

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

**OCR GCSE (SHORT COURSE) IN HISTORY B 1037**  
**(THE MODERN WORLD)**

**KEY SKILLS GUIDANCE**


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# OCR GCSE IN HISTORY B (THE MODERN WORLD) (1937) AND (SHORT COURSE) (1037)

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## Introduction

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Key Skills are central to successful employment and underpin future success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content. Opportunities for developing the generic Key Skills of Communication, Application of Number and Information Technology are indicated through the use of a  'key symbol' in Section C of the specification. The wider Key Skills of Working with Others, Problem Solving and Improving Own Learning and Performance may also be developed through the teaching programmes associated with the specification.

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills Unit exist within History B (The Modern World)

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

This document offers detailed guidance on the Key Skills evidence that a candidate might produce during the course. It focuses on the evidence required to meet the criteria for the internally assessed Key Skills portfolio. For example, in producing the work for assessment as evidence of C2.1a (Contribute to a discussion about a straightforward subject) a candidate is required to:

- Make clear and relevant contributions in a way that suits their purpose and situation.
- Listen and respond appropriately to what others say.
- Help to move the discussion forward.

The Key Skills and Evidence Requirements on the following tables are quoted from Part B of the QCA Key Skills specification and, as such, are addressed to the candidate. The Opportunities for Development provide guidance for teachers about how the specification might be used to provide teaching and learning opportunities and/or assessment opportunities for the Key Skill.

For further information about the requirements of these units, teachers should refer to QCA's Key Skills specifications (2000 version).

For further information about the assessment and certification of Key Skills, teachers should contact OCR.

The History B (Modern World) specification offers opportunities to cover a number of the Key Skills in the Core Content, the Depth Studies and the Coursework Units through the collection and discussion of information from a range of different sources, and through the communication of conclusions in various ways.

Candidates should be given opportunities to discuss, evaluate and communicate relevant information in a variety of ways as required by the Communication Key Skill Qualification.

The specification also allows candidates to develop the wider Key Skills by offering opportunities for working in groups where candidates could be required to work co-operatively as well as having their own areas of responsibility.

**COMMUNICATION LEVEL 1****GCSE HISTORY B (THE MODERN WORLD)**

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>C1.1</b>	Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.	<ul style="list-style-type: none"><li>• Provide information that is relevant to the subject and purpose of the discussion.</li><li>• Speak clearly in a way that suits the situation.</li><li>• Listen and respond appropriately to what others say.</li></ul>	<p>The Key questions and focus points in the Core Content, the British Depth Study, the optional Depth Studies and the Coursework Units provide opportunities for discussion.</p> <p>Selecting relevant information for a discussion about the motives and aims of Wilson, Clemenceau and Lloyd George at the peace negotiations at Versailles.</p> <p>Presenting an explanation of President Wilson's aims to the rest of the class.</p> <p>Listening, and responding, to the presentations of others in the class about the aims of Clemenceau and Lloyd George.</p>
<b>C1.2</b>	Read and obtain information from two different types of documents about straightforward subjects, including at least one image.	<ul style="list-style-type: none"><li>• Read relevant material.</li><li>• Identify accurately the main points and ideas in material.</li><li>• Use the information to suit your purpose.</li></ul>	<p>Reading a source of written information and studying a cartoon about, for example, the reasons for the Cold War. Highlighting the written sections containing the main reasons, and briefly explaining the view of the cartoonist, in preparation for answering a question about the causes of the Cold War.</p>
<b>C1.3</b>	Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.	<ul style="list-style-type: none"><li>• Present relevant information in a form that suits your purpose.</li><li>• Ensure text is legible.</li><li>• Make sure that spelling, punctuation and grammar are accurate so your meaning is clear.</li></ul>	<p>When studying appeasement, for example, writing a newspaper article defending the policy of appeasement and designing and producing a poster attacking the policy. Proof-reading the article and the poster for spelling, punctuation, grammar and accuracy.</p>

