

**General Certificate of Secondary Education
History B (Modern World)**

A973 CA

Historical Enquiry

Specimen Controlled Assessment Material

INSTRUCTIONS FOR TEACHERS

- Please refer to Section 5 of the History B specification for instructions on completing controlled assessment tasks.
- The enclosed tasks are examples of possible areas of study.
- There are **four** tasks. Candidates have to complete **one** of these tasks.
- The total number of marks for this unit is **50**.
- Written communication is assessed in this unit.

This document consists of **2** printed pages.

Candidates must answer **one** question.

Task 1: The Role of the Individual in History

This task tests Assessment Objective 1 (10 marks), 2 (15 marks), 3 (25 marks)

- 1 How far has the importance of X been exaggerated?

Use the sources you have researched, and your knowledge, to support and explain your answer. Your answer must show how aspects of the past have been interpreted and represented in different ways. **[50]**

OR

Task 2: A Thematic Study in Twentieth Century History

This task tests Assessment Objective 1 (10 marks), 2 (15 marks), 3 (25 marks)

- 2 'X has steadily changed in the period Y.' How far do you agree with this statement?

Use the sources you have researched, and your knowledge, to support and explain your answer. Your answer must show how aspects of the past have been interpreted and represented in different ways. **[50]**

OR

Task 3: A Modern World Study

This task tests Assessment Objective 1 (10 marks), 2 (15 marks), 3 (25 marks)

- 3 Explain how important X has been in creating the present situation in Y.

Use the sources you have researched, and your knowledge of Y, to support and explain your answer. Your answer must show how aspects of the past have been interpreted and represented in different ways. **[50]**

OR

Task 4: A Study in Depth

This task tests Assessment Objective 1 (10 marks), 2 (15 marks), 3 (25 marks)

- 4 What was the most important reason why there was conflict between some groups in X during the period Y?

Use the sources you have researched, and your knowledge of X, to support and explain your answer. Your answer must show how aspects of the past have been interpreted and represented in different ways. **[50]**

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GUIDANCE FOR CANDIDATES

Option 1: The Role of the Individual in History

Candidates must not base their 'The Role of the Individual in History' work on content that they will study for their examined units.

- You need to select from all the information you have that which will be most useful for answering this question
- Then you need to plan your answer – the notes below will help you do this
- Remember – the most important thing you must do is answer the question. Do not simply tell the story of the life of your individual
- Explain what the individual achieved – make sure you explain how he/she did this, and why the achievements were important
- You can now move to the most important part of the answer – you need to assess the importance of the individual. for example:
 - You might consider how far the achievements you have explained were due to other people or other factors
 - You might consider whether the achievements were really that important
 - You might consider whether the individual only had an immediate impact or whether they were still important many years later
- The individual will have been interpreted and represented in different ways. You should try and bring these different interpretations and representations into your answer. How and why do they differ? Do you agree with them?
- Throughout your answer you should try and explain how useful the sources you have used have been in helping you answer the question
- Try and support your arguments with evidence from the sources. Remember to evaluate the sources you use
- You should try and reach a conclusion at the end – how important was the individual? Make sure you support your conclusion with evidence
- You should aim to write about 2000 words
- And remember – make sure you have answered the question!

Option 2: A Thematic Study in Twentieth Century History

Candidates must not base their Thematic Study in Twentieth Century History on content that they will study for their examined units.

- You need to select from all the information you have that which will be most useful for answering this question
- Then you need to plan your answer – the notes below will help you do this
- Remember – the most important thing you must do is answer the question. Do not just write about X from the beginning to the end
- Explain some examples of when there was change in X, and find some examples of when there was little or no change. Try and explain why there was a lot of change at some times and why there was little change at others. Make sure you use examples from different parts of the period you studied
- You can now move to the most important part of the answer . The word 'steadily' in the question is very important. Using the examples of change you have already written about you need to explain whether X changed at the same rate throughout the period OR whether there were periods when it changed a lot and other periods when it changed little
- Throughout your answer you should try and explain how useful the sources you have used have been in helping you answer the question
- Try and support your arguments with evidence from the sources. Remember to evaluate the sources you use
- X will have been interpreted and represented in different ways – you should try and bring these different interpretations and representations into your answer
- You should try and reach a conclusion at the end – did X change steadily? Make sure you support your conclusion with evidence
- You should aim to write about 2000 words
- And remember – make sure you have answered the question!

Option 3: Modern World Study

Candidates must not base their Modern World Study on content that they will study for their examined units.

- You need to select from all the information you have that which will be most useful for answering this question
- Then you need to plan your answer – the notes below will help you do this
- Remember – the most important thing you must do is answer the question. Do not just write about your Modern World Study
- Explain the main features of the situation in Y today – for example what is happening, what are the main issues, what are the problems, what is being done to improve the situation?
- You can now move to the most important part of the answer – you need to explain how X has contributed to the situation today. How important has X been? How? Have there been other people or factors that have been more or less important?
- Make sure you do not simply describe what has happened. You need to develop some arguments about how important X has been
- Throughout your answer you should try and explain how useful the sources you have used have been in helping you answer the question
- Try and support your arguments with evidence from the sources. Remember to evaluate the sources you use. In a Modern World Study many of them will be written from a particular viewpoint
- The situation in X will have been interpreted and represented in different ways – you should try and bring these different interpretations and representations into your answer
- You should try and reach a conclusion at the end – how important was X in creating the situation in Y today? Make sure you support your conclusion with evidence
- You should aim to write about 2000 words
- And remember – make sure you have answered the question!

