

Oxford Cambridge and RSA Examinations




**OCR GCSE IN HISTORY C
(BRITISH SOCIAL AND ECONOMIC)**

(1936)

KEY SKILLS GUIDANCE

OCR GCSE IN HISTORY C (1936)

Introduction

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  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 C.

	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.

Examples given in this specification normally refer to the Core Content, but Centres may wish to transfer the ideas to the work that they develop in relation to the Thematic Studies.

COMMUNICATION LEVEL 1 GCSE HISTORY C (BRITISH SOCIAL AND ECONOMIC HISTORY)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
C1.1	Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.	<ul style="list-style-type: none"> • Provide information that is relevant to the subject and purpose of the discussion. • Speak clearly in a way that suits the situation. • Listen and respond appropriately to what others say. 	<p>Activities based on group work or a question and answer session would offer opportunities to meet the evidence requirements. Opportunities to develop this key skill are present throughout the specification.</p> <p>As part of a group, discuss the building of canals. Provide information in a clear manner, listening to others and responding to their comments. On a one-to-one basis talk in general about the building of railways in the nineteenth century.</p>
C1.2	Read and obtain information from two different types of documents about straightforward subjects, including at least one image.	<ul style="list-style-type: none"> • Read relevant material. • Identify accurately the main points and ideas in material. • Use the information to suit your purpose. 	<p>An individual candidate could read two historical documents related to an aspect of the specification to gain accurate information for an answer to a question. This task could be based on any aspect of the specification.</p> <p>An example might be that a candidate is asked to read two documents relating to nineteenth century town conditions to gain information about the causes of insanitary conditions as part of an investigation of town conditions.</p>
C1.3	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"> • Present relevant information in a form that suits your purpose. • Ensure text is legible. • Make sure that spelling, punctuation and grammar are accurate so your meaning is clear. 	<p>An individual candidate could be asked to prepare a report, letter, diary or newspaper article in which spelling, punctuation and grammar are proof read for accuracy and which includes at least one image. The teacher could provide the material needed. This task could be based on any of the specification content but a specific suggestion would be:</p> <p>Candidates, after studying contemporary documents, could be asked to produce a Factory Inspector's Report on working conditions in textile mills in the early nineteenth century. This approach could use ICT skills to present information. (IT1.2)</p>

COMMUNICATION LEVEL 2 GCSE HISTORY C (BRITISH SOCIAL AND ECONOMIC HISTORY)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
C2.1a	Contribute to a discussion about a straightforward subject.	<ul style="list-style-type: none"> • Make clear and relevant contributions in a way that suits your purpose and situation. • Listen and respond appropriately to what others say. • Help to move the discussion forward. 	<p>A group activity, debate or question and answer session could offer opportunities, throughout the specification, to meet the evidence requirements.</p> <p>Candidates could be asked to discuss the process by which a village was enclosed and then, to move the activity on make personal comments to the fairness of the system and listen to comments from others.</p>
C2.1b	Give a short talk about a straightforward subject, using an image.	<ul style="list-style-type: none"> • Speak clearly in a way that suits your subject, purpose and situation. • Keep to the subject and structure your talk to help listeners follow what you are saying. • Use an image to clearly illustrate your main points. 	<p>Using a variety of sources of information, including images, an individual candidate could produce and deliver a short talk using an image to illustrate the main points. The candidate should demonstrate a clear structure and keep to a maximum time limit.</p> <p>Candidates could be asked to describe the location of either the textile industry or the iron industry, using a map.</p>
C2.2	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"> • Select and read relevant material. • Identify accurately the lines of reasoning and main points from text and images. • Summarise the information to suit your purpose. 	<p>A class, group or individual candidate could be asked to produce a summary of information in the form of notes from text and images provided by the teacher.</p> <p>Candidates could select relevant material using personal written accounts and visual images to build up a set of notes on living in high rise flats. Headings should identify the main points. The notes produced could form part of the study material for other candidates.</p>
C2.3	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"> • Present relevant information in an appropriate form. • Use a structure and style of writing to suit your purpose. • Ensure text is legible and that spelling, punctuation and grammar are accurate, so your meaning is clear. 	<p>Candidates could be asked to prepare reports, letters, discussion documents, diaries, newspaper articles, advertising posters, biographies and technical explanations based on research, historical source material or teacher input.</p> <p>Candidates could find out about the social benefits of railways and produce an advertising poster to persuade people to travel by train. In a written task a candidate could be asked to use paragraphs, headings, sub-headings and images to argue the benefits of railways to businessmen and farmers.</p>

