, 1945–1975*

Section C: *A New World? 1948–2005*

and one Study in Depth chosen from the following:

Germany, 1918–1945

Russia, 1905–1941

The USA, 1919–1941

Mao's China, c.1930–1976

Causes and Events of the First World War, 1890–1918

End of Empire, c.1919–1969

The USA, 1945–1975: Land of Freedom?

Unit A972: *British Depth Study*

Candidates study one of the following:

- *How was British society changed, 1890–1918?*
- *How far did British society change, 1939–1975?*

OCR will issue a task for each of the controlled assessment options. Centres may make minimal adaptation to the tasks to suit their centre specific requirements. These tasks will be renewed each year.

The taught course and the task may be completed at any stage during the course of study.

Candidates must not base their controlled assessment task on content that will be examined in any other unit in the specification.

Controlled assessment must be based on one of four options:

- *The Role of the Individual in History*

- *A Thematic Study in Twentieth Century History*

- *A Modern World Study*

- *A Study in Depth.*

2.2   Entry Codes

The entry codes below combine two examined units and the controlled assessment unit codes.

This option code needs to be combined with a controlled assessment component code. Please see section 6.1 for this information.

J417	History B (Modern World) (Certification)	
	For a certificate candidates must have taken **three** units as follows.	
	One from:	
	Aspects of International Relations, 1919–2005, and the chosen Study in Depth	
A971A	**11**	**Germany, 1918–1945 Depth Study**
A971B	**12**	**Russia, 1905–1941 Depth Study**
A971C	**13**	**The USA, 1919–1941 Depth Study**
A971D	**14**	**Mao's China, c.1930–1976 Depth Study**
A971E	**15**	**Causes and Events of the First World War, 1890–1918 Depth Study**
A971F	**16**	**End of Empire, c.1919-1969 Depth Study**
A971G	**17**	**The USA, 1945–1975: Land of Freedom? Depth Study**
	and **one** from:	
	British Depth Study	
A972A	**21**	**How was British society changed, 1890–1918?**
A972B	**22**	**How far did British society change, 1939–1975?**
	and **one** from:	
	Historical Enquiry	
A973A	**01**	**OCR Repository**
A973B	**02**	**Postal Moderation**

3   Content

3.1   Unit A971: *Aspects of International Relations, 1919–2005, and the chosen Depth Study*

This unit consists of a core on Aspects of International Relations, 1919–2005, of which candidates must study **one**, and a range of Depth Studies from which **one** must be studied.

The specified content is defined through a number of Key Questions and Focus Points. The Key Questions define the topics as well as encouraging an issues-based and investigative approach to the content. Focus Points indicate the issues that need to be addressed in each Key Question. Candidates will be expected to demonstrate understanding of the Key Questions and Focus Points using knowledge of relevant historical examples.

Teachers are expected to present candidates with different interpretations from a variety of perspectives which will enable candidates to form their own opinions and conclusions on these events.

Part 1: Core Content: Aspects of International Relations, 1919–2005

Section A : The Inter-War Years, 1919–1939

Key Question 1: Were the Peace Treaties of 1919–1923 fair?

Focus Points	
	• What were the motives and aims of the Big Three at Versailles?
	• Why did the victors not get everything they wanted?
	• What were the immediate reactions to the peace settlement?
	• Could the treaties be justified at the time?
Specified Content	The peace treaties of 1919–1923 (Versailles, St Germain, Trianon, Sèvres and Lausanne); the roles of individuals such as Wilson, Clemenceau and Lloyd George in the peacemaking process; the immediate reactions to, and opinions about, the treaties, especially in Britain, France, Germany and the USA.

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

Focus Points	• What were the aims of the League?
	• 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 aims of the League, its strengths and weaknesses in structure and organisation; successes and failures in peacekeeping during the 1920s; disarmament; the work of the Court of International Justice; the ILO and the Special Commissions; 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 1919–1923?
	• 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 up to 1939; the Saar, remilitarisation of the Rhineland, Austria, Czechoslovakia and Poland; the Nazi-Soviet Pact; appeasement and the outbreak of war in September 1939.

Section B: The Cold War, 1945–1975

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 including the parts played by Churchill, Roosevelt, Stalin and Truman, and the breakdown of the USA-USSR alliance in 1945–6; Soviet expansion in Eastern Europe; the Iron Curtain; the Truman Doctrine and the Marshall Plan; the Berlin Blockade and its immediate consequences.

Key Question 5: Who won the Cuban Missile Crisis?

Focus Points	• How did the USA react to the Cuban Revolution?
	• Why did Khrushchev put missiles into Cuba?
	• Why did Kennedy react as he did?
	• Who won the Cuban Missile Crisis?
Specified Content	The Cuban Revolution and the USA's reaction to it; the Bay of Pigs; the events of the Crisis including the roles of Khrushchev and Kennedy; the resolution and the consequences of the Crisis.

Key Question 6: Why did the USA fail in Vietnam?

Focus Points	• Why did the USA get increasingly involved in Vietnam?
	• What were the different ways that the USA and the Communists fought the war?
	• Whose tactics were the most effective – the USA's or the Communists'?
	• Why did the USA withdraw from Vietnam?
Specified Content	Increasing American involvement in Vietnam under Eisenhower, Kennedy and Johnson; the main events of the war and the tactics used by the two sides; reasons for American withdrawal.

Key Question 7: 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 the Soviet Empire?

Specified Content	
	The nature of Soviet control in Eastern Europe from 1948; the Hungarian Uprising of 1956 and the Soviet reaction; the building of the Berlin Wall in 1961; the 'Prague Spring' of 1968 and the Soviet reaction; 'Solidarity' in Poland; Gorbachev's policies and other factors and the collapse of Soviet control in Eastern Europe, including the fall of the Berlin Wall.

Key Question 8: How effective has terrorism been since 1969?

Focus Points	
	• What is terrorism, why do people become terrorists, why do people/organisations resort to terrorism?
	• Why is terrorism generally condemned? Is terrorism ever justified?
	• What roles do religion, nationalism and ideology play in terrorism?
	• How different are terrorist groups in their membership, aims, motives and methods?
	• How important are the leaders of terrorist groups?
	• How have governments reacted to terrorism?
	• How effective have terrorist groups been? What explains their success or failure?

Specified Content	
	The debate about 'terrorist or freedom fighter?' The aims, methods, and effectiveness of:
	(i) the Provisional IRA,1969–1998; from the emergence of the IRA to the Good Friday

Agreement;

(ii) the Palestine Liberation Organisation, 1969–1993, from Yasser Arafat becoming Chairman to the Oslo Accords: a terrorist organisation?

(iii) Al-Qaeda, from the mid-1980s to 2004. The emergence of Al-Qaeda from the resistance against the Soviet invasion of Afghanistan to the American 'War on Terror' post 9/11.

