



OCR GCSE IN HISTORY (PILOT)	[1938]
OCR GCSE (SHORT COURSE) IN HISTORY (PILOT)	[1038]

QAN GCSE: 100/5912/X
QAN GCSE: (Short Course) 100/5913/1

Key Features

- Flexible structure
- Wide range of optional units
- 75% internally assessed
- Innovative forms of assessment
- Medieval History unit
- General and vocational options
- Relates history to the world of work

Support and In-Service Training for Teachers

- Specimen externally set task
- Teacher instructions for Unit 1: Medieval History
- OCR-endorsed publisher support to follow
- The OCR website www.ocr.org.uk
- Cluster group networks supported by dedicated Cluster Group Leaders
- History support contacts matrix for centres
- E-community support

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SECTION A: SPECIFICATION SUMMARY

OUTLINE

CORE (SHORT COURSE)		
Unit 1: Medieval History	AND	Unit 2: Local History Investigation OR Unit 3: International History
External Assessment		Coursework Assessment
50% (25% of Full Course)		50% (25% of Full Course)

OPTIONAL UNITS (TO MAKE UP THE FULL COURSE)		
One from Units 4, 5, 6, 9	AND	One from Units 7, 8, 10, 11, 12
Teacher Assessment		Coursework Assessment
25% of Full Course		25% of Full Course

UNITS

Candidates take **two** from three units for the Short Course **and** an additional **two** units from nine optional units for the Full Course.

Unit	Title	Entry code	Weighting	General/ Vocational	Assessment
1	Medieval History	4971	50% Short 25% Full	–	External
2	Local History Investigation	4972	50% Short 25% Full	–	Coursework
3	International History	4973	50% Short 25% Full	–	Coursework
4	Heritage Management and Marketing	4974	25% Full only	Vocational	Teacher Assessment
5	Multimedia in History: Bringing the Past to Life	4975	25% Full only	Vocational	Teacher Assessment
6	An Archaeological Enquiry	4976	25% Full only	Vocational	Teacher Assessment
7	Whose History? Presenting the Past	4977	25% Full only	Vocational	Coursework
8	Change over Time	4978	25% Full only	General	Coursework
9	Missing Pages: The Migrant Experience	4979	25% Full only	General	Teacher Assessment
10	A Society in Depth	4980	25% Full only	General	Coursework
11	Local History Investigation	4981	25% Full only	General	Coursework
12	International History	4982	25% Full only	General	Coursework

RULES OF COMBINATION

For the Short Course candidates must take Unit 1 and **either** Unit 2 **or** Unit 3.

For the Full Course, candidates must take Unit 1 and **either** Unit 2 **or** Unit 3. They must also take **one** unit from coursework-assessed Units 7, 8, 10, 11 and 12 and **one** unit from the teacher-assessed Units 4, 5, 6 and 9.

Candidates who take Unit 2 in the Short Course may **not** also take Unit 11 in the options.
Candidates who take Unit 3 in the Short Course may **not** also take Unit 12 in the options.

Note: Candidates must be entered for each individual unit that they take and for overall GCSE Short Course and/or Full Course aggregation at the appropriate time.

SECTION B: GENERAL INFORMATION

1 INTRODUCTION

1.1 Rationale

The development of this specification arises from work undertaken by the QCA Geography and History Curriculum Project showing a need for new thinking about history for 14-16 year olds, and from proposals in the Government's 14-19 Green Paper offering the opportunity for the development of hybrid GCSE courses.

This specification builds on existing good practice and current thinking in secondary history to provide a lively and innovative course for candidates in the 21st century. It has been designed to be inclusive, and to motivate and interest all candidates by offering varieties of history not currently available to 14-16 year olds and by forging a closer relationship between school history and the wider world.

Significant features of the specification include:

- an emphasis on internal and teacher assessment;
- flexibility, by offering centres a wide range of optional units and providing opportunities for them to develop these units in ways that reflect local interests and needs;
- enhancing the potential of the history curriculum to address aspects of vocational education;
- emphasising to candidates the importance of history for understanding and participating in both their own communities and the wider world;
- a focus on representations and interpretations of history, particularly those found in the heritage and tourist sectors.

This specification makes possible a wide range of approaches to teaching, learning and assessment. It introduces new methods of external and internal assessment (providing opportunities for these to be evaluated) and gives candidates opportunities to be engaged in relevant, significant and stimulating enquiries.

History is studied on at least two out of three levels: local, national and international. Knowledge and understanding of the key features and characteristics of periods and the diversity of human experience in the societies studied are required. Opportunities are provided for the study of history from a variety of perspectives. The specification requires the use of a wide range of historical sources of different types, as well as the examination and evaluation of representations and interpretations of history in the periods studied.

This specification both lays the foundations for the further study of history at Advanced Level and beyond, and helps candidates to see and experience the relevance of the subject to a range of occupations, particularly those in the expanding heritage sector. It demonstrates how history can contribute to work-related learning, both through the nature of the topics studied and through developing vocational skills. Emphasis is placed on areas such as working in teams, planning, problem-solving and constructing presentations in a range of media including ICT.

This specification meets the requirements of the QCA regulations for GCSE specifications and the Subject Criteria for History. It presents centres with alternative and flexible ways of meeting the statutory humanities entitlement at 14-16 by offering a history core (a GCSE Short Course) which builds on learning at key stage 3 and gives candidates a sufficient range of historical knowledge, understanding and skills to participate effectively in the world around them whether or not they intend to continue with history or history related studies. The range of optional units makes it possible for candidates to construct a course tailored to their own needs by opting for units with more of a vocational or general bias, or a balance between the two.

For centres in **Northern Ireland**, the requirements of the Northern Ireland programme of study to cover a proportion of Irish History can be met by the choice of either Unit 2 or Unit 11 (Local History Investigation).

For centres in **Wales** there are no extra requirements. However, teachers are advised to ensure that there is coherent progression from the emphasis on Welsh History at Key Stage 3 through the appropriate choice of topics in their schemes of work for the course.

1.2 Certification Title

This specification will be shown on a certificate as:

OCR GCSE in History

OCR GCSE (Short Course) in History

1.3 Level of Qualification

This qualification is approved by the regulatory authorities (QCA and ACCAC) as part of the National Qualifications Framework (NQF) for England and Wales.

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

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

1.4 Recommended Prior Learning

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

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

1.5 Progression

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

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

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

Specifically, candidates who achieve a grade C or above would be well prepared to study AS/Advanced GCE History.

1.6 Overlap with Other Qualifications

This specification does not overlap with any other GCSE qualifications in any other subject.

1.7 Restrictions on Candidate Entries

Candidates who enter for this GCSE specification may not also enter for any other GCSE specification in History in the same examination series. They may however enter for an Entry Level qualification in History in the same examination series.

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

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

The classification code for this specification is 4010.

1.8 Code of Practice Requirements

These specifications will comply in every respect with the revised Code of Practice requirements for courses starting in September 2006.

1.9 Status in Wales and Northern Ireland

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

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

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

2 SPECIFICATION AIMS

This course gives candidates the opportunity to:

- Understand what history is, why it matters and how it can be studied in different ways.
- Develop a sense of personal identity through engaging with stimulating and controversial issues. This will include identity as citizens of their own communities and the wider world, and a knowledge and understanding of, and respect for, the diversity of human experience, whether cultural, economic, social, political, moral, ethnic or religious.
- Work actively through the process of historical enquiry, using a wide range of sources (including film, paintings, photographs, artefacts, the built environment, written accounts, literature and the Internet), critically and in context.
- Comprehend, analyse and evaluate how the past has been interpreted and represented in different ways, in writing, in film and TV and through heritage sector bodies such as museums (open-air and conventional), historical theme parks, galleries and sites.
- Become aware of the important role history plays in many vocational areas, especially the heritage industry, and develop the skills to participate in these areas. This will be done through the study of how the heritage industry works and/or taking part in tasks which develop these skills: asking questions, planning research, working in groups, sustaining an enquiry, ICT skills, reviewing progress and communicating results appropriately to different audiences and for different purposes.

3 ASSESSMENT OBJECTIVES

ASSESSMENT OBJECTIVE 1

Candidates must demonstrate the ability to recall, select, organise and deploy knowledge of the specification content in a range of contexts, including vocational contexts, and to communicate it through description, analysis and explanation of:

- the events, people, changes and issues studied;
- the key features and characteristics of the periods, societies or situations studied;
- the significance of some of these to their own lives;
- the diversity of human experience within the same period, society or situation.

ASSESSMENT OBJECTIVE 2

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

ASSESSMENT OBJECTIVE 3

Candidates must demonstrate the ability to structure an historical enquiry, to monitor and reflect on progress, and to review, evaluate, make changes and improvements.

ASSESSMENT OBJECTIVE 4

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

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

4 SCHEME OF ASSESSMENT

4.1 Tiers

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

4.2 Units

Unit	Title	Entry code	Weighting	General/ Vocational	Assessment
1	Medieval History	4971	50% Short 25% Full	–	External
2	Local History Investigation	4972	50% Short 25% Full	–	Coursework
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4.3 Externally Set Task

UNIT 1 MEDIEVAL HISTORY (4971) (4 HOURS)

Candidates must attempt the Unit 1 externally set, externally marked task. The paper carries a total of 50 marks.

- Before candidates start work on the task, teachers should have:
 - allocated a period of four hours (in normal lesson time) during which candidates will be researching the task and writing up their answers;
 - made appropriate arrangements for candidates to access the school library and other available resources such as the Internet if possible.
- Candidates should have access to their class notes, text books, library books and, if possible, the Internet during the four-hour period set aside for the set task. It is anticipated that candidates should spend approximately two and a half to three hours on research and note-taking and one to one and a half hours writing up their findings.
- Candidates must be supervised at all times during the four hours of the set task. At the end of each period of work, candidates' notes, floppy discs etc must be collected in and given out again at the beginning of the next period of work.
- On completion of the task candidates must submit a full list of resources used, including web sites.
- Candidates may **not** communicate with each other about the content of their work during the four-hour period of the set task.
- Candidates may not introduce any new material into their research that is not accessed during the four-hour period of the set task.
- When necessary, candidates are allowed to request assistance from their teacher. It is appropriate, for example, for candidates to ask for technical help in accessing the Internet or using a library catalogue. It would **not** be appropriate for them to ask for help in evaluating a particular source or for advice as to whether the conclusions they were drawing were accurate.
- Teachers may give guidance to candidates during the four-hour period of the set task. It would be appropriate:
 - to ensure all candidates understand the guidance given on how to undertake the task;
 - to assist candidates, either collectively or individually, in time management by suggesting they move on to consider other source material or that they should begin writing up their findings.It would **not** be appropriate:
 - to provide writing frames or outline plans for the written response;
 - to supply specific words and phrases for candidates to use.
- Candidates may use word processors to write up their findings or they may hand-write their answers.
- At the end of the four hours, teachers must collect in the candidates' written answers for dispatch to the designated examiner in the usual way. It is not necessary to include candidates' notes or any other material that might have been used.
- Teachers may not discuss the set task with candidates at any time between periods of work.

4.4 Re-sit Rules

Candidates may resit any unit once only prior to certification. The better score will be used in the aggregation. Individual unit results have a shelf-life limited only to that of the qualification.

4.5 Entries and Certification

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 should be aware that a minimum of ten candidates for summer examinations is normally required.

To offer this History qualification, centres must also apply to be a pilot centre.

In addition to unit entries:

- to claim the Short Course GCSE qualification candidates must be entered for the certification code 1038;
- to claim the Full Course GCSE qualification candidates must be entered for the certification code 1938.