**COMMUNICATION LEVEL 2 GCSE HISTORY B (THE MODERN WORLD)**

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>C2.1a</b>	Contribute to a discussion about a straightforward subject.	<ul style="list-style-type: none"> <li>• Make clear and relevant contributions in a way that suits your purpose and situation.</li> <li>• Listen and respond appropriately to what others say.</li> <li>• Help to move the discussion forward.</li> </ul>	Candidates to discuss in role as advisers to the American government the advantages and disadvantages of escalating the war in Vietnam. Candidates to listen and respond to the views of others in the group.
<b>C2.1b</b>	Give a short talk about a straightforward subject, using an image.	<ul style="list-style-type: none"> <li>• Speak clearly in a way that suits your subject, purpose and situation.</li> <li>• Keep to the subject and structure your talk to help listeners follow what you are saying.</li> <li>• Use an image to clearly illustrate your main points.</li> </ul>	Giving a talk on the reasons why the positioning of Soviet missiles in Cuba presented a grave threat to the USA. Candidates should be required to keep to a time limit and to use a photograph of the missile sites in a relevant and informative way.
<b>C2.2</b>	Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image.	<ul style="list-style-type: none"> <li>• Select and read relevant material.</li> <li>• Identify accurately the lines of reasoning and main points from text and images.</li> <li>• Summarise the information to suit your purpose.</li> </ul>	Reading two extended explanations of why the League of Nations failed. One of the texts to include images. Candidates to produce the main points as a series of bullet points. Candidates to be limited to a maximum number of bullet points.
<b>C2.3</b>	Write two different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least one image.	<ul style="list-style-type: none"> <li>• Present relevant information in an appropriate form.</li> <li>• Use a structure and style of writing to suit your purpose.</li> <li>• Ensure text is legible and that spelling, punctuation and grammar are accurate, so your meaning is clear.</li> </ul>	Candidates to produce an obituary of an important individual from the specification content for a publication that supports the chosen individual. Candidates also to produce a spread of text and images about the same individual for a young child's information book. Candidates to proof-read each other's work for spelling, punctuation, grammar, clarity, and fitness for purpose.

# APPLICATION OF NUMBER      LEVELS 1 & 2      GCSE HISTORY B (THE MODERN WORLD)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>N1.1</b>	Interpret straightforward information from two different sources. At least one source should be a table, chart, diagram or line graph.	<ul style="list-style-type: none"> <li>Obtain the information you need to meet the purpose of your task.</li> <li>Identify suitable calculations to get the results you need.</li> </ul>	Candidates to study a line graph and a table of statistics of British casualties in the First World War to work out the total casualties for each year of the war.
<b>N1.2</b>	Carry out straightforward calculations to do with: <ol style="list-style-type: none"> <li>amounts and sizes;</li> <li>scales and proportion;</li> <li>handling statistics.</li> </ol>	<ul style="list-style-type: none"> <li>Carry out calculations to the levels of accuracy you have been given.</li> <li>Check your results make sense.</li> </ul>	Candidates to study statistical information about the casualties suffered by three countries in the First World War, and to calculate which country suffered the worst casualties in each of the years of the war.
<b>N1.3</b>	Interpret the results of your calculations and present your findings. You must use one chart and one diagram.	<ul style="list-style-type: none"> <li>Choose suitable ways to present your findings.</li> <li>Present your findings clearly.</li> <li>Describe how the results of your calculations meet the purpose of your task.</li> </ul>	Using a chart and a diagram to explain the relationship between unemployment in Weimar Germany and the number of people voting for the Nazi Party. Candidates must choose a way to present their findings and should be required to justify the method they have chosen.
You must: carry through at least one substantial activity that includes straightforward tasks for N2.1, N2.2 and N2.3			
<b>N2.1</b>	Interpret information from two different sources, including material containing a graph.	<ul style="list-style-type: none"> <li>Choose how to obtain the information needed to meet the purpose of your activity.</li> <li>Obtain the relevant information.</li> <li>Select appropriate methods to get the results you need.</li> </ul>	Not applicable to this specification.
<b>N2.2</b>	Carry out calculations to do with: <ol style="list-style-type: none"> <li>amounts and sizes;</li> <li>scales and proportion;</li> <li>handling statistics;</li> <li>using formulae.</li> </ol>	<ul style="list-style-type: none"> <li>Carry out calculations, clearly showing your methods and levels of accuracy.</li> <li>Check your methods to identify and correct any errors, and make sure your results make sense.</li> </ul>	Not applicable to this specification.
<b>N2.3</b>	Interpret the results of your calculations and present your findings. You must use at least one graph, one chart and one diagram.	<ul style="list-style-type: none"> <li>Select effective ways to present your findings.</li> <li>Present your findings clearly and describe your methods.</li> <li>Explain how the results of your calculations meet the purpose of your activity.</li> </ul>	Not applicable to this specification.