Candidates will not be required to have a detailed knowledge of the history of these three groups but will need to have knowledge of the main events and developments relating to them.

Key Question 9: What is the significance of the Iraq War?

Focus Points	
	• Why did the multi-national force invade Iraq in 2003?
	• Was the invasion legal? Why was there opposition in many countries to the invasion?
	• How was the invasion completed so quickly?
	• What were the consequences of the invasion inside Iraq and internationally?
	• Was the invasion of Iraq a success?

Specified Content	The debate over weapons of mass destruction, Saddam Hussein's human rights record, claims about his links with al-Qaeda, 9/11, spreading democracy, Iraq's oil, the role of religion within Iraqi society and the divisions within Iraqi society. The roles of the UN, Bush and Blair. Opposition to the invasion in Britain and in other parts of the world. The main events of the invasion. The post-invasion condition of Iraq: breakdown in law and order, the insurgency, the methods used by the Americans and the British against the insurgency. Everyday life for the Iraqi people, human rights abuses. The elections of 2005 and the setting up of the Transitional Government. The international consequences of the Iraq War.

Part 2: Studies in Depth

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

Depth Study 11	Germany, 1918–1945
Depth Study 12	Russia, 1905–1941
Depth Study 13	The USA, 1919–1941
Depth Study 14	Mao's China, c.1930–1976
Depth Study 15	The Causes and Events of the First World War, 1890–1918
Depth Study 16	End of Empire, c.1919–1969
Depth Study 17	The USA, 1945–1975: Land of Freedom?

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

Each Study in Depth is organised through a number of Key Questions and Focus Points.

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

Depth Study 11: Germany, 1918–1945

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 economic and political impact of the Treaty of Versailles on the Weimar Republic?
	• To what extent did the Republic recover after 1923?
	• What were the achievements of the Weimar period?
Specified Content	The Revolution of 1918–19 and the establishment of the Republic; the impact of the Treaty of Versailles on German politics and the German economy; the Weimar Constitution; the political disorder of 1920–1923; economic distress and hyper-inflation; the occupation of the Ruhr; the Stresemann era – recovery at home and abroad; underlying weaknesses of the Republic; cultural achievements of the Weimar period.

Key Question 2: Why was Hitler able to dominate Germany by 1933?

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?
Specified Content	The early years of the Nazi Party; Nazi ideas and methods; the Munich Putsch; the roles of Hitler and other Nazi leaders and the change of tactics after the Putsch; the impact of the Depression on Germany; the political, economic and social crisis of 1930–33; reasons for growing support for the Nazis and the election results 1928–33; how Hitler became Chancellor in 1933; the Reichstag Fire, Hitler's use of emergency powers, the Enabling Act of 1933.

Key Question 3(a): The Nazi regime: how effectively did the Nazis control Germany, 1933–1945?

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, propaganda and the mass media to control the people?
	• Why did the Nazis persecute many groups in German society?
Specified content	The nature of Nazi rule in Germany; the Night of the Long Knives; the death of Hindenburg; removal of opposition, methods of control and repression and the roles of the SS and the Gestapo; the use of culture, propaganda and the mass media; opposition to Nazi rule – the Communists, church leaders, passive resistance, youth groups, growing opposition during the war including from within the army; persecution of the Jews and the Final Solution; the persecution of other minorities.

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

Focus Points	• What was the purpose of the Hitler Youth?
	• How successful were Nazi policies towards women and the family?
	• Were most people better off under Nazi rule?
	• How did the coming of war change life in Germany?

Specified Content	The Hitler Youth and the League of German Maidens; the aims and development of Nazi policies towards women and the family; the effectiveness of German economic policies; rearmament; the impact of the Second World War on the lives of the German people; the conversion to war economy.

Depth Study 12: Russia, 1905–1941

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

Focus Points	• How did the Tsar survive the 1905 revolution?
	• How well did the Tsarist regime deal with the difficulties of ruling Russia up to 1918?
	• How far was the Tsar weakened by the First World War?
	• Why was the revolution of March 1917 successful?

Specified Content	The main features of Russian society and Tsarist rule in the early twentieth century; the 1905 Revolution and its aftermath; attempts at reform; the First World War and its impact on the Russian people; the Tsar's running of the war; the role of Rasputin; the March Revolution of 1917.

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?

Specified Content	
	The Provisional Government and the Soviets; the growing power 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.

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?

Specified Content	
	Lenin's death and the struggle for power; reasons for Stalin's emergence as leader by 1928; Stalin's dictatorship; use of terror and labour camps; the Purges; Stalin's use of propaganda, official culture and the cult of personality.

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

Depth Study 13: The USA, 1919–1941

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

Focus Points	• On what 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?

Specified Content	The impact of the First World War on the American economy; 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 and impact of credit, hire purchase and advertising; increase in standard of living and consumerism; the decline of agriculture; weakness in the economy by the late 1920s.

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?

Specified Content	Society in the 1920s; the 'Roaring Twenties'; film and other media; changing attitudes; the Red Scare; the case of Sacco and Vanzetti; race relations and discrimination against African Americans; the Ku Klux Klan; prohibition and gangsterism; the changing roles of women.

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?
Specified Content	The Wall Street Crash and its financial effects; the economic and social effects for Americans in urban areas and in the countryside; the reaction of President Hoover to the Crash and the Depression; the Bonus Marchers and 'Hoovervilles'; the Presidential election of 1932; Hoover's and Roosevelt's programmes; reasons why Roosevelt won.

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?
	• Did all Americans benefit from the New Deal?
	• Did the fact that the New Deal did not solve unemployment mean that it was a failure?
Specified Content	Roosevelt's Hundred Days; the New Deal legislation; the 'alphabet' agencies and their work and the economic and social changes they caused; the Second New Deal; the election of 1936; opposition to the new Deal from the Republicans, the rich, business interests, the Supreme Court and radical critics like Huey Long; the strengths and weaknesses of the New Deal programme in dealing with unemployment and the Depression; the impact of the New Deal on the lives of people.

Depth Study 14: Mao's China, c.1930–1976

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

Focus Points	
	• Why did the Communists start the Long March?
	• How far was the Long March a success?
	• How far did the Second World War weaken the Nationalist government and strengthen the Communists?
	• Why did the Communists win the Civil War?
Specified Content	The rule of Chiang Kai-shek and the people; the relationship between the Guomindang and the Communists; Chiang Kai-shek's attack on the Communists; the Communists in Jianxi; the aims and main events of the Long March; the Communists and the peasants; Mao's importance at this time; different views about the success of the Long March; the significance of the Long March; 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.

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?
Specified Content	Communist rule in the 1950s and 1960s; 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 changes; the role of women, health, education; propaganda and the destruction of traditional culture.

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

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

Depth Study 15: Causes and Events of the First World War, 1890–1918

Key Question 1: Why was there increasing tension between the Great Powers, 1890–1914?