Certification of the Short Course GCSE will be available from June 2007 and of the Full Course GCSE from June 2008.

4.6 Unit Availability

For the purposes of the pilot, units will be available in June only. The Short Course Units 1, 2 and 3 only will be available in June 2007. All units will be available in June 2008.

4.7 Weighting of Assessment Objectives

The relationship between the assessment objectives and the components of the scheme of assessment is shown in the following grids:

Component (Short Course)	Assessment Objective 1	Assessment Objectives 2 - 4	Total (Short Course)
Unit 1	25%	25%	50%
Unit 2 or	25%	25%	50%
Unit 3	25%	25%	50%
Overall	50%	50%	100%

Component (Full Course)	Assessment Objective 1	Assessment Objectives 2 - 4	Total (Full Course)
Unit 1	12.5%	12.5%	25%
Unit 2 or	12.5%	12.5%	25%
Unit 3	12.5%	12.5%	25%
Two from Units 4 - 12	2 x 12.5%	2 x 12.5%	50%
Overall	50%	50%	100%

4.8 Internal Assessment (Coursework / Teacher Assessment)

Internal assessment carries a total of 50 marks in the Short Course, 150 marks in the Full Course, of which half are allocated to Assessment Objective 1 and half to Assessment Objectives 2 – 4.

Candidates must complete coursework for one unit (50 marks) for the Short Course, and coursework for another unit (50 marks) for the Full Course.

Candidates must also complete **one** unit (50 marks) assessed through teacher assessment for the Full Course.

Apart from Unit 1 all the units will be assessed either through coursework or teacher assessment. It is important that the distinction between these two forms of assessment is clear.

COURSEWORK

The nature of coursework

For coursework units candidates will be required to complete one or more assignments. The number and types of assignments for each coursework unit are explained in Section C: Specification Content. All of the assessment of these units will be based on these assignments. Usually there will be one or two assignments. Candidates will complete these after following a programme of study relevant to the unit. The coursework for each unit must cover all the assessment objectives.

Approval of Programmes of Study and Coursework Assignments

Programmes of study and assignments will be constructed by a centre or by a cluster group. They must be approved by a Coursework Consultant before being given to candidates.

Teacher supervision of coursework

OCR expects teachers to supervise and guide candidates who are completing coursework. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising coursework, teachers are expected to:

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

Coursework should be completed in the course of normal curriculum time and supervised and marked by the teacher who must be satisfied that the work submitted for assessment is the candidate's own.

Candidates may use a word processor to produce their coursework. The work may be submitted in a variety of media including posters, guide books, video tape, audio tape, power-point presentations, electronic e.g. a web site.

Assessing the Work

Candidates' coursework will be marked by the centre using the Assessment Criteria. It is not expected that work will necessarily meet all the criteria in a band. The assessment objectives should not be assessed separately. The band descriptors should be read and applied as a whole and a best-fit approach should be adopted. If more than one piece of coursework is completed for a unit, they should be assessed together. It will help the process of moderation if teachers indicate on the work where certain bands have been met.

Moderation

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

It is a requirement for all centres to submit with their coursework sample a complete portfolio of one candidate's work to verify that each internal assessment component is based on an approved course of study.

Examples of appropriate coursework assignments are given in Section C.

Full details of the regulations for coursework can be found in Section D.

TEACHER ASSESSMENT

The nature of the work

Candidates will be assessed throughout the time spent on a teacher-assessed unit. Assessment should be based on the achievements of candidates in their widest sense and should for the most part be based on the normal work completed by candidates as part of the enquiry (or series of enquiries) planned for the unit. The work completed by candidates should be as varied as possible and should cover the skills and understandings in the assessment objectives and the Assessment Criteria. This should be done as naturally as possible. Candidates should not feel that they are continually completing assessment tasks, nor should they feel they are being assessed all the time.

The key to successful teacher assessment is in the planning. The enquiry or enquiries for these units need to be carefully planned so that opportunities for teacher assessment arise naturally out of valid, interesting and stimulating activities that provide opportunities for candidates to show what they can do in relation to the assessment objectives. Teachers should not devise enquiries that consist of nothing but a series of specially devised assessment exercises.

It is expected that teachers will mark the work of the candidates in the normal way. Such marking will have two purposes: it should be formative i.e. indicating to candidates their strengths and weaknesses in relation to the Assessment Criteria, and helping them to make further progress; and it should help the teacher when making an overall judgement about each candidate at the end of the unit.

The candidates' work might include:

- ephemeral evidence such as oral contributions to class discussions, contributions made as a member of a team planning and discussing work, presentations to the class, interviews with the teacher;
- normal written work completed as part of the enquiry for the unit. This can include work completed at home and in class. It can include formal written work but can also include work in other media such as electronic;
- a summative piece of work completed towards the end of the unit. It is important that the process i.e. the planning and preparatory work by candidates is assessed alongside the final product.

Approval of the Enquiry

An enquiry (or series of enquiries) must be devised for the teacher-assessed unit. This can be done by single centres or by cluster groups. These enquiries must be approved by a Coursework Consultant before they can be used in the classroom. They should demonstrate the opportunities for candidates to show what they can do in relation to the assessment objectives, and should also include opportunities for teachers to record achievement where the evidence is ephemeral.

Teacher supervision of candidates

OCR expects teachers to supervise and guide candidates while they are completing work. The degree of teacher guidance 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 candidates, teachers are expected to:

- offer candidates advice about how best to approach the work;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism.

The work should be completed in the course of normal curriculum time, including homework, and supervised and marked by the teacher who must be satisfied that the work submitted for assessment is the candidate's own.

Candidates may use a word processor to produce their coursework. The work may be submitted in a variety of media including posters, guide books, video tape, audio tape, power-point presentations, electronic e.g. a web site.

Assessing the Work

It is not intended that teacher assessment should place extra burdens on teachers or candidates. However, where the evidence is ephemeral e.g. contributions to class discussions, teachers will need to keep records of the attainment of candidates in relation to the Assessment Criteria. During the course of the unit candidates will complete a range of work. This might well include informal work such as planning notes and drafts, as well as more formal work. Such work can be written or in other media such as electronic.

By the end of a teacher-assessed unit each candidate will have a portfolio of work. The teacher will assess the portfolio as a whole using the Assessment Criteria. The teacher's records based on the ephemeral evidence will also feed into these judgements.

When using the Assessment Criteria, the assessment objectives should not be assessed separately. The band descriptors should be read and applied as a whole and a best-fit approach should be adopted. It is not expected that work will necessarily meet all the criteria in a band.

MODERATION

Moderation will be divided into two stages:

Stage 1: The Agreement Trial

All the centres in a cluster group will hold an agreement trial. This will be led by the Cluster Group Leader. Each centre will bring to the meeting a sample of their candidates' portfolios across the mark range and across different teaching groups (teachers' notes regarding ephemeral evidence should also be available). The size of the sample will be decided by the Cluster Group Leader. The purpose of the agreement trial will be to ensure that the standard of the award of marks is the same for each centre in the cluster group and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The meeting will agree a rank order for all the candidates in the cluster group. It will also select a sample of portfolios for external moderation.

Stage 2: External Moderation

For the purposes of moderation each cluster group will be treated as a single centre. The moderator will visit one of the centres where a sample of portfolios for the cluster group will be available. This sample will include portfolios across the mark range and across all the centres in the cluster group (teachers' notes regarding ephemeral evidence will also be available). The purpose of moderation will be to ensure that the award of marks is the same as in other cluster groups and conforms to the general standard for the specification. Teachers from the centres should be present to help assist the moderator.

Guidance on planning suitable enquiries can be found in Section C.

Full details of the regulations for internal assessment can be found in Section D.

4.9 Assessment of Written Communication

Candidates are expected to:

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

Where appropriate they should also use a suitable structure and style of writing. It should be noted that not all components require responses in continuous prose.

The quality of written communication covers clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. It is one of the criteria to be used to determine whether work should be placed at the top, middle or bottom of a band in the relevant Assessment Criteria. Written communication will be assessed within Unit 1 and within coursework, wherever candidates are required to produce extended written responses.

4.10 Differentiation

In Unit 1 (the externally set, externally marked task), differentiation will be achieved by the use of the Assessment Criteria and the band descriptors to assess candidates' different levels of response to a common task.

In coursework, differentiation will be achieved by the setting of coursework assignments which allow candidates to show what they can do in relation to the assessment objectives, and by the use of the Assessment Criteria and the band descriptors to assess candidates' responses to the assignments.

In teacher assessment, differentiation will be achieved by planning an enquiry, or enquiries, that allow candidates to show what they can do in relation to the assessment objectives, and by the use of the Assessment Criteria and the band descriptors to assess candidates' work.

4.11 Awarding of Grades

The external assessment will have a total weighting of 50% (Short Course) / 25% (Full Course). The internal assessment will have a weighting of 50% (Short Course) / 75% (Full Course).

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

4.12 Uniform Marks

The Short Course will be graded on a Uniform Mark Scale out of 100. The Full Course will be graded on a Uniform Mark Scale out of 200.

The overall uniform mark grade thresholds for the Short Course are as follows:

Max	A*	A	B	C	D	E	F	G	U
100	90	80	70	60	50	40	30	20	0

The overall uniform mark grade thresholds for the Full Course are as follows:

Max	A*	A	B	C	D	E	F	G	U
200	180	160	140	120	100	80	60	40	0

The uniform mark thresholds for each unit are shown below:

Max	A*	A	B	C	D	E	F	G	U
50	45	40	35	30	25	20	15	10	0

It should be noted that the raw mark thresholds for each unit may differ from these uniform mark thresholds.

4.13 Grade Descriptions

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

GRADE F

Candidates select and organise some relevant knowledge of the specification content in a variety of contexts, including vocational contexts. They begin to make links between some of the areas studied and their own lives. They identify and describe some reasons, results and changes in relation to the events, people, changes and issues studied. They describe a few features of an event, issue or period, including some of the diverse ideas, beliefs and attitudes.

Candidates comprehend sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions. They begin to structure aspects of an historical enquiry, monitor and reflect on progress, make some changes and improvements.

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 select, organise and deploy historical knowledge of the specification content in a range of contexts, including vocational contexts, to support, generally with accuracy and relevance, their descriptions and explanations of the events, periods and societies studied. They show an understanding of the significance to their own lives of some of the areas studied.

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

Candidates evaluate and use critically a range of sources of information to investigate issues and draw relevant conclusions. They structure an historical enquiry, monitor and reflect on progress, review and begin to evaluate, and make some changes and improvements.

They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, making some reference to the historical context.

GRADE A

Candidates select, organise and deploy historical knowledge of the specification content in a range of contexts, including vocational contexts, accurately, effectively and with consistency to substantiate arguments and reach historical judgements. They explain the significance to their own lives of some the areas studied.

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

Candidates evaluate and use critically a range of sources of information in their historical context to investigate issues and reach reasoned and substantiated conclusions. They independently structure an historical enquiry, monitor thoroughly and reflect on progress, review, evaluate, make appropriate changes and improvements.

They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways and consider their value in relation to their historical context.

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SECTION C: SPECIFICATION CONTENT

5 INTRODUCTION

The content of this specification is set out in twelve units, three of which form the core of the specification and nine of which are options. A summary of each unit is given below.

UNIT SUMMARIES

Unit 1 – Medieval History (4971)

Candidates will be required to study one of the following two options:

- Raiders and Invaders: the British Isles c.400 - c.1100;
- Power and Control: Kingship in the Middle Ages c.1100 - c.1500.

Each option consists of a title, organising questions and a series of focus points. These used together identify the issues to be investigated.

This unit will be externally assessed.