INFORMATION TECHNOLOGY		LEVEL 1	GCSE HISTORY B (THE MODERN WORLD)
KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>IT1.1</b>	Find, explore and develop information for two different purposes.	<ul style="list-style-type: none"> <li>• Find and select relevant information.</li> <li>• Enter and bring in information, using formats that help development.</li> <li>• Explore and develop information to meet your purpose.</li> </ul>	<p>Candidates research and select relevant information from, for example, a website or a CD-ROM. They can then be asked to use desk-top publishing to create a political poster supporting Stalin's economic policies and to organise and format their text to enhance its presentation.</p> <p>Candidates could produce a time line of key events about, for example, the rise and fall of communism in Europe, 1945-1990, using word processing or a spreadsheet.</p>
<b>IT1.2</b>	Present information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.	<ul style="list-style-type: none"> <li>• Use appropriate layouts for presenting information in a consistent way.</li> <li>• Develop the presentation so it is accurate, clear and meets your purpose.</li> <li>• Save information so it can be found easily.</li> </ul>	<p>Produce the front page of a newspaper reporting the key features of the career of an important individual who has just died, such as President Kennedy or Mao. Candidates should use text, at least one image and at least one set of statistics. Desk-top publishing should be used to design the page. Candidates should choose one type of newspaper, for example, a popular tabloid paper. The information on the front page should then be adapted to produce a factfile for revision purposes which could be shared with the rest of the class. Both pieces of work should be saved electronically in the appropriate manner.</p>

INFORMATION TECHNOLOGY		LEVEL 2	GCSE HISTORY B (THE MODERN WORLD)
KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>IT2.1</b>	Search for and select information for two different purposes.	<ul style="list-style-type: none"> <li>Identify the information you need and suitable sources.</li> <li>Carry out effective searches.</li> <li>Select information that is relevant to your purpose.</li> </ul>	In preparation for coursework assignments, candidates plan their own research to produce notes about, for example, Nelson Mandela from various electronic sources which could be collated for revision purposes or for a presentation to the rest of the class. Candidates should decide on the perimeters of their search and on relevant key words. The same search process could be used to develop evaluation skills and to consider the relative value of different websites for the two stated purposes.
<b>IT2.2</b>	Explore and develop information, and derive new information, for two different purposes.	<ul style="list-style-type: none"> <li>Enter and bring together information using formats that help development.</li> <li>Explore information as needed for your purpose.</li> <li>Develop information and derive new information as appropriate.</li> </ul>	Candidates create two newspaper articles reflecting different interpretations of a historical event or individual, for example, Sharpeville, the Munich Putsch, the Cultural Revolution, Trotsky. Candidates should collate information from a range of sources such as websites, CD-ROMs, books. They will decide on appropriate forms of presentation with headlines, subheadings and a contemporary style. Each piece of work should be written for a different type of newspaper. One image, with an appropriate caption, should be included.
<b>IT2.3</b>	Present combined information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.	<ul style="list-style-type: none"> <li>Select and use appropriate layouts for presenting combined information in a consistent way.</li> <li>Develop the presentation to suit your purpose and the types of information.</li> <li>Ensure your work is accurate, clear and saved appropriately.</li> </ul>	Candidates design a website about an important individual, event, development or issue. Candidates should design one version of the website for primary school children and the other version for students studying for GCSE examinations. This will involve making decisions about the most appropriate layout, presentation and content. Both pieces of work must include at least one example of text, one example of images and one example of statistical information. They should be saved electronically in the appropriate manner.