APPLICATION OF NUMBER		LEVEL 1	GCSE HISTORY C (BRITISH SOCIAL AND ECONOMIC HISTORY)
KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
N1.1	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"> Obtain the information you need to meet the purpose of your task. Identify suitable calculations to get the results you need. 	<p>Individual candidates could carryout a simple investigation of historical evidence contained in two different sources that may include charts, tables, diagrams, line graphs and written material.</p> <p>Candidates could use a chart of causes of death in coal mines together with a written commentary of coal mine accidents to calculate those killed by methane gas as compared to those killed as a result of other causes.</p>
N1.2	Carry out straightforward calculations to do with: <ul style="list-style-type: none"> a) amounts and sizes; b) scales and proportion; c) handling statistics. 	<ul style="list-style-type: none"> Carry out calculations to the levels of accuracy you have been given. Check your results make sense. 	<p>Using historical data carryout calculations and check results for accuracy.</p> <p>A study by the class of mining accidents could contain figures relating to ages of death. Calculations could be made to show the proportion of deaths in the under sixteens compared to the over sixteens. The scale of the disaster can be evaluated. The results should be checked for accuracy.</p>
N1.3	Interpret the results of your calculations and present your findings. You must use one chart and one diagram.	<ul style="list-style-type: none"> Choose suitable ways to present your findings. Present your findings clearly. Describe how the results of your calculations meet the purpose of your task. 	<p>Individual candidates could use the source material provided by the teacher on mining accidents to present a report to the rest of the class. They put forward and test a hypothesis enabling the candidate to describe how the results of calculations meet the purpose of the task. The report must contain one chart and one diagram.</p> <p>Candidates could extend their research into mining accidents producing a report that uses a pie chart or bar graph, together with a diagrammatic representation, to present findings about accidents to the group.</p>

APPLICATION OF NUMBER LEVEL 2 **GCSE HISTORY C
(BRITISH SOCIAL AND ECONOMIC HISTORY)**

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
You must: carry through at least one substantial activity that includes straightforward tasks for N2.1, N2.2 and N2.3			
N2.1	Interpret information from two different sources, including material containing a graph.	<ul style="list-style-type: none"> Choose how to obtain the information needed to meet the purpose of your activity. Obtain the relevant information. Select appropriate methods to get the results you need. 	Not applicable to this specification.
N2.2	Carry out calculations to do with: <ul style="list-style-type: none"> a) amounts and sizes; b) scales and proportion; c) handling statistics; d) using formulae. 	<ul style="list-style-type: none"> Carry out calculations, clearly showing your methods and levels of accuracy. Check your methods to identify and correct any errors, and make sure your results make sense. 	Not applicable to this specification.
N2.3	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"> Select effective ways to present your findings. Present your findings clearly and describe your methods. Explain how the results of your calculations meet the purpose of your activity. 	Not applicable to this specification.

INFORMATION TECHNOLOGY LEVEL 1**GCSE HISTORY C
(BRITISH SOCIAL AND ECONOMIC HISTORY)**

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
IT1.1	Find, explore and develop information for two different purposes.	<ul style="list-style-type: none">• Find and select relevant information.• Enter and bring in information, using formats that help development.• Explore and develop information to meet your purpose.	<p>Candidates could find, select and compile different types of information using CD-ROMs for a task or piece of coursework. The opportunity to develop this IT Level 1 is present throughout the specification.</p> <p>Candidates could be asked to find and select information about an individual as part of their coursework studies to produce a report or article to show importance.</p>
IT1.2	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">• Use appropriate layouts for presenting information in a consistent way.• Develop the presentation so it is accurate, clear and meets your purpose.• Save information so it can be found easily.	<p>Candidates could be asked to bring together information in an appropriate layout format to present information that includes text, image and number. This information would be retained for future reference. The opportunity to develop this Key Skill at Level 1 is present throughout the specification.</p> <p>Candidates could be asked to complete the coursework task on the individual chosen under key skill IT1.1.</p>