Unit 2 - Local History Investigation (4972)

Candidates studying for the Short Course will choose either this unit or International History (Unit 3). Those choosing the International History unit for the Short Course can study this Local History Investigation as an optional unit in the full GCSE course (see Unit 11).

Candidates choosing to study this unit are required to follow a programme of study leading to one or more assignments that involve an investigation into an aspect of local history. The assignment(s) should relate to the significance of an historical issue OR site OR person(s) OR event OR development to the local community in the past and the current relevance to the local community.

The assignment(s) will thus address:

- the significance of the chosen aspect in the past;
- its relevance today;
- the issues involved in carrying out the enquiry.

The assignment(s) will be assessed internally through coursework and externally moderated.

Unit 3 - International History (4973)

Candidates studying for the Short Course will choose either this unit or Local History (Unit 2). Those choosing the Local History Unit for the Short Course can study this International History Investigation as an optional unit in the full GCSE course (see Unit 12).

Candidates will be required to follow a programme of study leading to one or more assignments that involve investigating an event, issue or development of international significance.

The assignment(s) must address a historically valid event, issue or development of international significance that people differed about at the time and that affected people in different ways at the time. There should also be a range of views about its historical significance.

Candidates will make use of a wide range of source material and consider:

- an event, issue, or development, a study of which is historically valid;
- the causes and consequences of the event, issue or development;
- how the event, issue or development divided and affected people at the time;
- different judgements about the historical significance of the event, issue or development;
- the need to use a range of source material critically;
- a range of different interpretations about the historical significance of the event, issue or development.

The investigation will be assessed internally through coursework and externally moderated.

Optional Unit 4 - Heritage Management and Marketing (4974)

Candidates may choose either Unit 4(a): Heritage Management or Unit 4(b): Heritage Marketing.

Unit 4(a) - Heritage Management

Candidates will be required to consider and evaluate the competing claims for renovation of two neglected historic sites. They will produce plans for the effective renovation and development of the selected site.

This unit will be assessed by teacher assessment which will take place throughout the unit.

Unit 4(b) - Heritage Marketing

Candidates will be required to conduct an enquiry into heritage marketing. They will plan the marketing of some aspect of British history and produce samples of marketing materials. The aspect of British history to be marketed can be local or national. The unit will involve candidates in:

- researching an aspect of British history;
- planning a marketing campaign;
- using technology and multimedia presentations.

This unit will be assessed by teacher assessment which will take place throughout the unit.

Optional Unit 5 – Multimedia in History: Bringing The Past To Life (4975)

Candidates will conduct an enquiry into how ICT can help to make the study of the past accessible and enjoyable to a range of different audiences. Candidates will be required to study various multimedia applications and evaluate a multimedia product which deals with an historical issue.

This unit will be assessed by teacher assessment which will take place throughout the unit.

Optional Unit 6 – An Archaeological Enquiry (4976)

Candidates will be required to carry out an enquiry into an historical issue that uses archaeological techniques. The enquiry will centre on a valid historical theme in which archaeological techniques are used to contribute to understanding. The enquiry can be centred around some or all of the following:

- a period of history, e.g. Viking, part of the medieval period, Tudor;
- a theme such as military, industrial, religious;
- a concept such as change and continuity, e.g. Celtic-Roman continuity;

The enquiry can relate to any period and to any geographical area – local, national or global.

The enquiry will address two main areas – how archaeology could enhance understanding and the challenges faced in using archaeological methods, including ways in which they can be overcome.

This unit will be assessed by teacher assessment which will take place throughout the unit.

Optional Unit 7 – Whose History? Presenting The Past (4977)

Candidates will be required to follow a programme of study leading to an assignment (or assignments) that will involve investigation into the ways in which an historical event, individual or issue is portrayed across different media and to analyse these interpretations of the past.

The assignment(s) will address an event or issue that has generated a range of different media portrayals and interpretations. The assignment(s) should make use of a wide range of source material. The assignment(s) must be focused on two key questions:

- In what different ways has the past been represented and interpreted?
- Why has the past been represented and interpreted in different ways?

Candidates will be expected to consider the intended purpose and audience of at least two of the interpretations chosen and develop criteria for evaluating their validity.

The assignment(s) will be assessed internally through coursework and externally moderated.

Optional Unit 8 – Change Over Time (4978)

Candidates will be required to follow a programme of study that will lead to an assignment (or assignments) involving the study of the process, nature and extent of change over a period of approximately one hundred years. The programme of study should allow candidates the opportunity to investigate issues related to change in a local, national or international context. The assignment(s) will be focusing on one or several aspects of change over the period studied and will raise issues concerning the process of change.

The assignment(s) will be assessed internally through coursework and externally moderated.

Optional Unit 9 – Missing Pages: The Migrant Experience (4979)

Candidates will be required to carry out an enquiry that will involve investigation into the experience of a specific group of migrants in the 19th or 20th century. The enquiry should address two key questions: What were the reasons for the migration, and how successfully did the migrants settle?

This unit will be assessed by teacher assessment which will take place throughout the unit.

Optional Unit 10 - A Society in Depth (4980)

Candidates will be required to follow a programme of study that will involve the investigation of a society in depth. This should cover the key features, people and events over a period of approximately 30 - 50 years. The society studied can come from any part of the world and from any period of history but cannot be a study of a local area of Britain. This will lead to two assignments, one focusing on the main characteristics of a society and the other on the role of an individual in the society.

The assignments will be assessed internally through coursework and externally moderated.

Optional Unit 11 – Local History Investigation (4981)

For details of this unit please refer to Unit 2: Local History Investigation.

Optional Unit 12 – International History (4982)

For details of this unit please refer to Unit 3: International History.

ESTABLISHING A COHERENT COURSE

The number of options obviously creates a huge range of possible combinations which centres could make in their courses. However, it is important that this course should be coherent, not just a batch of unrelated options.

Here are some suggested rationales for coherent courses, with examples of routes, or pathways, through the options which they create. Please note that these suggestions by no means exhaust all possible satisfactory combinations – many more are possible.

(REMINDER: the full GCSE course should consist of Unit 1 + Unit 2 or Unit 3 + one teacher-assessed unit + one other coursework unit).

A. Pathways of contrasts

The options allow centres to create a course which puts together four units that contrast in a variety of different ways.

A1: Chronological contrasts

Unit 1 (Medieval History)

+ Unit 2 (Local History Investigation – not medieval)

+ Unit 12 (International History – 20th century)

+ Unit 9 (Missing Pages: The Migrant Experience - drawn from a different period from those of the other units)

A2: Types of Enquiry

This combination introduces candidates to four different ways in which historians interrogate the past.

Unit 1 (Medieval History – looking particularly at interpretations)

+Unit 2 (Local History Investigation – looking particularly at issues of significance)

+Unit 5 (Multimedia In History: Bringing the Past to Life – looking at representations)

+Unit 10 (A Society in Depth)

B. Pathways of Links

One or more units could be selected to create links through the course.

B1: Strong Medieval Focus

Unit 1 (Medieval History)

+ Unit 2 (Local History Investigation - a local study, selecting a medieval event or person)

+Unit 6 (An Archaeological Enquiry - of a medieval site)

+Unit 8 (Change over Time – examining change over the medieval period)

B2: Focus on Interpretations

Unit 1 (Medieval History - with interpretations focus)

+Unit 3 (International History - focusing on representations)

+Unit 4b (Heritage Marketing - with focus on presenting the heritage)

+Unit 7 (Whose History? Presenting the Past)

B3: Local History Links

Unit 1 (Medieval History - probably selecting Option 1)

+Unit 2 (Local History Investigation)

+Unit 4a (Heritage Management - management of a local site)

OR

+Unit 6 (An Archaeological Enquiry)

+Unit 8 (Change over Time - in the local area)

B4: The Migrant Experience

Unit 1 (Medieval History - focusing on movement of peoples)

+Unit 3 (International History - choosing a topic on migration)

+Unit 9 (Missing Pages: The Migrant Experience)

+Unit 10 (A Society in Depth - looking at migrant experiences in the host society)

5.1 Unit 1 – Medieval History (4971)

ABOUT THIS UNIT

Candidates will be required to study one of the following two options:

- Raiders and Invaders: the British Isles c.400 - c.1100
- Power and Control: Kingship in the Middle Ages c.1100 - c.1500.

Each option consists of a title, organising questions and a series of focus points. These used together identify the issues to be investigated.

This unit will be externally assessed.

RATIONALE AND AIMS OF THE UNIT

The medieval period is a fascinating and colourful period to study. It was a time of important developments and of change and diversity. It was rich with both pictorial and written sources and has been represented and interpreted in many different ways. The division of the unit into two options allows candidates to focus on an aspect that is of particular interest to them.

Candidates will investigate:

- the causes and consequences of change;
- aspects of cultural, economic, social, political, ethnic and religious diversity;
- the different experiences of men, women and children;
- a wide range of non-written and written sources;
- a wide range of representations and interpretations of the period, including those presented within the heritage industry, such as museums, galleries and sites.

ASSESSMENT

Candidates will be assessed by an externally set, externally marked task. One task will be set for each option and candidates will be required to complete the task on the option for which they have prepared. It should be possible to satisfy the requirements of the examination by writing 1,000 – 1,500 words.

The Task

The task will consist of one question. The question will be based on a statement which candidates have to test against their knowledge of, and their research into, the period. Candidates will be expected to make critical use of the material they have researched.

Undertaking the task

Preparation for, and completion of, the task will take four hours. It is anticipated that this will take place during normal lesson time and over a number of lessons. Candidates must be given the opportunity to use their class notes, text books, all normal library facilities, and if possible the Internet. It is anticipated that candidates will spend approximately two and a half to three hours on research and planning and approximately one to one and a half hours writing up their findings.

Administering the task

Centres will be notified of the date on which scripts must be sent to the external examiner. Centres may give the task to candidates approximately three weeks before this date, ensuring that four hours of lesson time can be comfortably accommodated. Candidates must be supervised at all times during the four hours of the set task. At the end of each period of work, candidates' notes, floppy discs etc must be collected in and given out again at the beginning of the next period of work. On completion of the task candidates must submit a full list of resources used, including web sites.

The role of the teacher

The role of the teacher during the four-hour period of the set task is to assist candidates in managing their time. Thus it is appropriate for the teacher, at the beginning of the four hours, to introduce the task, and briefly explain what candidates have to do. It is also appropriate to suggest, after three hours, that candidates begin writing up their assignments. It would not be appropriate to provide candidates with a template for answers for example, or to provide guidance as to where they could further their research.

Marking

Each task will be marked out of 50 by external examiners, using the Assessment Criteria and band descriptors laid down in the specification.

- Weighting: 25% of the Full Course GCSE, 50% of the Short Course GCSE
- Assessment Objectives: AO: 1, 2, 3 and 4
- Type of assessment: External

STRUCTURE OF THE UNIT

The unit is divided into two options. Candidates are required to study **one** option. Each option contains organising questions, which provide the basic themes for teaching and learning. These are followed by focus points, which identify content and issues to be investigated.

OPTION 1 RAIDERS AND INVADERS: THE BRITISH ISLES c.400 - c.1100

Organising questions

The following organising questions provide the framework of study. They should be used to compare and contrast the three examples of invading and settling. Diversity within each of the three societies, in all of its forms, should be investigated, including the experiences of women and children. Where appropriate, local examples should be used.

- What were the reasons for the invasions (push and pull factors)?
- How were the invasions organised and why were they successful?
- How did the invaders settle?
- How effectively did the invaders establish control?
- What were the long-term legacies of the invasions?
- How do we find out about the invasions?
- How have these invasions been represented and interpreted?