# WORKING WITH OTHERS      LEVEL 1      GCSE HISTORY B (THE MODERN WORLD)

KEY SKILL	EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p><b>You must:</b> Provide at least two examples of meeting the standard for WO1.1, WO1.2 and WO1.3 (one example must show you can work in one-to-one situations and one example must show you can work in group situations).</p>		
<p><b>WO1.1</b></p>	<p>Confirm what needs to be done to achieve given objectives, including your responsibilities and working arrangements.</p>	<ul style="list-style-type: none"> <li>• Check that you clearly understand the objectives you have been given for working together.</li> <li>• Identify what needs to be done to achieve these objectives and suggest ways you could help.</li> <li>• Make sure that you are clear about your responsibilities and working arrangements.</li> </ul>
<p><b>WO1.2</b></p>	<p>Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities.</p>	<ul style="list-style-type: none"> <li>• Carry out tasks to meet your responsibilities.</li> <li>• Work safely, and accurately follow the working methods you have been given.</li> <li>• Ask for help and offer support to others, when appropriate.</li> </ul>
<p>Planning to produce a group report on what should be included in the peace treaties after the First World War. The group must identify the areas to be covered and agree and allocate these areas to each pair of candidates in the group. Clear objectives for each pair of candidates should be agreed.</p> <p>Each pair of candidates should then produce a plan of how they will meet these objectives. This will include identifying possible sources of information and methods of working, for example, dividing tasks between them.</p>		
<p>Continuing with the work on the peace treaties, each pair of candidates should research their own area but also report to each other on the progress they are making to identify where support is required. They should check with each other that they are working to the objectives allocated to them by the group.</p> <p>At various stages, members of the group should get together to review progress. For example, if it appears that some pairs of candidates have a heavier working load than others, the allocation of responsibilities could be reviewed. During their research candidates may have discovered information useful to others in the group. This should be shared.</p>		

**WORKING WITH OTHERS      LEVEL 1      GCSE HISTORY B (THE MODERN WORLD)**

<b>KEY SKILL</b>		<b>EVIDENCE REQUIREMENTS</b>	<b>OPPORTUNITIES FOR DEVELOPMENT</b>
<b>WO1.3</b>	Identify progress and suggest ways of improving work with others to help achieve given objectives.	<ul style="list-style-type: none"> <li>• Identify what has gone well in working with others.</li> <li>• Report any difficulties in meeting your responsibilities and say what you did about them.</li> <li>• Suggest ways of improving work with others to help achieve the objectives.</li> </ul>	Once each group has prepared its recommendations for a peace settlement after the First World War, the group should also review which areas of the collaboration worked well and which worked less well. Each group should produce a series of suggestions for improving the way they worked with each other. Each pair of candidates should review, in a similar way, how well they worked together.

# WORKING WITH OTHERS      LEVEL 2      GCSE HISTORY B (THE MODERN WORLD)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p><b>You must:</b> Provide at least two examples of meeting the standard for WO2.1, WO2.2 and WO2.3 (one example must show you can work in one-to-one situations and one example must show you can work in group situations).</p>			
<b>WO2.1</b>	Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.	<ul style="list-style-type: none"> <li>Identify the objectives of working together and what needs to be done to achieve these objectives.</li> <li>Exchange relevant information to clarify responsibilities.</li> <li>Confirm working arrangements with those involved.</li> </ul>	<p>Candidates working in groups plan the script for a 'This is Your Life' programme about an important individual from the specification such as Stalin, Hitler, Mao, or Nelson Mandela. Candidates should first discuss and agree the objectives of working together, the responsibilities of each pair in the group, and the working arrangements.</p> <p>In pairs, candidates research their particular part of the script, for example, one of the people to be invited onto the programme. Each pair of candidates will agree how they will work as a pair and divide up the work accordingly. For example, one candidate could do the research while the other candidate is responsible for writing the relevant part of the script.</p>
<b>WO2.2</b>	Work cooperatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.	<ul style="list-style-type: none"> <li>Organise your own tasks so you can be effective in meeting your responsibilities.</li> <li>Carry out tasks accurately and safely, using appropriate working methods.</li> <li>Support cooperative ways of working, seeking advice from an appropriate person when needed.</li> </ul>	<p>Candidates organise their own tasks as part of the 'This is Your Life' project and carry out their agreed tasks. The pairs get back together to support each other. Once this is done, the group as a whole meets with each pair presenting work completed so far. This will provide an opportunity for those who need help to request it and for the group to work cooperatively.</p>
<b>WO2.3</b>	Exchange information on progress and agree ways of improving work with others to help achieve objectives.	<ul style="list-style-type: none"> <li>Provide relevant information on what has gone well and what has gone less well in working with others, including the quality of your work.</li> <li>Listen and respond appropriately to progress reports from others.</li> <li>Agree ways of improving work with others to help achieve the objectives.</li> </ul>	<p>Each pair in the group completes their tasks and then gives a short presentation to the rest of the group reporting on how they have planned their work, how they have cooperated and evaluating how well they have done. After each pair in the group has reported, the group evaluates the quality of what they have produced and make a list of ways in which they could improve the way they work with others to help them achieve the relevant objectives.</p>