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
IT2.1	Search for and select information for two different purposes.	<ul style="list-style-type: none"> Identify the information you need and suitable sources. Carry out effective searches. Select information that is relevant to your purpose. 	<p>Candidates could be asked to search and identify appropriate historical data using CD-ROMs and on-line facilities to share with others and also to provide a set of notes. The opportunity to develop this Key Skill is present throughout the specification.</p> <p>Research information with regard to the use of canals in the 18th century and select information to present to others, which might include data, and interpret information to produce a simple report regarding canal growth.</p>
IT2.2	Explore and develop information, and derive new information, for two different purposes.	<ul style="list-style-type: none"> Enter and bring together information using formats that help development. Explore information as needed for your purpose. Develop information and derive new information as appropriate. 	<p>Candidates could be required to bring together information by using appropriate techniques to allow a line of enquiry to be followed. The material should be developed to include text, images and numbers. The opportunity to develop this Key Skill at Level 2 is present through out the specification.</p> <p>Candidates can be asked to extend work developed under IT2.1 to investigate the growth of canals and the problems that users faced. The product of this being the start of a report on the rise and fall of canals.</p>
IT2.3	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"> Select and use appropriate layouts for presenting combined information in a consistent way. Develop the presentation to suit your purpose and the types of information. Ensure your work is accurate, clear and saved appropriately. 	<p>Candidates could be asked to present combined information that includes text, images and number to produce a report and newspaper article. This could be used to address an issue. The opportunity to develop this Key Skill at Level 2 exists throughout the specification.</p> <p>Candidates could be given the task of exploring the issue 'Canals declined because of the coming of the railways'. Using previously developed material, together with additional information derived from IT sources a set of study notes could be produced. Additionally a newspaper article, arguing for other reasons, could be prepared. Included should be text, image and number. Fully developed this would meet IT2.1 and IT2.2.</p>

WORKING WITH OTHERS LEVEL 1

GCSE HISTORY C (BRITISH SOCIAL AND ECONOMIC HISTORY)

KEY SKILL	EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p>You must: 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>WO1.1</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"> • Check that you clearly understand the objectives you have been given for working together. • Identify what needs to be done to achieve these objectives and suggest ways you could help. • Make sure that you are clear about your responsibilities and working arrangements.
<p>WO1.2</p>	<p>Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities.</p>	<ul style="list-style-type: none"> • Carry out tasks to meet your responsibilities. • Work safely, and accurately follow the working methods you have been given. • Ask for help and offer support to others, when appropriate.
<p>WO1.3</p>	<p>Identify progress and suggest ways of improving work with others to help achieve given objectives.</p>	<ul style="list-style-type: none"> • Identify what has gone well in working with others. • Report any difficulties in meeting your responsibilities and say what you did about them. • Suggest ways of improving work with others to help achieve the objectives.
<p>Opportunities to develop this Key Skill at Level 1 are present throughout the course in the context of group work. The group should be clear about the task to be achieved, the working arrangements and responsibilities to achieve the objective and should identify the role played by the individual candidate(s). Candidates could be required to develop a work plan related to the 'enclosure debate' that identifies the objective, the roles to be played for example landowner, squatter, the evidence to be accessed for the differing points of view and the time available for preparation.</p> <p>Group work throughout the course provides opportunities for experience of this Key Skill. Candidates can further develop the work on the 'enclosure game' by assisting each other in developing arguments for or against the introduction of enclosure. This could be achieved through a brainstorming session.</p> <p>All group work provides the opportunity to meet the requirements of this Key Skill. After the task on the 'enclosure game' is complete, candidates could be given the opportunity to review which areas of collaboration were successful, report on any difficulties in producing arguments and suggest ways of improving working with others.</p>		

WORKING WITH OTHERS **LEVEL 2** **GCSE HISTORY C**
(BRITISH SOCIAL AND ECONOMIC HISTORY)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p>You must: 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>			
WO2.1	Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.	<ul style="list-style-type: none"> Identify the objectives of working together and what needs to be done to achieve these objectives. Exchange relevant information to clarify responsibilities. Confirm working arrangements with those involved. 	<p>Candidates either in a group or paired situation could use opportunities throughout the specification to experience this Key Skill.</p> <p>Candidates could be required to work in groups or as a pair on an investigation into the building of the Liverpool to Manchester Railway. For this Key Skill a 'work plan' could be developed.</p>
WO2.2	Work cooperatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.	<ul style="list-style-type: none"> Organise your own tasks so you can be effective in meeting your responsibilities. Carry out tasks accurately and safely, using appropriate working methods. Support cooperative ways of working, seeking advice from an appropriate person when needed. 	<p>Following through the group or pair activity from WO2.1, candidates could be asked to prepare a display about the railway. Each member of the group or pair would need to support and advise others to help meet the given strict deadlines.</p>
WO2.3	Exchange information on progress and agree ways of improving work with others to help achieve objectives.	<ul style="list-style-type: none"> Provide relevant information on what has gone well and what has gone less well in working with others, including the quality of your work. Listen and respond appropriately to progress reports from others. Agree ways of improving work with others to help achieve the objectives. 	<p>All aspects of group or pair work within this specification provide the opportunity to experience this Key Skill.</p> <p>Following through the work on WO2.1 and WO2.2 the group or pair could give a short presentation identifying how they had operated, considering observations on ways to improve. The group or pair could then evaluate how successful they had been.</p>