Content

The following content should be investigated using a range of different types of sources, particularly pictorial, and by considering different representations including those created by the heritage industry.

The Saxons

Focus points:

- Reasons for Saxon invasions;
- Continuity of Romano-British culture, especially in the west of the British Isles;
- Saxon settlement and the establishing of the English kingdoms of Northumbria, Mercia and Wessex;
- The structure of Saxon government and society;
- Saxon law and the maintenance of order;
- Everyday life in Saxon England: agriculture, trade, the growth of towns, culture and Christianity.

The Vikings

Focus points:

- Reasons for Viking raids on the British Isles, incursions from the North Sea and the Irish Sea, and the development of raids into widespread invasion;
- Alfred's defence of Wessex, its survival and prosperity;
- The establishment of the Danelaw and the structure of Viking government and society;
- Viking law and the maintenance of order;
- Everyday life, trade, culture and religion;
- Danegeld and the significance of the rule of Cnut.

The Normans

Focus points:

- The reasons for the Norman invasion of 1066;
- The Battle of Hastings and the immediate impact of William's victory;
- English resistance after Hastings including Hereward the Wake, and the Norman reaction to such resistance;
- The establishing of Norman rule and the structure of Norman government;
- The impact of Norman government on society, religion, language and culture;
- The Norman settlement of South Wales.

OPTION 2 POWER AND CONTROL: KINGSHIP IN THE MIDDLE AGES c.1100 – c.1500

Organising questions

The following organising questions provide the framework of study. They should be used to compare and contrast the personality and rule of the four monarchs. Diversity in all its forms, within each of these reigns, should be investigated, including the experiences of women and children. Where appropriate local examples should be used.

- What qualities did a medieval monarch need?
- Were these monarchs faced by similar problems?
- What were the personal strengths and weaknesses of the monarchs?
- What methods did they use to establish loyalty and control?
- Did they have any impact on the lives of ordinary people?
- What were their achievements and their failures?
- How do we find out about these monarchs?
- How have these monarchs been represented and interpreted?

Content

The following content should be investigated using a range of different types of sources, particularly pictorial, and by considering different representations, including those created by the heritage industry.

King John (1199 - 1216)

Focus points:

- The legacy of Richard I and Henry II;
- The limitations of John's personal control as king;
- John's responsibility for events in France in 1204;
- The significance of John's relationship with the English barons and the church;
- The extent to which he weakened the power of the monarchy by agreeing to the Magna Carta;
- His impact on the lives of ordinary people.

Edward I (1272 - 1307)

Focus points:

- Edward's role during his father's reign in defeating Simon de Montfort and restoring the power of the monarchy;
- Edward's objectives and policies in Scotland and Wales - similarities and differences;
- How successful was he in Scotland and Wales?
- Treatment of the Jews and their expulsion from England;
- Relations with the barons and the development of Parliament;
- The effectiveness of his legal and administrative reforms;
- His impact on the lives of ordinary people;
- The problems of the last years of his reign and the legacy he left to his son.

Owain Glyndwr (1349 - 1416)

Focus points:

- Glyndwr's family background;
- Wales in 1400;
- Why was his rebellion so successful?
- His impact on the lives of ordinary people;
- His defeat by the English and the consequences of this defeat for Wales and the Welsh;
- How Glyndwr has been portrayed over the ages and why he caught the imagination of historians and of the Welsh people.

Henry V (1413-1422)

Focus points:

- Henry's experience of wielding power as a prince and heir;
- The England inherited from Richard II and Henry IV;
- Henry's responsibility for military successes in France;
- The effectiveness of his rule in England;
- His impact on the lives of ordinary people;
- The consequences of Henry V's early death.

ASSESSMENT TASKS

Please refer to the specimen externally set task.

GUIDANCE FOR TEACHERS

Teaching and learning should concentrate on identifying, investigating and discussing issues related to the organising questions. For this to be done satisfactorily candidates will need to have followed a programme of study and to have knowledge of the main events, individuals and developments.

The teaching programme for this option should be designed to give candidates opportunities to:

- investigate a wide range of representations and interpretations from a range of different sources e.g. books, TV programmes, websites, museums, tourist centres and publications, sites, and galleries. Issues raised should include: the differences and similarities between the representations and interpretations studied; reasons for these similarities and differences; and the validity of these representations and interpretations. Candidates should be encouraged to suggest and justify alternative representations and interpretations;
- investigate and discuss the organising questions. These should be revisited through the content given in the focus points;
- make comparisons. The nature of these will vary from option to option e.g. comparing the Saxon reasons for invading and settling with those of the Vikings, or comparing the ways in which King John and King Henry V wielded power;
- develop their research and planning skills. For example, candidates should be given experience of researching, planning and producing an investigation in response to one of the specimen tasks, or to one that is similar. Candidates should be aware of the existence of relevant sources of information for their option in the library, on the Internet, and in other places. They should develop the skills necessary for locating and using these resources.

LINKS TO OTHER UNITS

This unit links to other units in several ways:

- It reinforces the abilities to research, plan and organise investigations which are revisited in optional units.
- It introduces candidates to a wide range of representations and interpretations. Representations and interpretations of other topics are at the heart of several optional units, e.g. Unit 7 Whose History? Presenting the Past.
- Study of medieval England can be developed in more depth or breadth by focusing optional units such as Unit 10 A Society in Depth, or Unit 8 Change over Time, on other aspects of the medieval period.
- Local aspects of medieval history can be investigated through other units, both Core and Optional, e.g. Unit 2 Local History Investigation.

ASSESSMENT CRITERIA

Candidates' answers will be assessed by external examiners, using the bands on the following page.

Answers will be placed in the band that provides the best fit description. These bands embrace all the relevant assessment objectives for this unit. However, the assessment objectives will not be assessed separately. The band descriptors will be read and applied as a whole.

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

- the extent to which the statements within the band have been achieved;
- the quality of written communication;
- the evidence used to support the investigation.

BAND 5: 44 - 50 marks

Candidates:

- Select, organise and deploy effectively and relevantly a wide range of information. They demonstrate a good understanding of the significance of the key features, events, individuals and situations in a broad context. They produce well developed, well reasoned and well supported analyses, explanations, arguments and historical conclusions. They also analyse, as a central feature of the work, diversity and interrelationships in the periods, societies and situations studied, and make explicit comparisons between different periods, societies and situations.
- Rigorously evaluate and use critically a broad range of sources of information in their historical context to investigate and to reach reasoned and supported conclusions.
- Show a good understanding of how and why events, people and issues have been interpreted and represented in different ways. They can comment on the validity of interpretations and representations in an informed manner.

BAND 4: 34 - 43 marks

Candidates:

- Select a range of relevant information which is generally well organised and deployed relevantly. They demonstrate a sound understanding of the significance of the key features, events, individuals and situations including some awareness of the broad context. They produce developed, reasoned and supported analyses, explanations, arguments and historical conclusions. They also consider diversity and interrelationships in the periods, societies and situations studied, and make comparisons between different periods, societies and situations.
- Evaluate and use critically a range of sources of information in their historical context to investigate and to reach conclusions.
- Show understanding of how and why events, people and issues have been interpreted and represented in different ways. They can make some valid comments on the validity of interpretations and representations.

BAND 3: 24 – 33 marks

Candidates:

- Select and organise information, much of it deployed relevantly. They demonstrate some understanding of the significance of the key features, events, individuals and situations with a limited awareness of the broad context. They produce structured descriptions and explanations showing some understanding of causes, consequences and changes. Some attempt is made to consider diversity and interrelationships in the periods, societies and situations studied and to make comparison between different periods, societies and situations.
- Evaluate and use critically some of the sources used. There is some evidence of this being used to support their conclusions.
- Show some understanding of how and why events, people and issues have been interpreted and represented in different ways.

BAND 2: 13 – 23 marks

Candidates:

- Select and organise some relevant knowledge. They describe the key features, events, individuals and situations. They identify and describe causes, consequences and changes.
- Use sources of information at face value and can begin to consider their usefulness for investigating historical issues and for making simple conclusions.
- Can identify differences between ways in which events, people and issues have been represented and interpreted, and can begin to identify some of the reasons for these differences.

BAND 1: 0 - 12 marks

Candidates:

- Demonstrate limited ability to select and organise information. Their work contains mostly relevant material. They describe a few features, reasons, results and changes of the events, people and situations studied.
- Use sources of information at face value and can extract relevant information for a given purpose.
- Can identify surface differences between ways in which events, people and issues have been represented and interpreted.

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5.2 Unit 2 - Local History Investigation (4972)

ABOUT THIS UNIT

Candidates studying for the Short Course will choose either this unit **or** International History (Unit 3). Those choosing the International History unit for the Short Course can study this Local History Investigation as an optional unit in the full GCSE course (see Unit 11).

Candidates choosing to study this unit are required to follow a programme of study leading to one or more assignments. The assignment(s) should relate to the significance of an historical issue **OR** site **OR** person(s) **OR** event **OR** development to the local community in the past and the current relevance to the local community.

The assignment(s) will thus address:

- the significance of the chosen aspect in the past;
- its relevance today;
- the issues involved in carrying out the enquiry.

The assignment(s) will be assessed internally through coursework and externally moderated.

RATIONALE AND AIMS OF THE UNIT

This unit allows candidates to investigate in depth an aspect of a locality that still has some relevance to the community.

Candidates will learn:

- to understand what history is, why it matters in their locality and how it can be studied in different ways;
- to work actively through the process of historical enquiry using a range of local sources;
- to develop a sense of personal identity through engaging with a stimulating and relevant issue;
- comprehend, analyse and evaluate how the past has been interpreted and represented in different ways;
- the important role history plays in many vocational areas including the heritage industry.

ASSESSMENT: INTERNAL - COURSEWORK

Candidates will complete one or more assignments. The assignment(s) must address:

- the significance of the chosen aspect in the past;
- its relevance today;
- the issues involved in carrying out the enquiry.

- Weighting: 50% of the Short Course and 25% of the Full Course GCSE.
- Assessment Objectives: AO: 1, 2, 3 and 4
- Type of assessment: Internal: Coursework
- Moderation: Internally assessed and externally moderated.

THE STRUCTURE OF THE PROGRAMME OF STUDY

Programmes of study must be sent to a Coursework Consultant for approval.

The programme of study should provide a wider context for the local investigation. The exact nature of the programme will clearly depend on the locality but it is likely to cover elements such as:

- significant aspects of the history of the locality such as events, people, landmarks – a timeline of the key issues affecting the locality;
- the significance of the locality in a wider national or, if appropriate, global context;
- sources of information available to investigate the locality;
- background information/context to the local issue being investigated.

THE ASSIGNMENTS

Candidates must complete one or more assignments. These should focus on a worthwhile historical issue and involve a range of evidence. The scope of the study should ensure that the chosen aspect can be investigated in depth. There is no precise definition of 'local' but it should not be larger than a region and could be as narrow as a single building or event.

The assignments should allow candidates to complete the investigation effectively within 1000 - 1500 words. The proposed assignments must be submitted to a Coursework Consultant for approval.

The main criteria for successful approval of assignments are that they:

- address a valid historical issue;
- permit investigations using a range of historical sources;
- are manageable;
- ensure explicit consideration of the relevance of the issue to the current community;
- can be assessed easily using the banding definitions below.

There are no limitations to the methods of presentation although they will need to be assessable using the assessment method outlined below and also allow candidates to demonstrate explicitly their knowledge, skills and understanding. This is likely to involve some written material, but it could also include alternative forms such as a play, a 'radio' programme or a presentation.