Focus Points	
	• Did the Alliance System make war more likely?
	• How far did colonial problems create tensions between the Great Powers?
	• Why were problems in the Balkans so difficult for the Great Powers to solve?
	• How important was the Kaiser in causing the worsening international situation?
	• Why did the arms race escalate, 1900–1914?
Specified Content	The Alliance System; the arms race; the Moroccan Crises of 1905 and 1911; colonial rivalries; developments in the Balkans; the role of the Kaiser.

Key Question 2: Why did the First World War break out in 1914?

Focus Points	
	• Why was Franz Ferdinand assassinated?
	• How did the assassination of Franz Ferdinand lead to the outbreak of war?
	• How far were the actions of Austria-Hungary, Britain, Germany and Russia responsible for the outbreak of war?
	• How far did the Schlieffen Plan contribute to the outbreak of war?
Specified Content	The assassination of Franz Ferdinand; the crisis of June–July 1914; the Schlieffen Plan; the outbreak of war.

Key Question 3: What happened on the Western Front?

Focus Points	• Why did the war get bogged down in the trenches? • What was living and fighting in the trenches like? • How far did General Haig mismanage the Battle of the Somme? • How important were new developments such as tanks, machine guns, aircraft and gas? • What was the importance of America's entry into the war? • Why did Germany agree to an armistice in 1918?
Specified Content	The main battles on the Western Front including the Somme; the nature and problems of trench warfare; the leadership of General Haig; American entry into the war; the German offensive of 1918 and the Allied advance; conditions in Germany towards the end of the war; the Armistice.

Key Question 4: How important were the other fronts?

Focus Points	• Who won the war at sea? • What happened in the Gallipoli campaign of 1915? • Why was Russia defeated in 1918?
Specified Content	The Battle of Jutland and its consequences; the blockading of Germany; the use of convoys and submarines; the reasons for the Gallipoli campaign and the main events of the campaign; events on the Eastern Front and the defeat of Russia.

Depth Study 16: End of Empire, c. 1919–1969

Key Question 1: Why did Britain's Empire decline in the twentieth century?

The following focus points should be considered and applied to the case studies of India and Kenya.

Focus Points	• What was the extent of the British Empire after the First World War?
	• What was the extent of the British Empire in 1970?
	• How important in bringing about independence were factors from within parts of the Empire?
	• How important in bringing about the end of the Empire were factors within Britain?
	• How important in bringing about the end of the Empire were other factors?
Specified Content	An outline of the overall size and membership of the Empire after the First World War and in 1970. Factors within parts of the Empire: the nature of Britain's rule and reactions to it; growing nationalism and pressure from within for independence. Factors within Britain: Britain's declining economic position; changes in public opinion, Labour's victory in 1945, Macmillan's 'Wind of Change' speech. Other factors: the Second World War, Britain's decline as a world power; the Suez crisis, the attitude of the USA; the decline of other European empires.

Key Question 2: Why did demands for Indian independence grow?

Focus Points	• How did Britain rule India after the First World War?
	• How and why did pressures for independence from within India grow?
	• How important were individuals such as Gandhi and Nehru?
	• How did Britain react to growing Indian nationalism?
Specified Content	The 1919 Government of India Act; the Amritsar Massacre, 1919; the growth of opposition to British rule; the campaigns of Gandhi, Nehru and the Congress Party; mass civil disobedience; repression by the authorities; the Government of India Act, 1935.

Key Question 3: How well did Britain deal with the issue of Indian independence?

Focus Points	• Why was it decided to partition India?
	• Why was there violence between the different religious groups?
	• How successful was Mountbatten in his handling of the ending of British rule?
Specified Content	The impact of the Second World War and Labour's election victory; the issue of religious divisions within India (Hindus, Muslims and Sikhs); the role of Jinnah and the Muslim League; the decision to partition India; rioting between religious groups; the role of Mountbatten and the achievement of independence.

Key Question 4: Why was the struggle for independence in Kenya so bitter?

Focus Points	• Why did African political movements begin to develop in the period before the Second World War?
	• What were the causes of the Mau Mau rebellion?
	• Why did Britain agree to Kenyan independence?
Specified Content	The government of Kenya, the economic and political power of the settlers; the social, economic and political grievances of Africans, particularly disputes over land ownership; the development of African political movements and the suppression of these movements; the role of Jomo Kenyatta; the impact of the Second World War on Africans; the impact of Kenyatta's return from exile; the suppression of the KAU; Kikuyu secret societies; arrest of Kenyatta; the rebels and their aims, the extent of the rebellion. The methods used by the rebels and by the authorities; the ending of the rebellion; the African elections to a Legislative Council, the exodus of some white settlers; the development of KANU, the elections of 1961 and 1963, the release of Kenyatta, the winning of independence in 1963.

Depth Study 17: The USA, 1945–1975: Land of Freedom?

Key Question 1: Why was there a 'Red Scare' in the USA?

Focus Points	
	• How did the international situation make Americans more fearful of communism?
	• What was McCarthyism?
	• Why did people support McCarthyism?
	• Why did McCarthyism decline?

Specified Content	
	The Communist victory in China, the Berlin Blockade, Russia's atomic bomb, invasion by North Korea of South Korea; the 1947 Federal Employee Loyalty Program; fear of Soviet spies: Alger Hiss, the Rosenbergs; suspicion of liberal ideas; McCarthy's speech in February 1950, the work of the House, the un-American Activities Committee; the work of the FBI and Hoover, the use of Blacklists; the 1954 Communist Control Act; opposition to McCarthyism by actors and intellectuals; court decisions against McCarthy, excesses of McCarthy, the Army-McCarthy hearings.

Key Question 2: How successful was the struggle for civil rights in the 1950s?

Focus Points	
	• What was the state of civil rights in America in c.1950?
	• Did the Second World War have an impact on the position of African Americans?
	• Why was the struggle over desegregated education in the 1950s important?
	• What was the importance of the Montgomery Bus Boycott?

Specified Content	
	The political, economic and social position of African Americans in c.1945; the impact of the Second World War; the struggle between the federal government and individual states; Brown v Topeka Board of Education; Little Rock High School, 1957; Rosa Parks and the Montgomery Bus Boycott, 1955–6; the Civil Rights Acts of 1957 and 1960.

Key Question 3: Who improved civil rights the most in the 1960s and 1970s?

Focus Points	
	• How were Martin Luther King's ideas and methods different from those of Malcolm X?

- Who did more for civil rights in America, Martin Luther King or Malcolm X?

- Who was more important in improving civil rights, President Kennedy or President Johnson?

- Did the Black Power groups harm the struggle for civil rights?

- How far did civil rights progress under Nixon?