# IMPROVING OWN LEARNING AND PERFORMANCE

## LEVEL 1

## GCSE HISTORY B (THE MODERN WORLD)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>You must:</b> Provide at least two examples of meeting the standard for LP1.1, LP1.2 and LP1.3.			
<b>LP1.1</b>	Confirm understanding of your short-term targets, and plan how these will be met, with the person setting them.	<ul style="list-style-type: none"><li>• Make sure targets clearly show what you want to achieve.</li><li>• Identify clear action points and deadlines for each target.</li><li>• Identify how to get the support you need and the arrangements for reviewing your progress.</li></ul>	Candidates are asked to set short-term targets for the study of a topic such as the Italian invasion of Abyssinia. They must draw up a clear action plan for reaching these targets, set realistic deadlines, and plan arrangements for reviewing progress by, for example, identifying criteria.
<b>LP1.2</b>	Follow your plan, using support given by others to help meet targets. Improve your performance by: <ul style="list-style-type: none"><li>• Studying a straightforward subject.</li><li>• Learning through a straightforward practical activity.</li></ul>	<ul style="list-style-type: none"><li>• Work through your action points to complete tasks on time.</li><li>• Use support given by others to help you meet targets.</li><li>• Use different ways of learning suggested by your supervisor, and make changes, when needed, to improve your performance.</li></ul>	In working on a project such as the Italian invasion of Abyssinia, candidates should work through their action points. They should be given the opportunity to review their progress with another candidate working on a similar project. This will provide opportunities for candidates to support each other. Candidates should also use different ways of learning suggested by the supervisor, for example, using new sources of information or using a software package to organise the work.
<b>LP1.3</b>	Review your progress and achievements in meeting targets, with an appropriate person.	<ul style="list-style-type: none"><li>• Say what you learned and how you learned, including what has gone well and what has gone less well.</li><li>• Identify targets you have met and your achievements.</li><li>• Check what you need to do to improve your performance.</li></ul>	Candidates should prepare a report evaluating how well they have worked on a project such as the Italian invasion of Abyssinia. The report should describe the methods used and what has been learned, as well as commenting on what worked well and suggesting changes to the working methods which will lead to an improvement in performance.