Option 4: A Study in Depth

Candidates must not base their Study in Depth on content that they will study for their examined units.

- You need to select from all the information you have that which will be most useful for answering this question
- Then you need to plan your answer – the notes below will help you do this
- Remember – the most important thing you must do is answer the question. Do not just write about X
- Choose two groups that were in conflict in X. Describe some examples of the conflict, for example, what did it involve, how long did the conflict go on for, how serious was it?
- You can now move to the most important part of the answer – you need to explain why there was conflict between the two groups you have chosen. Try and explain a number of different reasons
- Make sure you do not simply describe what has happened. You need to explain reasons for the conflict.
- Throughout your answer you should try and explain how useful the sources you have used have been in helping you answer the question
- Try and support your arguments with evidence from the sources. Remember to evaluate the sources you use – some of them will have been produced by members of the groups you are writing about
- The groups will have been interpreted and represented in different ways – you should try and bring these different interpretations and representations into your answer. For example members of one group might have produced representations of the other group to turn people against it
- You should try and reach a conclusion at the end – was there one reason that was more important than others? If you think there was you must support your view with an argument OR you could explain that all the reasons were equally important in which case you need to explain how they interacted with each other. Make sure you support your conclusion with evidence
- You should aim to write about 2000 words
- And remember – make sure you have answered the question!

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Unit A973: Historical Enquiry

Specimen Controlled Assessment Task

Instructions for teachers

The maximum mark for this unit is **50**.

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INSTRUCTIONS FOR TEACHERS

Candidates can 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, 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.

It is important that the learning programme is designed to allow candidates to acquire and develop the relevant knowledge, understanding and skills. Teachers should take note of the targets for each task and study the requirements of the mark scheme before planning the learning programme.

It is expected that candidates will complete the tasks in normal lesson time over a number of weeks. It is recommended that candidates are allowed eight hours to complete the task. It is expected that candidates will use four hours for preparation. This might include: research, selecting relevant material, note-taking, planning and drafting. The writing-up of the final piece of work should take about four hours.

It is the responsibility of Centre staff to ensure that the work that candidates produce is their own individual work. It should be completed under direct teacher supervision. Detailed guidance on the controls that should be set in place are given in Section 5 of the specification.

The task will need to be adapted so that it is relevant to the historical content of the learning programme followed by the candidates.

The Role of the Individual in History: the individual will need to be identified.

A Thematic Study in Twentieth Century History: the theme and the period over which it was studied will need to be identified.

A Modern World Study: a person, group, event or development needs to be put in place of 'X' and the title of the Modern World Study needs to be put in place of 'Y'.

A Study in Depth: the society needs to be identified as well as the period over which it was studied.

It is important that the overall nature of the questions and their targets are not changed.

The guidance for candidates has been designed to help candidates and should be handed to candidates with the adapted versions of the questions.

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How to use the mark schemes

- Each band descriptor covers all the relevant assessment objectives.
- The descriptors should be read and applied holistically.
- 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.

Assessment of Written Communication

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

The quality of candidates' written communication will be assessed in part (c) of the structured essay questions (ie once in the International relations core and once in the Depth Study).

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level using the normal criteria, ie. no reference is made at this stage to the quality of the written communication
- the quality of written communication must never be used to move an answer from the mark band of one level to another
- candidates already placed at the top of a level cannot receive any credit for the quality of their written communication; candidates already placed at the bottom of the level cannot receive any penalty for the quality of their written communication
- assessing the quality of written communication should be approached in a positive manner. It should be remembered that candidates whose written communication skills are poor have probably already been penalised in the sense that they will have been unable to show in writing their true understanding.

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.

Task 1 and 2		
1	<p>Target: AOs 1, 2 and 3.</p> <p>Band 0: Candidates: Submit no evidence or fail to address the question.</p> <p>Band 1: Candidates:</p> <ul style="list-style-type: none"> • 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. • The candidate has either written relatively little or it is of some length but the content is not focussed on the task(s). <p>Band 2: Candidates</p> <ul style="list-style-type: none"> • 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. • The work of the candidate lacks precision and succinctness, but the work presented still does not exceed the prescribed word limit. 	<p>[0]</p> <p>[1-12]</p> <p>[13-23]</p>

Task 1 and 2	
1 cont'd	<p>Band 3: Candidates:</p> <ul style="list-style-type: none"> • 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. • 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. • The candidate has written with precision or succinctness and has not exceeded the prescribed word limit. <p>Band 4: Candidates:</p> <ul style="list-style-type: none"> • 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 sites/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. • The candidate has written with some precision and succinctness, but has not exceeded the prescribed word limit.
	[24-33]
	[34-43]

Task 1 and 2	
1 cont'd	<p>Band 5: Candidates:</p> <ul style="list-style-type: none"> • 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. Show a good understanding of why sites/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. • The candidate has written with precision and succinctness, so that the word limit is not exceeded.
	[44-50]

Assessment Objectives Grid (included QWC)

Task	AO1	AO2	AO3	Total
1, 2, 3, 4	10	15	25	50

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