Specified Content	The ideas and methods of Martin Luther King and Malcolm X; the Birmingham protests; the march on Washington in 1963; the Freedom Summer campaign of 1964 and the Mississippi murders; Black Power groups such as the Nation of Islam and the Black Panthers; the policies of Kennedy and Johnson; the 1964 Civil Rights Act and the 1965 Voting Rights Act; the remaining social and economic inequalities of African Americans; affirmative action.

Key Question 4: How far did other groups achieve civil rights in America?

Focus Points	• Why did immigration of Hispanic Americans increase after the Second World War?
	• What did the Hispanic Americans achieve in their campaign for better rights and conditions?
	• What were the issues faced by Native Americans in the 1970s?
	• What methods did American women use to achieve equality?

Specified Content	The Immigration Act of 1965; immigration from Mexico; discrimination against Hispanic Americans and the struggle for civil rights; issues facing Native Americans; tribal governments; the Bureau of Indian Affairs and the policy of assimilation; social problems, struggle for rights, for example, Wounded Knee, 1973. The obstacles facing women at the beginning of the 1960s; the impact of the Pill; the women's movement and its methods; the 1964 Civil Rights Act; the 1972 Educational Amendment Act; the issue of abortion; the position of women in society by the mid 1970s.

3.2   Unit A972: British Depth Study

This unit involves historical enquiry into a period of British history. It gives candidates opportunities to investigate specific historical questions, problems and issues; use a range of historical sources and reach reasoned conclusions; and analyse and evaluate how the past has been interpreted and represented in different ways. Candidates will be expected to use their contextual knowledge to help them comprehend, interpret, evaluate and use sources and historical interpretations and representations.

The specified content is defined through key questions and focus points. The key questions encourage an issues-based and investigative approach to the content. Focus points indicate the issues that need to be addressed in each key question. Candidates will be expected to demonstrate understanding of the key questions and focus points using knowledge of relevant historical examples.

Candidates study **one** of the following:

- How was British society changed,1890–-1918?

- How far did British society change, 1939–1975?

A972/21: British Depth Study, 1890–1918

Key Question: How was British society changed, 1890–1918?

Focus Points

- What were working and living conditions like for the poor in the 1890s?

- How were social reformers reacting to the social problems of the 1890s?

- Why did the Liberal government introduce reforms to help the young, old and unemployed?

- How effective were these reforms?

- What was the social, political and legal position of women in the 1890s?

- 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

Poverty and distress in the 1890s, the work and impact of Charles Booth and Seebohm Rowntree. Reasons for the liberal victory in the 1906 election. Reasons for the liberal reforms for example the extent of poverty, New Liberalism, the roles of Lloyd George and Churchill, the threat from the recently formed Labour Party. The Children's Charter, compulsory medical inspections in schools, free medical treatment and free school meals for the poor, the establishment of juvenile courts and borstals. Old age pensions 1909, Labour exchanges 1909, the National Insurance Act 1911. Attempts to reform the Poor Law.

The social, economic and political position of women in the 1890s. The campaign to win women the vote. Millicent Fawcett and the founding of the National Union of Women's Suffrage Societies (NUWSS) in 1897. The Pankhursts and the founding of the Women's Social and Political Union (WSPU) in 1903. The leaders' tactics and activities of the two groups including the use of violence. The effectiveness of the different tactics and the reactions of the authorities including Lloyd George and Asquith. The attempts to get a bill for women's suffrage through Parliament. The situation regarding votes for women in 1914. The contribution of women during the First World War, including women in employment. What happened to the issue of votes for women during the war?

The 1918 Representation of the People Act. Recruiting in the early years of the war. 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.

A972/22: British Depth Study, –1975

Key Question: How far did British society change, 1939–1975?

Focus Points

- What impact did the Second World War have on the British people?

- What immigrants were living in Britain in 1945?

- Why did different groups migrate to Britain between 1948 and 1972?

- What were the experiences of immigrants in Britain?

- What contribution had immigrants made to British society by the early 1970s?

- What was the impact of the National Health Service on people's lives?

- What was life like for most women in the 1950s?

- How were women discriminated against in the 1960s and early 1970s?

- What factors led to changes in the roles of women?

- How much change had taken place for women by 1975?

- What was it like growing up in the 1950s?

- Why were there changes in the lives of teenagers in the 1960s?

- How did teenagers and students behave in the 1960s and early 1970s?

- How far did the lives of all teenagers change in the 1960s and early 1970s?

Specified Content

Britain as a multi-cultural society in 1939. The experiences and impact of groups such as Italian and German prisoners of war, GIs and Commonwealth soldiers. Immigration from the Caribbean, India, Pakistan and Uganda. The experiences of these immigrants and attitudes towards them. The contribution made to British society by immigrants. The riots in 1958 and the activities of the British National Party (National Front). Legislation relating to immigration and race in the 1960s and early 1970s. Enoch Powell in 1968. The emergence of a multi-cultural society by the mid 1970s.

The changing role and the contribution of women during the Second World War, for example, civil defence, the land army, factory work, joining the armed forces and looking after families. The impact of these changes after the war. Women in the 1950s. Discrimination in the 1960s and early 1970s. The impact of the introduction of the pill, the 'women's lib' movement. Abortion. The 1969 Divorce Law Reform Act, the 1975 Sex Discrimination Act. The extent of the progress made by 1975.

The experiences of children during the Second World War: the Blitz, evacuation, rationing, diet, children's health and education, the absence of fathers. The increasing awareness on the part of the middle classes of the condition of working class children. The Beveridge Report. The creation and impact of the National Health Service. The lives of teenagers in the 1950s, the impact of increased affluence, the impact of American culture on British teenagers. The introduction of comprehensive education and university expansion. Student protests in the 1960s. Youth culture, for example, Mods and Rockers, the growing popularity and impact of rock music, clothes and fashion. Teenagers as consumers. The reactions of the authorities to these changes. The extent to which the lives of all teenagers were changed by the mid 1970s.

3.3   Unit A973: *Historical Enquiry*

Candidates must **not** base their controlled assessment task on content that will be examined in any other unit in the specification.

Candidates will complete a single controlled assessment unit based on a taught course from one of the following: The Role of the Individual in History, A Thematic Study in Twentieth Century History, A Modern World Study, A Study in Depth. Candidates will complete one task. This unit will represent 25% of the total marks available on the complete specification. It should be possible for candidates to satisfy the controlled assessment requirements by writing no more than 2000 words for the task. However, this figure is given only as guidance and it is recognised that many candidates may do more or less than this.

Centres must teach the broad area of study to the candidates and should not teach only to the question. Coverage of the broad context will be necessary for satisfactory completion of the task. Teachers are expected to present candidates with different interpretations from a variety of perspectives that will enable candidates to form their own opinions and conclusions on these events.

OCR will issue new tasks for each option each year.