# IMPROVING OWN LEARNING AND PERFORMANCE

## LEVEL 2

## GCSE HISTORY B (THE MODERN WORLD)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p><b>You must:</b> Provide at least two examples of meeting the standard for LP2.1, LP2.2 and LP2.3.</p>			
<p><b>LP2.1</b></p>	<p>Help set short-term targets with an appropriate person and plan how these will be met.</p>	<ul style="list-style-type: none"> <li>• Provide accurate information to help set realistic targets for what you want to achieve.</li> <li>• Identify clear action points for each target.</li> <li>• Plan how you will use your time well to meet targets, including use of support and arrangements for reviewing your progress.</li> </ul>	<p>Candidates set realistic targets for researching and completing a coursework assignment. This will be based on accurate information about the coursework requirements. Candidates complete an action plan which will cover locating and using appropriate resources and may include visits to libraries, using the Internet or writing to relevant organisations. Regular reviews should be built into the plan.</p>
<p><b>LP2.2</b></p>	<p>Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> <li>• Studying a straightforward subject.</li> <li>• Learning through a straightforward practical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Use your action points to help manage your time well and complete tasks, revising your plan when needed.</li> <li>• Identify when you need support and use this effectively to help you meet targets.</li> <li>• Select and use different ways of learning to improve your performance, working for short periods without close supervision.</li> </ul>	<p>While preparing a coursework assignment, candidates should be encouraged to work with their teacher or another candidate to review their progress and, if necessary, revise their action plan. Candidates should be given the opportunity to use a range of different ways of learning, for example, the internet, CD-ROMs, videos, libraries, and visits to relevant institutions.</p>
<p><b>LP2.3</b></p>	<p>Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task.</p>	<ul style="list-style-type: none"> <li>• Identify what and how you learned, including what has gone well and what has gone less well.</li> <li>• Identify targets you have met and evidence of your achievements.</li> <li>• Identify ways to further improve your performance.</li> </ul>	<p>On completing a coursework assignment, candidates should review their progress with their teacher. This should include what has gone well and what has gone less well. Candidates should identify ways to improve their performance for when they later work on the second coursework assignment.</p>

**PROBLEM SOLVING LEVEL 1****GCSE HISTORY B (THE MODERN WORLD)**

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>You must:</b> Provide at least two examples of meeting the standard for PS1.1, PS1.2 and PS1.3.			
<b>PS1.1</b>	Confirm your understanding of the given problem with an appropriate person and identify two options for solving it.	<ul style="list-style-type: none"> <li>• Check that you are clear about the problem you have been given and how to show success in solving it.</li> <li>• Identify different ways of tackling the problem.</li> <li>• Decide, with help, which options are most likely to be successful.</li> </ul>	Not applicable to this specification.
<b>PS1.2</b>	Plan and try out at least one option for solving the problem, using advice and support given by others.	<ul style="list-style-type: none"> <li>• Confirm with an appropriate person the option you will try for solving the problem.</li> <li>• Plan how to carry out this option.</li> <li>• Follow through your plan, making use of advice and support given by others.</li> </ul>	Not applicable to this specification.
<b>PS1.3</b>	Check if the problem has been solved by following given methods and describe the results, including ways to improve your approach to problem solving.	<ul style="list-style-type: none"> <li>• Check if the problem has been solved by accurately following the methods you have been given.</li> <li>• Describe clearly the results of tackling the problem.</li> <li>• Identify ways of improving your approach to problem solving.</li> </ul>	Not applicable to this specification.

**PROBLEM SOLVING LEVEL 2****GCSE HISTORY B (THE MODERN WORLD)**

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>You must:</b> Provide at least two examples of meeting the standard for PS2.1, PS2.2 and PS2.3.			
<b>PS2.1</b>	Identify a problem and come up with two options for solving it.	<ul style="list-style-type: none"> <li>Identify the problem, accurately describing its main features, and how to show success in solving it.</li> <li>Come up with different ways of tackling the problem.</li> <li>Decide which options have a realistic chance of success, using help from others when appropriate.</li> </ul>	Not applicable to this specification.
<b>PS2.2</b>	Plan and try out at least one option for solving the problem, obtaining support and making changes to your plan when needed.	<ul style="list-style-type: none"> <li>Confirm with an appropriate person the option you will try for solving the problem, and plan how to carry it out.</li> <li>Use your plan, organising the relevant tasks and making changes to your plan when needed.</li> <li>Obtain and effectively use any support needed.</li> </ul>	Not applicable to this specification.
<b>PS2.3</b>	Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving.	<ul style="list-style-type: none"> <li>Check if the problem has been solved by accurately applying the methods you have been given.</li> <li>Describe clearly the results, and explain the decisions you took at each stage of tackling the problem.</li> <li>Identify the strengths and weaknesses of your approach to problem solving, and describe what you would do differently if you met a similar problem.</li> </ul>	Not applicable to this specification.