EXAMPLES OF POSSIBLE ASSIGNMENTS

The following would be valid assignments, allowing candidates to do justice to the relevant assessment objectives:

- *Why is it so important that this site is preserved?*
- *How and why has the way (person, event, site) is depicted changed over the last 50 years?*
- *Was XXXX as important as portrayed in xxxx (e.g. tourist books, local publicity)?*
- *Should the local community have greater pride in xxxx (a site, a local personality or their contribution to a major development or event)?*
- *Why has (event, personality etc) involved so much controversy/divided views?*

GUIDANCE FOR TEACHERS

Assignments could focus on an important local personality or family, their influence on the locality at different times and the effects that they have on shaping aspects of the current locality, e.g. structures, buildings, the economic and social structures. A number of sources would be subjected to critical evaluation to determine how important the influence has been, including how and why they have had this influence.

The assignment could consider different viewpoints on the status and extent of this influence with attempts made to compare such interpretations with the evidence from the sources of information used.

Alternatively, an assignment could centre on a site – a significant building, monument or area such as a street or part of a town or village. For example, a castle or railway in the locality could be examined in depth. Sources of information could be used to examine how the site has been viewed and what it has contributed to the local community at different times including the present. The debate might cover issues such as how the site can best serve the locality today, e.g. enhancing the locality and how aspects related to its use have caused controversy. The assignment could involve fieldwork as well as an examination of evidence such as visual, oral and written sources.

An event such as a significant battle or industrial or agricultural event could also form the basis for an appropriate assignment. Sources of information could be used to reconstruct the event and different interpretations examined about its role in shaping the local community as well as its part in a wider context. The event could be linked to the current locality such as the effects on the economy, political, social or cultural structures. The assignment could also debate any current perceptions about the event, e.g. in local song, tradition and folklore, and how and why current perceptions have emerged in the form they have and how they have helped define the community today.

LINKS TO OTHER UNITS

The unit links to other units in several ways:

- It helps an understanding of the nature of history, why it matters and how it has been interpreted and represented, e.g. Unit 7 Whose History? Presenting the Past;
- It assists the development of a sense of personal identity by helping place self in a range of contexts including local and national;
- It develops and reinforces skills of historical enquiry including the range of sources available for the subject;
- It exemplifies the role history plays in vocational areas, especially the heritage industry and in the development of key skills - Units 4(a) and (b) Heritage Management and Heritage Marketing;
- It provides opportunities for candidates (depending on the local theme chosen) to deepen or extend their study of historical themes covered in other topics such as Unit 4 Heritage Management and Marketing; Unit 6 An Archaeological Enquiry; Unit 7 Whose History? Presenting the Past; Unit 8 Change over Time; Unit 9 Missing Pages: The Migrant Experience and Unit 10 A Society in Depth.

ASSESSMENT CRITERIA

This assignment should be assessed using the bands on the following page.

The assignment should be placed in the band which provides the best fit description. These bands embrace all the relevant assessment objectives for this unit. However, the assessment objectives are not to be assessed separately. The band descriptors should be read and applied as a whole.

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;
- the evidence used to support the investigation.

BAND 5: 44 - 50 marks

Candidates:

- Select, organise and deploy effectively and relevantly a wide range of information. They demonstrate a good understanding of the significance of the issue in a broad context, including vocational, and make explicit the links between past and present.
- Pursue the investigation single-mindedly demonstrating independence and initiative. The debate is effectively defined and refined.
- Use sources critically to reach reasoned and well-substantiated conclusions.
- Show a good understanding of why the chosen aspect is significant to people at the time and today.
- Can explain why there are different interpretations and can evaluate them.

BAND 4: 34 - 43 marks

Candidates:

- Select a range of relevant information which is generally well organised and deployed. They demonstrate a sound understanding of the significance of the issue, including some awareness of the broad context. Some links between past and present are made.
- Pursue the investigation with only minimal guidance and support, demonstrating a fair amount of independence and initiative. The debate is defined with some refining.
- Subject the sources to some critical appraisal to reach reasoned and substantiated conclusions.
- Show understanding of why the chosen aspect has some significance to people at the time and today.
- Demonstrate some awareness of different interpretations with some evaluation.

BAND 3: 24 – 33 marks

Candidates:

- Select and organise information, much of it deployed relevantly towards the investigation. Some understanding is shown of the significance of the issue with a limited awareness of the broad context. Links between past and present are made, largely implicitly.
- Pursue the investigation with support and guidance but demonstrating some independence and initiative. The debate is defined but not well refined.
- Use sources to reach valid conclusions although there is only limited critical evaluation.
- Show some understanding of why the chosen aspect has significance to people at the time or today.
- Identify and describe different interpretations.

BAND 2: 13 – 23 marks

Candidates:

- Select and organise information, some of it deployed relevantly towards the investigation but with a sizeable amount of superfluous or copied material. There is a limited understanding of the significance of the issue but with almost no awareness of the broad context. Few links are made between past and present.
- Are given extensive support and guidance and limited independence and initiative are shown. The debate is described but not refined.
- Base some of their conclusions on the sources used which are not subjected to critical evaluation.
- Show a limited understanding of why the chosen aspect has some significance to either people at the time or today.
- Barely recognise different interpretations.

BAND 1: 0 - 12 marks

Candidates:

- Demonstrate a limited ability to select, organise and deploy information. Occasional relevance but material is predominantly irrelevant to the investigation or largely plagiarised. Very limited understanding of the broad context and significance is addressed at best implicitly. Past and present issues are not linked.
- Rely heavily on support and guidance throughout showing very little independence and initiative. The debate is rarely or never clarified.
- Only rarely demonstrate any link between conclusions and the sources used. Sources are usually taken at face value.
- Only rarely demonstrate the significance of the chosen aspect to people at the time or today.
- Recognise surface differences or no differences in interpretations.

5.3 Unit 3 - International History (4973)

ABOUT THIS UNIT

Candidates studying for the Short Course will choose either this unit **or** the Local History Investigation (Unit 2). Those choosing the Local History Investigation unit for the Short Course can study this International History as an optional unit in the full GCSE course (see Unit 12).

Candidates choosing to study this unit are required to follow a programme of study leading to one or more assignments. The assignment(s) should be about an event, issue or development of international significance.

RATIONALE AND AIMS OF THE UNIT

This unit allows candidates to investigate in depth an event, issue or development of international significance that is of particular interest to them. This will enable candidates to appreciate and develop the skills necessary to understanding and participating effectively as citizens both in their own communities and in the wider world. They will learn about:

- the context and causes of an event, issue or development of international significance;
- reasons why the chosen event, issue or development was of international significance;
- how to find out about events, issues or developments of international significance;
- the consequences for people and for nations of such events, issues and developments;
- the need to evaluate sources of evidence;
- different views about the historical significance of the event, issue or development;
- the reasons why people at the time disagreed about the event, issue or development, and the different ways in which their views have been portrayed;
- the role of politicians, historians, the media and others in constructing different interpretations of the event, issue or development.

ASSESSMENT : INTERNAL - COURSEWORK

Candidates will complete one or more assignments. These assignments should be valid historical investigations of an event, issue or development of international significance.

- Weighting: 50% of the Short Course and 25% of the Full Course GCSE
- Assessment Objectives: AO: 1, 2, 3 and 4
- Type of assessment: Internal: Coursework
- Moderation: Internally assessed and externally moderated

THE STRUCTURE OF THE PROGRAMME OF STUDY

Programmes of study must be sent to a Coursework Consultant for approval.

The assignment should grow out of, and form part of, a coherent programme of study. This should introduce candidates to the historical context of an event, issue or development of international significance. It should also provide candidates with the opportunity to study the event, issue or development and its consequences in detail. Sources of evidence about the event, issue or development and different views about its historical significance should be studied.

Programmes of study could be constructed around such events, issues or developments as:

- *divided societies such as Ireland, Cyprus or the Balkans;*
- *the development and abolition of the Atlantic slave trade;*
- *international terrorism;*
- *the Vietnam war;*
- *the nineteenth century scramble for Africa;*
- *the collapse of communism in the USSR and Eastern Europe;*
- *the effectiveness of international aid.*

THE ASSIGNMENTS

Assignments must be sent to a Coursework Consultant for approval. These should:

- be based on a study of an event, issue or development of international significance;
- ensure that the candidates have opportunities to show what they can do in relation to the assessment objectives;
- be manageable in the time available for study and assessment;
- allow candidates to complete the investigation effectively within 1000 - 1500 words.

Candidates must complete one or more assignments. These should allow candidates to:

- address an event, issue, or development, a study of which is historically valid;
- analyse causes and consequences;
- demonstrate how the event, issue or development divided and affected people at the time;
- make judgements about historical significance;
- use critically a range of source material;
- consider different interpretations.

EXAMPLES OF POSSIBLE ASSIGNMENTS

The following would be valid assignments allowing candidates to research and plan a presentation or other end product, showing their ability to evaluate differing interpretations and representations, and to understand why they have been produced, and how they have been used for particular purposes.

- *Devise a report advising a TV company planning to make a programme on a particular event / issue /development on what should be included and how it should be organised and presented;*
- *Produce a display for the public explaining why a particular event, issue or development is historically important and why it is important for information about it to be as accurate and carefully researched as possible;*
- *Design a booklet for other candidates entitled 'Getting past the myths: why everybody needs to know about X and what everybody really needs to know about it'.*

GUIDANCE FOR TEACHERS

It will be necessary first to select an event, issue or development of international significance, and, in so doing, to ensure that it has the potential to make possible assignments that will allow the Assessment Criteria to be met.

The programme of study should provide candidates with opportunities to study the broad context of an event, issue or development. Candidates should also study the event, issue or development itself in depth. Issues about significance could be raised by comparing with another event, issue or development in terms of importance. Questions should be asked about significance, e.g. significant for whom, or significant in the short or long term? Opportunities should be provided for candidates to carry out some research on the chosen event, issue or development, and to be introduced to a range of views and interpretations. The aim of the teaching programme is to equip candidates with the knowledge and skills necessary for the coursework assignment. Care should be taken during the programme of study not to directly cover those the issues raised in the assignment. Candidates should be expected to use and deploy what they have learned to tackle the particular requirements of the assignment.

LINKS TO OTHER UNITS

This unit links to other units in several ways. It links to :

- Unit 5 Multimedia in History, by extending the different types of media that can be studied;
- Unit 1 Medieval History, Unit 2 Local History Investigation and Units 4(a) and 4(b) Heritage Management and Marketing, by providing an international contrast to local and national history;
- Unit 8 Change Over Time, by providing an opportunity to develop one aspect of the period studied.

ASSESSMENT CRITERIA

This assignment should be assessed using the bands on the following page.

The assignment should be placed in the band which provides the best fit description. These bands embrace all the relevant assessment objectives for this unit. However, the assessment objectives are not to be assessed separately. The band descriptors should be read and applied as a whole.

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;
- the evidence used to support the investigation.

BAND 5: 44 - 50 marks

Candidates:

- Select, organise and deploy effectively and relevantly a wide range of information, showing a clear understanding of the demands of the investigation. They demonstrate a good understanding of the significance of the selected event, issue or development in a broad context. They produce well developed, well reasoned and well supported analyses, explanations, arguments and historical conclusions that demonstrate a sophisticated understanding of historical causation and consequence, and of the different experiences and views of people in the past.
- Rigorously evaluate and use critically a broad range of sources of information in their historical context to investigate and to reach reasoned and supported conclusions. They show a good understanding of how and why the selected event, issue, group or individual been interpreted and represented in different ways. They can comment on the validity of interpretations and representations in an informed manner.
- Pursue the investigation single-mindedly, demonstrating independence and initiative. The investigation was effectively re-defined at various stages.