Centres can adapt the task so it is suitable for the course of study their candidates have followed. Such adaptations must be limited to the inserting of appropriate names, places or topics into the task. The fundamental nature of the task, ie the nature of the question being asked, cannot be changed. Examples of suitable ways of adapting tasks are given on the following pages.

Centres must use the new OCR task issued each year. It will not be possible to carry forward a task from one academic year to the next.

The controlled assessment unit will be assessed out of 50 marks of which 25 marks are allocated to AO1 and AO2 and 25 marks are allocated to AO3.

The task will be marked by the centre using the marking criteria set out in Appendix B.

The task must be based on **one** of **four** options. Candidates complete their task from the **one** option that they have chosen.

Option 1: The Role of the Individual in History	Candidates will study the role of an individual in twentieth/twenty-first century history. They should consider:

Candidates will study the role of an individual in twentieth/twenty-first century history. They should consider:

- The significance of the chosen individual and how important individual people can be in bringing about change. Issues should also be raised about the nature of the impact that the individual had on other people. Both the immediate and the long-term importance of the individual should be considered. The latter will involve the study extending beyond the lifetime of the individual. The importance of other factors should also be considered and this will include a study of the broad context of the time. The role of the individual should be compared with that of other individuals and other factors.

The issues listed above should be studied through:

- The critical use of a range of source material and by considering a range of representations and interpretations of the individual. The reasons for the different interpretations and representations should also be considered.

The task will test all assessment objectives. It will require candidates to carry out an historical enquiry using their findings from a range of sources, interpretations and representations. They will have access to earlier work completed in class and other resources such as books, photographs, primary sources and the internet.

Possible tasks might require candidates to:

- Compare the relative importance of an individual with that of other impersonal factors

- Compare the importance of two individuals.

In completing the task candidates should use their knowledge and understanding of the individuals and the topic studied, and should support their arguments and conclusions by a critical use of historical sources as evidence.

Centres may insert the specific names of individuals or particular types of factors into the question title of the task, for example, 'How important was **Nelson Mandela** in bringing about **the end of apartheid and minority rule in South Africa?** Make sure you support your answer by using a range of sources.'

Option 2: A Thematic Study in Twentieth Century History

Candidates will study a theme, across approximately 40 years of the twentieth/twenty-first centuries. Suitable themes include: warfare, the role of women, technology and the environment. They should consider:

- The changing nature of the theme across a period of at least 40 years, and what had led to these changes. What aspects of the theme have remained unchanged? How far is place an important consideration when considering these issues? Has the theme changed more in some periods compared to others and why? The impact of the theme on people's lives.

The issues listed above should be studied through:

- The critical use of a range of source material and by considering a range of representations and interpretations of the theme. The reasons for the different interpretations and representations should also be considered.

The task will test all assessment objectives. It will require candidates to carry out an historical enquiry using their findings from a range of sources, interpretations and representations. They will have access to earlier work completed in class and other resources such as books, photographs, primary sources and the internet.

Possible tasks might require candidates to:

- Compare the degree of change undergone by the chosen theme in one part of the twentieth century with another

- Consider the impact of the chosen theme on people's lives.

In completing the task candidates should use their knowledge and understanding of the theme studied and should support their arguments and conclusions by a critical use of historical sources as evidence.

Centres may insert a specific theme into the question title of the task, for example, 'Why has **the nature of warfare** changed so much during the period studied? Make sure you support your answer by using a range of sources.'

Option 3: A Modern World Study

Candidates will study a current and major issue that is in the news during the course of study. Suitable issues include international terrorism, events in the Middle East, the environment, events in Iraq and Afghanistan. They should:

- Study what is happening today and the different ways it is reported. They should also consider why the issue matters today. An important part of the course will be studying how the past and the present are connected and how the current issue can only be understood by studying events leading to it over a period of approximately 50 years.

The issues listed above should be studied through:

- The critical use of a range of source material and by considering a range of representations and interpretations of the issue. The reasons for the different interpretations and representations should also be considered.

The task will test all assessment objectives. It will require candidates to carry out an historical enquiry using their findings from a range of sources, interpretations and representations. They will have access to earlier work completed in class and other resources such as books, photographs, primary sources and the internet.

Possible tasks might require candidates to:

- Explain why the issue matters today

- Explain how and why the issue had developed over a period of time.

In completing the task candidates should use their knowledge and understanding of the current issue and its history, and should support their arguments and conclusions by a critical use of historical sources as evidence.

Centres may insert a specific current issue into the question title of the task, for example, 'Why has **international terrorism** become such an important issue in the last two decades? Make sure you support your answer by using a range of sources.'

Option 4: A Study in Depth	Candidates will study a society, or relations between societies/countries, in depth over a period of approximately twenty years. The chosen society should come from within the period 1850–2005. Candidates should:

- Study different features of a society and its diversity. Social, economic, political and cultural and religious issues should be studied where appropriate. The values and beliefs of different groups within the society should be studied as well as the relationships between these different groups. The importance of individuals should also be considered. Change and continuity, and their causes, within the society should be studied. If relations between different societies/countries are to be studied, the above issues should be adapted accordingly.

The issues listed above should be studied through:

- The critical use of a range of source material and by considering a range of representations and interpretations of the society/societies. The reasons for the different interpretations and representations should also be considered.

The task will test all assessment objectives. It will require candidates to carry out an historical enquiry using their findings from a range of sources, interpretations and representations. They will have access to earlier work completed in class and other resources such as books, photographs, primary sources and the internet.

Possible tasks might require candidates to:

- Explain why there was tension between different groups within the society

- Assess how far a society changed over a period of time.

In completing the task candidates should use their knowledge and understanding of the society/societies, and should support their arguments and conclusions by a critical use of historical sources as evidence.

Centres may insert specific names and periods into the question title of the task, for example, 'Why did **the Cold War** develop after **the Second World War?** Make sure you support your answer by using a range of sources.'

4   Scheme of Assessment

4.1   Scheme of Assessment

GCSE History B J417

Unit A971: *Aspects of International Relations, 1919–2005*	
45% of the total GCSE marks Written paper 2 hours 75 marks	This question paper has **two** parts:
	Part 1: Sections A, B and C: Candidates must answer questions on **one** of these sections depending on which section of the core content they have studied. Candidates answer Question 1 and **either** Question 2 **or** Question 3.
	• Candidates answer **Section A** if they have studied The Inter-War Years, 1919–1939
	• Candidates answer **Section B** if they have studied The Cold War, 1945–1975
	• Candidates answer **Section C** if they have studied A New World? 1948–2005
	Part 2: Candidates answer two questions on their chosen Study in Depth. These consist of one compulsory source-based question and a choice of one from two structured questions.
	This unit is externally assessed.
Unit A972: *British Depth Study*	
	This paper will involve the detailed investigation of an historical issue taken from the chosen 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.
	This unit is externally assessed.
Unit A973: *Historical Enquiry*	
25% of the total GCSE marks 1 task 50 marks	Candidates' work must be based on **one** of four options.
	Candidates must complete **one** task.
	This unit is internally assessed.