IMPROVING OWN LEARNING AND PERFORMANCE

LEVEL 1

GCSE HISTORY C (BRITISH SOCIAL AND ECONOMIC HISTORY)

KEY SKILL	EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
You must: Provide at least two examples of meeting the standard for LP1.1, LP1.2 and LP1.3.		
LP1.1	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"> • Make sure targets clearly show what you want to achieve. • Identify clear action points and deadlines for each target. • Identify how to get the support you need and the arrangements for reviewing your progress.
LP1.2	Follow your plan, using support given by others to help meet targets. Improve your performance by: <ul style="list-style-type: none"> • Studying a straightforward subject. • Learning through a straightforward practical activity. 	<ul style="list-style-type: none"> • Work through your action points to complete tasks on time. • Use support given by others to help you meet targets. • Use different ways of learning suggested by your supervisor, and make changes, when needed, to improve your performance.
LP1.3	Review your progress and achievements in meeting targets, with an appropriate person.	<ul style="list-style-type: none"> • Say what you learned and how you learned, including what has gone well and what has gone less well. • Identify targets you have met and your achievements. • Check what you need to do to improve your performance.
<p>In the context of many areas of the specification candidates could be asked to plan short-term targets with action points, deadlines, support and arrangements for review.</p> <p>Candidates could be asked to set short-term targets for the study of a topic such as public health legislation in the nineteenth century. These might include the date by which the research is to be completed and when the first review is to take place.</p> <p>Many aspects of the specification will allow the use of resources to meet task targets such as using a video recording.</p> <p>Candidates may be asked to develop work on public health within specified targets by studying a video as well as a set of historical source material collected by other members of the class or group to learn about the objections to public health legislation.</p> <p>The specification offers numerous opportunities for evidence of Level 1 of this Key Skill.</p> <p>The short-term targets set for the work on public health can be reviewed by self-evaluation and through discussion with the teacher. This should identify the areas that have gone well and the work that has gone less well. Identification of areas that will improve performance should be made.</p>		

IMPROVING OWN LEARNING AND PERFORMANCE**LEVEL 2****GCSE HISTORY C
(BRITISH SOCIAL AND ECONOMIC HISTORY)**

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
You must: Provide at least two examples of meeting the standard for LP2.1, LP2.2 and LP2.3.			
LP2.1	<p>Help set short-term targets with an appropriate person and plan how these will be met.</p>	<ul style="list-style-type: none"> • Provide accurate information to help set realistic targets for what you want to achieve. • Identify clear action points for each target. • Plan how you will use your time well to meet targets, including use of support and arrangements for reviewing your progress. 	<p>Candidates could be asked to set targets for the coursework aspect of the specification. This will involve how best to use available resources and may include visits to libraries and ICT centres to gain additional material. Reviews of progress should be built into the plan.</p>
LP2.2	<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"> • Studying a straightforward subject. • Learning through a straightforward practical activity. 	<ul style="list-style-type: none"> • Use your action points to help manage your time well and complete tasks, revising your plan when needed. • Identify when you need support and use this effectively to help you meet targets. • Select and use different ways of learning to improve your performance, working for short periods without close supervision. 	<p>Candidates could be asked to take responsibility for one aspect such as the development of presentation. Candidates need to be encouraged, around the action plan, to ask 'How well am I doing?' and 'What action can I take to improve?'</p>
LP2.3	<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"> • Identify what and how you learned, including what has gone well and what has gone less well. • Identify targets you have met and evidence of your achievements. • Identify ways to further improve your performance. 	<p>Candidates could review progress with the teacher, identifying what has gone well and what needs further attention. Candidates could be asked to set targets that will improve future performance and evaluate how prior learning has aided improvement.</p>

PROBLEM SOLVING LEVEL 1 GCSE HISTORY C (BRITISH SOCIAL AND ECONOMIC HISTORY)

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

PROBLEM SOLVING LEVEL 2 GCSE HISTORY C (BRITISH SOCIAL AND ECONOMIC HISTORY)

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