BAND 4: 34 - 43 marks

Candidates:

- Select a range of relevant information which is generally well organised and deployed in pursuit of the investigation. A sound understanding of the significance of the event, issue or development is demonstrated, including some awareness of the broad context. They produce developed, reasoned and supported analyses, explanations, arguments and historical conclusions that demonstrate a good understanding of historical causation and consequence and of the different experiences and views of people in the past.
- Evaluate and use critically a range of sources of information in their historical context to investigate and to reach conclusions. Candidates show an understanding of how and why the selected event, issue, group or individual has been interpreted and represented in different ways. They can make some valid comments on the validity of interpretations and representations.
- Have pursued the investigation with only minimal guidance and support. A fair amount of independence and initiative have been shown in defining the investigation and in refining it as it proceeds.

BAND 3: 24 - 33marks

Candidates:

- Select and organise information, much of it deployed relevantly towards the investigation. Some understanding is shown of the significance of the event, issue or development with a limited awareness of the broad context. They produce basic analyses, explanations, arguments and historical conclusions that demonstrate some understanding of historical causation and consequence.
- Evaluate and use critically some of the sources selected. There is some evidence of this being used to support their conclusions. Candidates show some understanding of how and why the selected event, issue, group or individual has been interpreted and represented in different ways.
- Pursue the investigation with support and guidance but demonstrate some independence and initiative in refining the investigation as it proceeds.

BAND 2: 13 – 23 marks

Candidates:

- Select and organise information, some of which is deployed relevantly towards the investigation. A limited understanding of the significance of the selected event, issue or development is shown. Events, key features and situations are described and some causes and consequences are identified.
- Use sources of information, interpretations and representations at face value. They can identify differences between the ways in which the selected event, issue, group or individual has been represented and interpreted, and can begin to identify some of the reasons for these differences.
- Are given extensive support and guidance and limited independence and initiative are shown in developing this guidance.

BAND 1: 0 - 12 marks

Candidates:

- Demonstrate a limited ability to select and organise information. Their investigation contains some irrelevant material. They describe a few features of the selected event, issue or development. A few features, events, reasons, results and changes are described.
- Use sources of information at face value and can extract relevant information for a given purpose. They can identify surface differences between the ways in which their selected event, issue, group or individual has been represented and interpreted.
- Are heavily reliant on support and guidance at every stage with little independence or initiative shown.

5.4 Optional Unit 4 - Heritage Management and Marketing (4974)

Candidates may choose either Unit 4(a): Heritage Management or Unit 4(b): Heritage Marketing.

UNIT 4(a) - HERITAGE MANAGEMENT

ABOUT THIS UNIT

Candidates will be required to consider and evaluate the competing claims for renovation of two neglected historic sites. They will produce plans for the effective renovation and development of the selected site. Assessment is by teacher assessment and candidates will therefore be assessed throughout the unit.

RATIONALE AND AIMS OF THE UNIT

The unit allows candidates to engage with a real heritage management task through investigating issues related to conserving and preserving an historic site. This will enable candidates to become aware of the role history plays in vocational areas such as the heritage industry, and to develop the skills to participate in these areas. The unit also allows candidates to participate in a sustained historical enquiry. Candidates will learn:

- how decisions are made regarding the preservation of historic sites;
- how to evaluate conflicting claims;
- the benefits and challenges of heritage management;
- how to plan and sustain an enquiry, including the skills of asking questions, working in a group, reviewing progress, and communicating results.

ASSESSMENT: INTERNAL - TEACHER ASSESSMENT

This unit is assessed by teacher assessment. Candidates will be assessed throughout the time spent on this unit. This assessment should be based on the achievements of candidates in their widest sense including planning and preparation by candidates, contributions to class discussions, presentations to the class, written work completed in class, mini-pieces of research and group work. The work completed by candidates should be as varied as possible but should be regarded as normal classroom work rather than 'special' assessment exercises. Much of this work will involve the planning and preparation of a feasibility study of two neglected historic sites and an action plan for preserving and developing the chosen site.

The enquiry task will consist of two parts: Part 1: Feasibility Study – devising criteria for judging the comparative claims of two sites, making and justifying a choice between the two sites; Part 2: Action Plan for the chosen site outlining the strategy for preserving and developing the site. An example of an enquiry task follows:

*“X and Y” are both sites of historic interest but have been neglected in recent years. You can preserve only one of the two sites.
Investigate the two sites and explain why one site is a better case for preservation.
For the chosen site, suggest what you would do to preserve and develop the site over the next 1 - 3 years.*

- Weighting: 25% of the Full Course GCSE
- Assessment Objectives: AO: 1, 2, 3 and 4
- Type of assessment: Internal: Teacher Assessment
- Moderation: Internally assessed and externally moderated

THE STRUCTURE OF THE ENQUIRY

The key to successful teacher assessment is in the planning. The enquiry will need to be carefully planned to create opportunities for teacher assessment to take place naturally out of valid, interesting and challenging activities that provide opportunities for candidates to show what they can do in relation to the assessment objectives. The enquiry should not, however, consist of a series of assessment tasks. The enquiry programme must be sent to a Coursework Consultant for approval.

The enquiry should focus on two sites, both neglected, which can be considered for preservation. The sites are likely to be local but need not be if there are sufficient sources of information to carry out the investigation.

The enquiry should consist of two elements:

- the feasibility study examining the competing claims of two sites;
- an action plan for exploiting the potential of the chosen site.

The main criteria for successful approval of enquiries are that they:

- involve an analysis of two historical sites that have been neglected;
- permit investigations using a range of historical sources;
- are manageable;
- can be assessed easily using the assessment criteria.

There are no limits on the possible methods of presentation although these will need to be capable of being assessed using the Assessment Criteria outlined below. They must also allow candidates to demonstrate their knowledge, skills and understanding. This is likely to involve some written work but other types of presentation such as oral are encouraged.

GUIDANCE FOR TEACHERS

The enquiry programme should help place the enquiry in a wider context. This may consist of coverage of:

- the background to the locality covered by the sites;
- the background to the period covered by the sites;
- the challenges faced by those associated with heritage management;
- sources of information associated with the sites including, where appropriate, visits to the sites or similar sites.

Candidates could be provided with information about the history of the two sites covering aspects such as the specific site, its setting, the role they have played in their locality and any wider context (local, regional and national) and the ways in which they have been neglected. Candidates should have access to sufficient sources of information to enable them to devise criteria by which they can assess the importance of the two sites. The present condition and problems of each of the sites should be taken into account. Candidates should also be asked to consider the potential of the sites, e.g. the likely level of public interest in the site as a tourist attraction, proximity to other heritage attractions, ease of communications, the extent and nature of work needed at the site to restore and conserve it. Candidates should also evaluate the sources used.

Once the candidates have made an informed judgment and explained their choice, they should then produce an action plan for the preservation and development of the site. This should cover a period of at least one year and for no more than three years and should include a strategy for developing the site. This could be done in a variety of formats such as a matrix, prose or Powerpoint presentation. It should consider issues such as:

- the work to be done;
- reasons for doing this work;
- likely benefits in the short and long term;
- resource implications, e.g. time, money, specialist skills;
- risks involved.

LINKS TO OTHER UNITS

There are links to Unit 2 Local History. Depending on the nature of the investigation, there could also be links to Unit 1 Medieval History. There are also links to Unit 6 An Archaeological Enquiry.

INFORMATION / RESOURCES

Many good ideas can be obtained from the BBC TV series 'Restoration' and the associated publication of the same name written by Philip Wilkinson and published by English Heritage. The latter has a useful list of organisations and their addresses. There are other publications by English Heritage that will be useful, e.g. : 'A Teacher's Guide to Using Listed Buildings' and 'Using the Historic Environment: practical ideas and activities for teachers'. Both of these discuss issues relating to conservation and restoration.

The local planning authority may be able to offer information and assistance, particularly the conservation officer. Local newspapers frequently report issues relating to conservation and restoration. Other useful publications include: 'Our Vanishing Heritage' by M Binney; 'The Future of the Past: attitudes to conservation' ed. J Fawcett; 'Conservation Today' by D. Pearce; 'The SAVE Britain's Heritage Action Guide' by M Binney and M Watson-Smyth.

ASSESSMENT CRITERIA

This assignment should be assessed using the bands on the following page.

The assignment should be placed in the band which provides the best fit description. These bands embrace all the relevant assessment objectives for this unit. However, the assessment objectives are not to be assessed separately. The band descriptors should be read and applied as a whole.

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 effectiveness of written communication;
- the evidence used to support the investigation.

BAND 5: 44 - 50 marks

Candidates:

- Select, organise and deploy effectively and relevantly a wide range of information. They demonstrate a good understanding of the significance of the two sites and can devise a range of criteria for measuring the claims, placing findings in a broad context including vocational. They can devise a well considered, realistic action plan for developing the site.
- Pursue the investigation single-mindedly, demonstrating independence and initiative. The debate is effectively defined and refined.
- Use sources critically to reach reasoned and well substantiated conclusions.
- Can explain why there are different interpretations and can evaluate them.

BAND 4: 34 - 43 marks

Candidates:

- Select a range of relevant information which is generally well organised and deployed. They demonstrate a sound understanding of the significance of the two sites and can devise a few criteria for measuring the claims. They can devise a realistic action plan for developing the site.
- Pursue the investigation with only minimal guidance and support, demonstrating a fair amount of independence and initiative. The debate is defined with some refining.
- Subject sources to some critical appraisal to reach reasoned and substantiated conclusions.
- Demonstrate some awareness of different interpretations with some evaluation.

BAND 3: 24 – 33 marks

Candidates:

- Select and organise information, much of it deployed relevantly towards the investigation. Some understanding is shown of the significance of the two sites and a valid choice is made. Much of the action plan for developing the site is realistic.
- Pursue the investigation with support and guidance but demonstrate some independence and initiative. The debate is defined but not well refined.
- Use sources to reach valid conclusions although there is only limited critical evaluation.
- Can identify and describe different interpretations.

BAND 2: 13 – 24 marks

Candidates:

- Select and organise information, some of it deployed relevantly towards the investigation but with a sizeable amount of superfluous or copied material. There is a limited understanding of the significance of one or both sites and a choice is made. The action plan contains some realistic suggestions.
- Are given extensive support and guidance, and limited independence and initiative are shown. The debate is described but not refined.
- Base some of their conclusions on the sources used which are not subjected to critical evaluation.
- Barely recognise different interpretations.

BAND 1: 0 - 12 marks

Candidates:

- Demonstrate a limited ability to select, organise and deploy information. There is occasional relevance but material is predominantly irrelevant to the investigation or largely plagiarised. Understanding of the broad context is very limited and significance is addressed at best implicitly and probably for one site only. There are few or no genuine comparisons and few or no realistic parts to the action plan.
- Are heavily reliant on support and guidance throughout with very little independence and initiative shown. The debate is rarely or never clarified.
- Only rarely demonstrate any link between conclusions and the sources used. Sources are usually taken at face value.
- Recognise surface differences or no differences in their interpretations.

UNIT 4(b) - HERITAGE MARKETING

ABOUT THIS UNIT

Candidates will be required to plan the marketing of some aspect of British history and to produce samples of marketing materials. The aspect of British history to be marketed can be local or national. The unit will involve candidates in:

- researching an aspect of British history;
- planning a marketing campaign;
- using technology and multimedia presentations.

Assessment is by teacher assessment and candidates will therefore be assessed throughout the unit.

RATIONALE AND AIMS

This unit allows candidates to bring together traditional historical skills and vocational skills. Historical skills such as research, knowledge and understanding, and structuring an enquiry will be required. However, they will be applied in a vocational context. The tourist industry is an increasingly significant area of employment and this unit provides opportunities for developing skills in this area.