4.2   Entry Codes

For certification GCSE candidates must be entered for **three** units as set out below.

Candidates must also be entered for certification to claim their overall GCSE qualification grade. The code for this is J417.

J417	History B (Modern World) (Certification)	
	For a certificate candidates must have taken **three** units as follows.	
	One from:	
	Aspects of International Relations, 1919–2005, and the chosen Study in Depth	
A971A	11	**Germany, 1918–1945 Depth Study**
A971B	12	**Russia, 1905–1941 Depth Study**
A971C	13	**The USA, 1919–1941 Depth Study**
A971D	14	**Mao's China, c.1930–1976 Depth Study**
A971E	15	**Causes and Events of the First World War, 1890–1918 Depth Study**
A971F	16	**End of Empire, c.1919-1969 Depth Study**
A971G	17	**The USA, 1945–1975: Land of Freedom? Depth Study**
	and **one** from:	
	British Depth Study	
A972A	21	**How was British society changed, 1890–1918?**
A972B	22	**How far did British society change, 1939–1975?**
	and **one** from:	
	Historical Enquiry	
A973A	01	**OCR Repository**
A973B	02	**Postal Moderation**

4.3 Tiers

This scheme of assessment is untiered, covering all of the ability range grades from A* to G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

4.4   Assessment Availability

There are two examination series each year for Units A971 and A972.

There is one examination series each year for Unit A973.

Units A971 and A972 will be assessed from January 2010.

Unit A973 will be assessed from June 2010.

Assessment availability can be summarised as follows:

Unit	January 2010	June 2010	January 2011	June 2011	January 2012 etc
A971	✓	✓	✓	✓	✓
A972	✓	✓	✓	✓	✓
A973	**x**	✓	**x**	✓	**x**

4.5   Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described.

AO1   Recall, Select and Communicate

- Recall, select, use and communicate their knowledge and understanding of history

AO2   Explanation and Analysis

Demonstrate their understanding of the past through explanation and analysis of:

- Key concepts: causation, consequence, continuity, change and significance within an historical context

- Key features and characteristics of the periods studied and the relationships between them.

AO3   Understanding, Analysis and Evaluation

Understand, analyse and evaluate:

- A range of source material as part of an historical enquiry

- How aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.

AO weightings – GCSE

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

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit A971: *Aspects of International Relations, 1919–2005, and Study in Depth*	18	18	9	45%
Unit A972: *British Depth Study*	7	4.5	18.5	30%
Unit A973: *Historical Enquiry*	5	7.5	12.5	25%
	30%	30%	40%	100%

4.6 Quality of Written Communication

Quality of written communication is assessed in Unit A971 and in Unit A973.

Candidates are expected to:

- Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

- Present relevant information in a form that suits its purpose

- 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. It is one of the criteria used to determine the place of a response within a level in mark schemes.

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

Standard

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.

5 Controlled Assessment

5.1 The Controlled Assessment Unit

Unit A973 has been designed to be internally assessed, applying the principles of controlled assessment. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach, with Sections 3 and 4 including more detail and any specific requirements.

Candidates may complete the task at any time during the course of study. It is expected, however, that candidates will complete the task either towards the end of, or immediately after, the completion of the relevant learning programme.

Candidates should have completed a learning programme based on one of the following:

- The Role of the Individual in History
- A Thematic Study in Twentieth Century History
- A Modern World Study
- A Study in Depth.

5.2 Task setting

5.2.1 The OCR approach

OCR will assume a high level of control in relation to the setting of tasks. Controlled Assessment tasks will be published by OCR each year. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the assessment task.

5.2.2 Using Controlled Assessment tasks

Centres can choose to complete their task from one of four options offered by OCR. OCR will issue one generic question for each option which can be used with a minimum amount of adaptation to allow the use of local resources available to centres.

The same OCR controlled assessment task must NOT be used as practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen controlled assessment task as guidance.

5.3   Task taking

5.3.1 The OCR approach

OCR will assume a high level of control in relation to the taking of the task. The task taking parameters will be defined for several key controls and the remainder set by centres as outlined below.

5.3.2 Definitions of the controls

(a) **Authenticity control:** Candidates will complete all work for assessment under direct teacher supervision except as outlined below. For GCSE History most, but not all, work for assessment will be under direct teacher supervision, for example, it is acceptable for some aspects of exploration to be outside the direct supervision of the teacher but the teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

(b) **Feedback control:** Feedback to candidates will be encouraged but tightly defined. Within GCSE History OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed. 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 tasks, teachers are expected to:

- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism

- Exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements

- 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.

(c) **Time control:** The time recommended for candidates to complete the assessment task is eight hours. OCR recommends four hours as an appropriate amount of time for candidates to carry out the necessary preparation for the task: research, note taking, planning and drafting. The writing-up of the final piece of work for the task is recommended at a further four hours. The teaching time for coverage of the study unit is in addition to these recommendations. The teaching of the unit should develop the candidates' knowledge and understanding and historical skills.

There is a word limit of 2000 words: headings included within the body of the material presented by the candidate should be included in the word count but footnotes, figures, tables, diagrams, charts and appendices should not be included.

Controlled assessment work should be supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre, for example making notes during a visit to a First World War battlefield. But it is likely that the use or application of this material will be undertaken under direct teacher supervision. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure.

(d) **Collaboration control:** Candidates must complete and/or evidence all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual candidate.

(e) **Resource control:** Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. For most units basic workplace equipment will be adequate.

5.3.3 Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.

5.3.4 Completing the tasks

Candidates should be allowed sufficient time to complete the task. It is suggested that evidence is produced in several sessions, each focussing on a specific task within the overall task or scenario. These may be interspersed with opportunities to learn sector knowledge and develop appropriate practical skills.

Each candidate must produce individual and authentic evidence for the task. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for teachers to provide writing frames, model answers or to work through answers in detail.

Candidates may use information from any relevant source to help them with producing evidence for the task unless there are restrictions on any evidence or resources to be used. Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material used directly from a source is appropriately and rigorously referenced.

5.3.5 Presentation of work

Candidates must observe certain procedures in the production of controlled assessments.

- Any copied material must be suitably acknowledged.

- Quotations must be clearly marked and a reference provided wherever possible.

- Work submitted for moderation or marking must be marked with the:

  – centre number
  – centre name
  – candidate number
  – candidate name
  – unit code and title
  – task title.

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix C.

5.4   Task marking

5.4.1 The OCR approach

OCR will assume a medium level of control in relation to the marking of tasks. All controlled assessment units will be marked by the centre assessor(s) using awarding body marking criteria and guidance and will be moderated by the OCR-appointed moderator. External moderation will

take the form of postal moderation or e-moderation via the OCR-Repository where evidence in a digital format is submitted.