Candidates will learn:

- the important role that history plays in the heritage industry;
- organisational and presentational skills, how to plan a course of action and produce a marketing plan.

ASSESSMENT: INTERNAL - TEACHER ASSESSMENT

This unit is assessed by teacher assessment. Candidates will be assessed throughout the time spent on this unit. This assessment should be based on the achievements of candidates in their widest sense including planning and preparation by candidates, contributions to class discussions, presentations to the class, written work completed in class, mini-pieces of research, group work. The work completed by candidates should be as varied as possible but should be regarded as normal classroom work rather than 'special' assessment exercises.

Much of this work will involve the planning and preparation of a marketing plan and marketing materials. The marketing plan, based on an aspect of British history, should be both historically accurate and effective in attracting tourists. Plans can be in a variety of forms, e.g. plans for a website or a TV advertising campaign. Candidates will also produce samples of the materials to be used in the campaign. These samples can consist of one 'extended' sample, e.g. a guidebook, a website or a video presentation, or three 'brief' samples, e.g. a poster, a page from a website, or a publicity leaflet.

The following are examples of enquiry tasks:

- *Researching and marketing an aspect of English/ Welsh/ Scottish/ Irish/ British history to attract American tourists. Examples could include the monarchy, Churchill and Britain's role in the Second World War, London, castles, a national or local culture;*
- *Researching and marketing an aspect of a locality to attract tourist from other parts of Britain;*
- *Researching and marketing a well known myth about British history to attract tourists e.g. Robin Hood, King Arthur.*

Weighting:	25% of the Full Course GCSE.
Assessment Objectives:	AO: 1, 2, 3 and 4
Type of assessment:	Internal: Teacher Assessment
Moderation:	Internally assessed and externally moderated

THE STRUCTURE OF THE ENQUIRY

The key to successful teacher assessment is in the planning. The enquiry will need to be carefully planned to create opportunities for teacher assessment to take place naturally out of valid, interesting and challenging activities that provide opportunities for candidates to show what they can do in relation to the assessment objectives. The enquiry should not, however, consist of a series of assessment tasks. The enquiry programme must be sent to a Coursework Consultant for approval.

This unit allows centres to choose from a wide variety of approaches. The enquiry could be based on an aspect of local, regional or national British history, or on a particular theme, event or individual. The enquiry should allow candidates to choose an aspect of British history that can be marketed. It should give candidates the scope to carry out research of the chosen topic in depth, and produce a marketing plan and sample materials. Proposed investigations must be submitted to a Consultant for approval before candidates start the work.

The main criteria for successful approval of enquiries are that they:

- address a valid historical issue;
- permit the use of a range of historical sources;
- permit the use of a range of representations and interpretations from the tourist and heritage industries;
- permit historical research of some depth;
- ensure explicit consideration of the significance of the chosen topic (this significance can be local, regional, national or even international);
- allow a range of media to be used;
- can be assessed easily using the assessment criteria below.

GUIDANCE FOR TEACHERS

The enquiry programme for this unit could begin with a critical examination of both local and national aspects of British history being used in marketing campaigns/materials aimed at tourists. Candidates should be encouraged to examine issues such as historical accuracy, suitability for the intended audience, techniques used to persuade tourists, and the overall effectiveness of the campaigns.

However, candidates will need to spend most of the time available for this unit researching, planning and producing their own presentation. A starting point could be to evaluate an existing marketing campaign of an aspect of British history by a tourist organisation. It would be useful if one was chosen that seriously distorts the past in its presentation. Candidates could set themselves the task to produce an alternative and improved set of plans. Alternatively, candidates may choose an aspect of British history for which there is little publicity.

The marketing plans and materials produced by candidates should be based on rigorous historical research. This research will involve candidates in choosing an aspect of British history that is both significant and attractive. Candidates will also have to consider issues such as the nature of the intended audience, and where and how best to present the campaign to achieve maximum effectiveness. Work submitted for assessment can be in a variety of forms, e.g. written, pictorial, a display, a website, posters, advertisements, brochures, plans for a TV presentation.

Candidates could choose one of the following approaches, or devise their own:

- marketing aspects of British national history to tourists from overseas;
- marketing an aspect of local or regional history to attract visitors to that area;
- marketing a historical myth such as King Arthur or Robin Hood.

The preparatory investigation carried out by candidates should involve the following stages:

1. Researching the history

The purpose of this stage of the investigation is to ensure the final presentation is historically accurate and that decisions about the significance of the chosen periods/events/sites/people are soundly based. The marketing plans and materials produced by candidates should be based on rigorous historical research. This research will identify content and issues which will form the raw material for the marketing campaign. The nature of this work will depend on the approach chosen.

Planning a marketing campaign to attract overseas tourists to Britain, for example, could involve decisions about the most appropriate periods, individuals, events, sites or museums to focus on, as well as ensuring British and not just English coverage. This will involve candidates in asking questions about significance, and in researching several aspects of British history.

If a local area or a region is to be marketed, candidates will need to select an aspect of the chosen area and carry out appropriate research. This could range from investigating the validity of popular images of an area, e.g. 'Daphne du Maurier's Cornwall', to the significance of an individual, event or site, or the contribution/significance of a locality to national developments.

If a myth is to be marketed, it would be appropriate to investigate the nature of the myth, how and why it originated, the historical basis for the myth, and how it has developed over time including the historical controversies that have developed around it. If possible, the myth should be linked to a particular local area or to a particular aspect/period of British history.

2. An action plan

This should involve considering which aspects it is most appropriate to market and how they are to be presented. Candidates should consider the balance to be drawn between, on the one hand, historical accuracy and addressing important historical issues, and on the other hand, the aim of attracting tourists. Candidates should consider the main aims of the campaign (e.g. to inform, to entertain), and the nature of the intended audience. These should inform the planning of the marketing campaign, e.g. the range of media to be used, the style and depth of the content of the materials, issues related to presentation, and the appropriate placing of such materials, e.g. TV, magazines.

Candidates should produce:

- a marketing plan. This should provide details of the planned campaign and should cover the issues identified in the action plan;
- samples of the materials to be used in the campaign. Each candidate should produce one extended, or three briefer, samples of the materials mentioned in the marketing campaign. These could include one 'extended sample' such as a website, a video presentation or a guide book; or several 'brief samples' such as a publicity leaflet, a poster, and an advertisement.

LINKS TO OTHER UNITS

This unit links to other units in several ways:

- it reinforces historical skills of selecting and judging significance, and of understanding and evaluating historical evidence and representations and interpretations;
- it reinforces vocational skills of planning, problem solving and presenting;
- it allows candidates to deepen and broaden work completed in the Local History Unit (Unit 2 or Unit 11) and the Medieval Unit (Unit 1);
- it allows candidates to make links with other optional units, e.g. Unit 5 Multimedia in History: Bringing the Past to Life and Unit 7 Whose History? - Presenting the Past.

ASSESSMENT CRITERIA

This assignment should be assessed using the bands on the following page.

Responses should be placed in the band which provides the best fit description. These bands embrace all the relevant assessment objectives for this unit. However, the assessment objectives are not to be assessed separately. The band descriptors should be read and applied as a whole.

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 effectiveness of written communication;
- the evidence used to support the investigation.

BAND 5: 44 - 50 marks

Candidates:

- Select, organise and deploy effectively and relevantly a wide range of information. They demonstrate a good understanding of the significance of the key features, events, individuals and situations in a broad context. They demonstrate these skills in a vocational context by producing a well considered, carefully planned, effective and realistic marketing campaign and associated samples. These are based on rigorous historical research, and are effective, with issues such as purpose, audience, range of media and presentation carefully taken into account.
- Pursue the investigation single-mindedly, demonstrating independence and initiative. The task has been effectively defined and refined.
- Rigorously evaluate and use critically a broad range of sources of information in their historical context to investigate and to reach reasoned and supported conclusions.
- Show a good understanding of how and why events, people and issues have been interpreted and represented in different ways. They can comment on the validity of interpretations and representations in an informed manner.

BAND 4: 34 - 43 marks

Candidates:

- Select a range of relevant information which is generally well organised and deployed relevantly. They demonstrate a sound understanding of the significance of the key features, events, individuals and situations including some awareness of the broad context. They demonstrate these skills in a vocational context by producing a marketing campaign and associated samples that are generally well considered, carefully researched and planned, and effective and realistic. Issues such as purpose, audience, range of media and presentation have been taken into account.
- Pursue the investigation with only minimal guidance and support, demonstrating a fair amount of independence and initiative. The task has been defined with some refining.
- Evaluate and use critically a range of sources of information in their historical context to investigate and to reach conclusions.
- Show understanding of how and why events, people and issues have been interpreted and represented in different ways. They can make some valid comments on the validity of interpretations and representations.

BAND 3: 24 – 33 marks

Candidates:

- Select and organise information, much of it deployed relevantly. They demonstrate some understanding of the significance of the key features, events, individuals and situations with a limited awareness of the broad context. They demonstrate these skills in a vocational context by producing a marketing campaign and associated samples much of which is researched and planned, and realistic and effective.
- Pursue the investigation with support and guidance but demonstrate some independence and initiative. The task has been defined but not well refined.
- Evaluate and use critically some of the sources used. There is some evidence of this being used to support their conclusions.
- Show some understanding of how and why events, people and issues have been interpreted and represented in different ways.

BAND 2: 13 – 23 marks

Candidates:

- Select and organise some relevant knowledge. They describe the key features, events, individuals and situations and make assertions about significance. They demonstrate these skills in a vocational context by producing a marketing campaign and associated samples some of which is researched and planned, and realistic and effective.
- Are given extensive support and guidance, and limited independence and initiative are shown. The task has been described but not refined.
- Use sources of information at face value and can begin to consider their usefulness for investigating historical issues and for making simple conclusions.
- Can identify differences between ways in which events, people and issues have been represented and interpreted, and can begin to identify some of the reasons for these differences.

BAND 1: 0 - 12 marks

Candidates:

- Demonstrate limited ability to select and organise information. Their work contains some relevant material. They describe a few features of the events, people and situations studied. They demonstrate these skills in a vocational context by producing a marketing campaign and associated samples that show little evidence of research and planning, and lack effectiveness.
- Are heavily reliant on support and guidance throughout with little independence or initiative shown. The task has not been clarified.
- Use sources of information at face value and can extract relevant information for a given purpose.
- Can identify surface differences between ways in which events, people and issues have been represented and interpreted.

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5.5 Optional Unit 5 – Multimedia in History: Bringing the Past to Life (4975)

ABOUT THIS UNIT

Candidates will conduct an enquiry into how ICT can help to make the study of the past accessible and enjoyable to a range of different audiences. Candidates will be required to study various multimedia applications and evaluate a multimedia product which deals with an historical issue. Assessment is by teacher assessment and candidates will therefore be assessed throughout the unit.

RATIONALE AND AIMS OF THE UNIT

This unit has been designed to provide candidates with an understanding into the processes involved in creating multimedia products aimed at presenting the past. Multimedia products are used in many areas of employment and candidates will be introduced to the available technologies for managing and delivering multimedia content, the importance of being aware of the needs of different audiences, and the constraints faced by multimedia developers. The unit also requires candidates to consider the feasibility of using these technologies for enhancing the understanding of historical subjects and the importance of rigorous historical research in developing these products. Candidates will learn about:

- the range of technologies which are used to interest and inform people about the past;
- how and why particular types of technology are used by different content providers for different audiences;
- the importance of high quality historical research in multimedia presentations.