5.4.2 Applying the assessment criteria

The starting point for marking the task is the mark scheme in Appendix B. This contains levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. The descriptor for each band covers all of the assessment objectives. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

5.4.3 Use of 'best fit' approach to marking criteria

The assessment task should be marked by the teacher according to the given assessment criteria using a 'best fit' approach. For each of the assessment objectives, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- Where the candidate's work *convincingly* meets the statement, the highest mark should be awarded

- Where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded

- Where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work that fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'.

5.4.4 Authentication

Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/course tutor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/course tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The

rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. The candidate section of this handbook provides some guidance on referencing and reminds candidates that the work they submit must be their own and that they may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign.

5.4.5 Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

5.4.6 Moderation

All work is marked by the teacher and internally standardised by the centre. Centres must check the OCR website for submission dates, 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 work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

Each candidate's work should have a cover sheet attached to it with the final mark. If the work is to be submitted in digital format this cover sheet should also be submitted electronically within each candidate's files.

5.5   Minimum requirements for Controlled Assessment

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 assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

6 Technical Information

6.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and/or moderator details for Controlled Assessments.

To make entries, please use the table below in conjunction with the table in section 4.2.

For the controlled assessment unit, A973, candidates must be entered for either component 01 or 02. Centres must enter all of their candidates for **the same** component. It is not possible for centres to offer both components within the same series.

It is essential that unit entry codes are quoted in all correspondence with OCR.

Option code	Component code	Submission method	Unit title
A973A	01	*OCR-Repository*	*Historical Enquiry*
A973B	02	*Postal moderation*	

For Unit A973 candidates must be entered for either component 01 or 02. Centres must enter all of their candidates for ONE of these components. It is not possible for centres to offer both components within the same series.

6.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series in which they enter for the full course qualification certification.

For example, candidates may take Unit A971 as the terminal unit or they make take Units A972 **and** A973 to qualify for the 40% terminal assessment rule.

6.3 Unit and Qualification Re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE.

Candidates may enter for the full qualification an unlimited number of times.

6.4   Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessments. If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE certification J417.

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE certification is available for the first time in June 2011, and each January and June thereafter.

6.5   Grading

GCSE results are awarded on the scale A* to G. Units are awarded a* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, for example, 41/50.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
		a*	a	b	c	d	e	f	g	u
45%	90	81	72	63	54	45	36	27	18	0
30%	60	54	48	42	36	30	24	18	12	0
25%	50	45	40	35	30	25	20	15	10	0

Candidates' uniform marks for each unit are aggregated and grades for the specification are generated on the following scale.

Qualification	Qualification Grade								U
Max Uniform Mark	A*	A	B	C	D	E	F	G	U

GCSE	200	180	160	140	120	100	80	60	40	0

Awarding Grades

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

A candidate's uniform mark for each unit will be combined with the uniform mark for the controlled assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

6.6 Result Enquiries and Appeals

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken (by the Enquiries about Results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Administrative Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

6.7 Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

6.8 Guided Learning Hours

GCSE History B requires 120–140 guided learning hours in total.

6.9 Code of Practice/Subject Criteria/Common Criteria Requirements

This specification comply in all respects with the current *GCSE, GCE and AEA Code of Practice* as available on the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE History.

6.10 Classification Code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 4010.
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.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, for example, from their centre or the institution to which they wish to progress.

6.11 Disability Discrimination Act Information Relating to this Specification

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

These access arrangements permissible for use in this specification are in line with QCA's GCSE subject criteria equalities review and are as follows:

	Yes/No	**Type of assessment**
Readers	Y	All written examinations
Scribes	Y	All written examinations
Practical assistants	Y	Practical assessments
Word processors	Y	All written examinations
Transcripts	Y	All written examinations
BSL signers	Y	All written examinations
Live speaker	Y	All written examinations
MQ papers	Y	All written examinations
Extra time	Y	All written examinations

6.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

6.13 OCR-Repository

The OCR-Repository allows centres to store controlled assessment electronically and to submit their moderation sample in electronic format.

The OCR GCSE History B Unit A973 can be submitted electronically. Please see Section 6.1 for unit entry codes for the OCR-Repository.

More information on the OCR-Repository can be found in Appendix C: Guidance for the Production of Electronic Controlled Assessment. Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

7 Other Specification Issues

7.1 Overlap with other Qualifications

The potential for overlap exists between Unit A971, core Section C and J623 Religious Studies C (Pilot) (Religion in Today's World) Unit B611.

7.2 Progression from these Qualifications

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

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

7.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

This specification enables candidates to develop their understanding of spiritual, moral, ethical, social, legislative, economic and cultural Issues in depth. Spiritual issues are addressed, for example, in the Germany Depth Study which requires a study of the Holocaust. Moral and ethical issues are addressed in the core content, for example, in evaluating the fairness of the peace treaties of 1919–1923, as well as in the Depth Studies. 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.

Candidates will also consider varied interpretations and representations of different cultures in the Study in Depth.

7.4 Sustainable Development, Health and Safety Considerations and European Developments Consistent with International Agreements

This specification supports these issues, consistent with current EU agreements, in the following topics:

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 Controlled Assessment, when relevant.

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?'

7.5 Avoidance of Bias

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

7.6 Language

This specification and associated assessment materials are in English only.

7.7 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A971	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A972	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A973	✓	✓			✓	✓			✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

7.8 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.

The assessment of this course requires candidates to:

ICT Application/ Development	Opportunities for using ICT during the course
Find things out from a range of sources, select and synthesise information to meet needs.	For Controlled Assessment 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 the 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 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 set up for candidates to communicate with each other, their teacher, an expert or students from another Centre. Ideas and information about topics such as the Cold War, the Vietnam War and the fall of Communism in Europe could be exchanged. Candidates can use email or an electronic notice board to collect and pass on revision notes.

7.9   Citizenship

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

This 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:

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 comparing these with the rights and responsibilities of citizens in a modern democratic state.
The work of Parliament, 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 by studying the operation of the League of Nations.
The importance of a free press and the role of the media in society.	Study of the importance and role of the media in the chosen Depth Study will give opportunities to discuss the importance of a free media.
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 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 controlled assessment unit provide many opportunities for candidates to understand the experiences and views of other people, such as the various groups in German society in the 1930s.

Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; 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.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

Grade F

Candidates recall, select and organise some relevant historical knowledge to show some basic understanding of historical periods, themes and topics studied. They communicate their ideas using everyday language.

They demonstrate their understanding of the past through description of reasons, results and changes in relation to the events, people and issues studied. They provide limited descriptions of events, issues or periods, including characteristic ideas, beliefs and attitudes.

They understand 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 with accuracy and relevance. They show sound understanding of the historical periods, themes and topics studied. They communicate their ideas using historical terminology appropriately.

They demonstrate their understanding of the past through structured descriptions and explanations of the main concepts, features and characteristics of the periods studied. Their descriptions are accurate and their explanations show understanding of relevant causes, consequences and changes.

They evaluate and use critically a range of sources of information in an historical context to investigate historical questions, problems or issues and, with some limited guidance, to reach reasoned conclusions.

They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, and provide an appropriate consideration of their value in the historical context.

Grade A

Candidates recall, select, organise and deploy detailed historical knowledge effectively and with consistency. They show thorough understanding of the historical periods, themes and topics studied. They communicate their ideas using historical terms accurately and appropriately.

They demonstrate their understanding of the past through developed, reasoned and well substantiated explanations. They make perceptive analyses of the key concepts, features and characteristics of the periods studied, and the interrelationships between them.

They evaluate and use critically a wide range of sources of information in an historical context to investigate historical questions, problems or issues independently, and to reach reasoned and substantiated conclusions.

They recognise and provide reasoned comments on how and why events, people and issues have been interpreted and represented in different ways, and provide a well developed consideration of their value in relation to their historical context.

Appendix B: Marking Criteria for Controlled Assessments

How to use the mark scheme

- Each band descriptor covers all the relevant assessment objectives.

- The descriptors should be read and applied as a whole.

- Make a best-fit match between the answer and the band descriptors.

- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- The extent to which the statements within the band have been achieved

- The quality of written communication.

For example:

- An answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band.

- An answer that meets the requirements of many of the requirements of the band descriptor but never does so in a convincing manner should be placed in the middle of the band.

- If an answer is on the borderline between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band.

Controlled Assessment Marking Criteria		
1	**Target: AOs 1, 2 and 3.**	
	Band 0: Candidates: Submit no evidence or fail to address the question.	**[0]**
	Band 1: Candidates: • Demonstrate little relevant contextual knowledge • Demonstrate limited ability to select and organise information • Describe a few key features, reasons, results and changes of the societies, events, people and situations studied. The work contains some relevant material but this is not often deployed relevantly and there are no effective comparisons or links • Extract some information from sources • Describe a few surface features of representations and interpretations • Write relatively little or it is of some length but the content is not focussed on the task	**[1-12]**
	Band 2: Candidates: • Demonstrate some, but limited, contextual knowledge • Select and organise some relevant material. This is only sometimes deployed relevantly • Identify and describe key features, reasons, results and changes of the societies, events, people and situations studied but with little awareness of the broad context. There is some structure in the descriptions. Attempts are made at obvious points of comparison or links • Attempt conclusions but these are asserted and not supported • Explicitly uses sources, but these are used uncritically (or attempts at evaluation are basic) and at face value and are not used to support arguments. Can identify some agreements and disagreements between sources • Show understanding of representations and interpretations at a surface level. They can describe some features of the representations and interpretations. Can identify some differences/similarities. Can begin to identify some reasons for these differences although these will not be explained or supported • Present work that lacks precision and succinctness.	**[13-23]**
	Band 3: Candidates: • Demonstrate and select some relevant contextual knowledge and mostly deploy it relevantly to support parts of their answers • Select and organise mostly relevant information, much of it deployed relevantly • Demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations studied with some awareness of the broad context. They produce structured descriptions and explanations. Reasonable comparisons/links are made and conclusions have some support although these are not always well substantiated • Interpret some sources and make explicit use of sources to support arguments. They begin to evaluate the sources but this is often not integrated into their arguments	**[24-33]**

	• Show some understanding of representations and interpretations. They demonstrate the ability to make some inferences from representations and interpretations and to explain the reasons for some of the more obvious differences and similarities between at least two representations and interpretations • Write with some precision or succinctness.	
	Band 4: Candidates: • Select and deploy mostly relevant and accurate contextual knowledge to support parts of their answers • Select a range of relevant information which is generally well-organised and deployed relevantly. They demonstrate a reasonable understanding of the significance of key features, reasons, results and changes of the societies, events, people and situations studied with awareness of the broad context. They have some understanding of interrelationships in the period studied. They can produce developed and reasoned and supported conclusions • Effectively interpret, use and evaluate a range of sources. Evidence is used to support arguments and conclusions • Show a satisfactory understanding of a range of representations and interpretations. They demonstrate the ability to interpret and infer from representations and interpretations, and to explain some differences and similarities across several representations and interpretations. Show some understanding of why societies/events/situations/people have been represented and interpreted in different/similar ways. They can make some valid use of at least one of the following in their explanations: purpose, audience, context, medium, access to information • Write with precision or succinctness.	**[34-43]**
	Band 5: Candidates: • Select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers • Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions. They demonstrate a good understanding of key features, reasons, results and changes of the societies, events, people and situations studied. They demonstrate an awareness of the importance of the broad context and of interrelationships in the period studied. They produce well developed, well reasoned and well supported conclusions • Effectively and rigorously evaluate and use a broad range of sources in their historical context to investigate and to support effectively arguments and conclusions • Show a good understanding of a range of representations and interpretations. They demonstrate a high level of ability to interpret and infer from representations and interpretations, and to clearly explain several differences and similarities across a range of representations and interpretations. They show a good understanding of why societies/events/situations/people have been represented and interpreted in different/similar ways. They make good use of some of the following in their explanations: purpose, audience, context, medium, access to information • Write with precision and succinctness.	**[44-50]**

Appendix C: Guidance for the Production of Electronic Controlled Assessment

The Controlled Assessment in Unit A973 comprises **one** task from a choice of **four**. For each candidate, this task forms the Controlled Assessment portfolio, stored electronically.

Structure for evidence

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page.'

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the Unit code A973, so that the portfolio is clearly identified as the work of one candidate.

Each candidate's Controlled Assessment portfolio should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree containing Controlled Assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, and occasionally digital photographs.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format in which the document was originally created. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats
Movie formats for digital video evidence
MPEG (*.mpg)
QuickTime movie (*.mov)
Macromedia Shockwave (*.aam)
Macromedia Shockwave (*.dcr)
Flash (*.swf)
Windows Media File (*.wmf)
MPEG Video Layer 4 (*.mp4)
Audio or sound formats
MPEG Audio Layer 3 (*.mp3)
Graphics formats including photographic evidence
JPEG (*.jpg)
Graphics file (*.pcx)
MS bitmap (*.bmp)
GIF images (*.gif)
Animation formats
Macromedia Flash (*.fla)
Structured markup formats
XML (*xml)
Text formats
PDF (.pdf)
Comma Separated Values (.csv)
Rich text format (.rtf)
Text document (.txt)
Microsoft Office suite
PowerPoint (.ppt)
Word (.doc)
Excel (.xls)
Visio (.vsd)
Project (.mpp)