ASSESSMENT: INTERNAL - TEACHER ASSESSMENT

This unit is assessed by teacher assessment. Candidates will be assessed throughout the time spent on this unit. This assessment should be based on the achievements of candidates in their widest sense including planning and preparation by candidates, contributions to class discussions, written work completed in class, mini-pieces of research and group work.

The work completed by candidates should be as varied as possible but should be regarded as normal classroom work rather than 'special' assessment exercises. Much of this work will involve the planning and preparation that goes into: the study of a range of multimedia applications; the evaluation of an electronic resource; and the creation of a multimedia presentation, as well as the end products themselves. All the applications and resources studied should deal with historical issues. The candidates' work can be presented in a variety of forms including written reports, PowerPoint presentations, and presentations using animation or digital editing software.

Weighting:	25% of the Full Course GCSE
Assessment Objectives:	AO: 1, 2, 3 and 4
Type of assessment:	Internal: Teacher Assessment
Moderation:	Internally assessed and externally moderated

THE STRUCTURE OF THE ENQUIRY

The key to successful teacher assessment is in the planning. The enquiry will need to be carefully planned to create opportunities for teacher assessment to take place naturally out of valid, interesting and challenging activities that provide opportunities for candidates to show what they can do in relation to the assessment objectives. The enquiry should not, however, consist of a series of assessment tasks. The enquiry programme must be sent to a Coursework Consultant for approval.

This unit allows centres to choose from a wide variety of approaches. The enquiry should consist of the study of a range of multimedia applications, and the study of examples of how web-based and other multimedia applications have been used to bring the past to life and to make it accessible and interesting for particular audiences. Candidates should also be given the opportunity to create a multimedia presentation designed to make an historical topic appeal to one or more defined target audiences. Candidates should then study and evaluate a multimedia product. This can be the candidate's own work or commercially produced and in the public domain.

The evaluation can be presented in a variety of forms. The enquiry should allow candidates to consider in their evaluation: the aims of the product, the validity of the historical material used, the suitability of the software applications used, and the value of ICT in this particular instance. Issues relating to copyright should also be covered. Proposed enquiries must be submitted to the centre's Coursework Consultant for approval before candidates start on the work.

The main criteria for successful approval are that enquiries:

- are manageable;
- allow candidates to study a range of multimedia applications;
- allow candidates to study how a range of multimedia applications have presented historical topics;
- enable candidates to create a multimedia product that is based on an historical topic;
- address a multimedia product that deals with a significant historical issue that candidates can research in some depth;
- ensure explicit consideration of the aims of the chosen product;
- ensure explicit consideration of the value of ICT in the chosen product;
- ensure explicit evaluation of the software applications used;
- can be assessed easily using the banding definitions below.

GUIDANCE FOR TEACHERS

A suggested enquiry programme is provided below. It should be adapted to meet the needs of particular centres. It has been constructed to indicate the range of issues candidates need to encounter before they embark on the assessment enquiry. Guidance on this is provided at the end of this section.

Stage 1

Candidates should study the various multimedia applications currently available, the contexts in which they are used, and their relative costs (including the cost of purchase, and the skills and hardware needed).

Candidates should be taught about, and be able to describe and explain, the role of ICT applications in areas such as:

- the film industry;
- publishing and advertising (print and electronic);
- computer games and simulations;
- websites;
- leisure and tourism.

Candidates should be taught about a range of examples of applications such as:

- the use of computer-generated images and animations to create special effects;
- the use of desktop publishing, pdf and similar applications;
- the use of banner software;
- content management systems for storing the digital assets which make up multimedia games and for handling administrative processes (e.g. bookings);
- dedicated authoring applications for action elements;
- the main web authoring applications for action elements;
- associated tools such as Flash, Shockwave, Quick Time, etc;
- visual and multimedia devices used to show properties and products to tourist (e.g. panoramas).

Stage 2

Candidates should study examples of how web-based and other multimedia applications have been used to bring the past to life and to make it accessible and interesting for particular audiences. Candidates should have the opportunity to study and evaluate particular multimedia resources and their strengths and weaknesses. The teaching programme should involve some research into the historical topics on which the resources are based. This is to enable candidates to judge how far they constitute 'good history', and to understand the importance of such research when they come to complete their assessment assignment. The resources should be evaluated in terms of:

- disseminating information which was generally unknown, to extend knowledge of a topic, to present a new perspective of a topic, to target a particular audience;
- the historical material used, e.g. photographs, art, original documents, oral accounts, extracts from the media, archaeological evidence, reconstructions, moving images;
- the particular value of ICT in a particular instance, e.g. an animated diagram showing change, a search engine allowing documents to be located easily, access to source material that would not otherwise be available;
- the extent to which the resource can be considered 'good history' - have sound historical processes been used and are conclusions valid?
- the software applications used to create particular resources;
- wider issues such as clearing copyright and acknowledging copyright holders.

NB Resources studied as part of the teaching programme cannot be used in the assessment enquiry.

Stage 3

Candidates should be given the opportunity to create a multimedia presentation designed to make an historical topic appeal to one or more defined target audiences. The chosen topic should be one of historical significance.

Candidates should work in pairs or small teams to plan and create the presentation, and should use a wide range of hardware and software tools. The presentation should be rooted in sound historical practice and should be more than a series of loosely connected facts. It should focus on issues such as: change over time, causation, motivation or consequence, significance, the role of an individual, or the ways in which historical sources are used in researching and presenting an issue.

The presentation might be in one or more of the following forms:

- a documentary film which mixes archive footage, footage shot by candidates and other digitised resources, and which is edited using video editing software;
- the creation of a web-based information trail with pages relating to different elements of the topic;
- a presentation which could be stored on tablet PCs and consulted at specific points on a visit to an historical site/museum/display;
- a website which makes available digital resources for those wishing to carry out on-site research;
- a presentation to a primary school, old people's home, or local history society about an historical topic;
- a presentation to a planning enquiry on why an historic site should be saved, preserved or developed in a particular way;
- a proposal to a publisher for a high-profile multimedia resource in an historical topic.

Stage 4

Candidates should choose an electronic resource to evaluate. They may not use the resource evaluated as part of the teaching programme. They may, however, use any resource they have created as part of Stage 3 of the teaching programme. The evaluation should be part of a wider investigation by the candidate into the historical topic on which the resource is based. Such research is necessary to enable candidates to address the issue of how far the resource constitutes 'good history'.

The following guidance questions may help them in their evaluation:

- Who do you think is the main intended audience for this resource? Explain the reasons for your answer. Consider such points as age, interests, knowledge and purpose of the users. Is it appropriate for other audiences? Are any particular audiences served well or poorly by this resource? Consider its content and presentation.
- What do you think is the main aim of this resource? Consider possibilities such as disseminating information that was generally unknown, to extend knowledge of an historical topic, to present a new perspective on a familiar topic, to make money, to entertain or to inform?
- Could this resource be described as 'good history'? Consider issues such as: how far is the historical content accurate and up-to-date; are the interpretations and representations supported by evidence; how far are the important aspects of the topic covered; have important issues such as significance been addressed; has a range of different types of historical evidence been used?
- What applications have been used to create this resource? Are they specialist applications, or could similar resources be created on home computers?
- Does the resource appear to be observing copyright conventions? Is it clear where the photographs, text and other material in the resource have come from?

The following are examples of activities for Stage 4:

- *Evaluating the candidate's own multimedia presentation of an historical issue or site;*
- *Evaluating a website about an historical subject;*
- *Evaluating a TV programme that has website support;*
- *Evaluating the use made by a museum of multimedia resources;*
- *Evaluating a CD ROM.*

LINKS TO OTHER UNITS

This unit links to other units in several ways:

- it reinforces historical skills of selecting and judging significance, and of understanding and evaluating historical evidence and representations and interpretations;
- it reinforces vocational skills of planning, problem solving and presenting;
- it provides opportunities for candidates to deepen or extend their study of historical topics covered in other units;
- it develops ICT skills which can be employed in other Optional Units e.g. Units 4(a) and (b) Heritage Management and Marketing and Unit 7 Whose History? - Presenting the Past.

INFORMATION/RESOURCES

Websites

- Learning Curve Exhibitions <http://www.learningcurve.gov.uk/index/exhibitions.htm>
- British Pathe <http://www.britishpathe.com/>
- Victorian Times <http://www.victoriantimes.org>
- BBC History Multimedia Zone <http://www.bbc.co.uk/history/multimediazone/>
- Mersey Gateway <http://www.mersey-gateway.org.uk>
- SchoolHistory.co.uk <http://www.schoolhistory.co.uk/>

Museums

Candidates will find it useful to visit museums which have made use of multimedia tools. Many museums have invested in touch screen and similar multimedia resources to help explain and interpret their collections. Examples are:

- The Imperial War Museum and Imperial War Museum North;
- Galleries of Justice, Nottingham;
- Jorvik Viking Centre, York;
- Canterbury Tales Centre, Canterbury.

CD ROM Resources

CD ROM resources range from the dedicated educational resource to the 'edutainment' type resource to the very specific resource such as census returns designed to help genealogists. Possible examples to study include:

- Global Conflict;
- Journeys in the Roman Empire;
- The British Library Sources in History Series;
- Dorling Kindersley Eyewitness series CD ROMs.

TV programmes with website support. This is increasingly a feature of TV history programming. Possible examples to consider include:

- The Vikings <http://www.pbs.org/wgbh/nova/vikings/>
- Time Team (Channel 4) <http://www.channel4.com/history/timeteam/index.html>

ASSESSMENT CRITERIA

This assignment should be assessed using the bands on the following page.

Answers should be placed in the band which provides the best fit description. These bands embrace all the relevant assessment objectives for this unit. However, the assessment objectives are not to be assessed separately. The band descriptors should be read and applied as a whole.

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 effectiveness of written communication;
- the evidence used to support the investigation.

BAND 5: 44-50 marks
<p>Candidates:</p> <ul style="list-style-type: none">• Evaluate the historical content of the product through rigorous historical research.• Select, organise and deploy effectively and relevantly a wide range of information. They demonstrate a good understanding of the significance of the key features, events, individuals and situations in a broad context. They demonstrate these skills in a vocational context by applying them effectively to the product being evaluated. Correct terminology is nearly always used to explain why certain software and/or hardware tools were used in the creation of the product, and to evaluate how well they address the needs of several different audiences. The merits of possible alternative tools and/or presentation formats are considered.• Pursue the investigation single-mindedly, demonstrating independence and initiative. The task has been effectively defined and refined.• Rigorously evaluate and use critically a broad range of sources of information in their historical context to investigate and to reach reasoned and supported conclusions about the historical content of the product.• Show a good understanding of how and why the historical topics covered in the product have been presented, represented and interpreted in the way they have. They can comment on the validity of the interpretations and representations in an informed manner. This will include a well-considered analysis of the range of possible audiences for the product, an evaluation of how well the product meets the needs of these audiences, and how the nature of the intended audience has affected the selection and presentation of the past in the product.
BAND 4: 34-43 marks
<p>Candidates:</p> <ul style="list-style-type: none">• Evaluate the historical content of the product through careful historical research.• Select a range of relevant information which is generally well organised and deployed relevantly. They demonstrate a sound understanding of the significance of the key features, events, individuals and situations including some awareness of the broad context. They demonstrate these skills in a vocational context by applying them to the product being evaluated. Correct terminology is usually used to suggest reasons why at least one software or hardware tool was used in the creation of the product, and to evaluate how well it addressed the needs of at least one audience. Attempts are made to consider the merits of at least one possible alternative tool or presentation format.• Pursue the investigation with only minimal guidance and support, demonstrating a fair amount of independence and initiative. The task has been defined with some refining.• Evaluate and use critically a range of sources of information in their historical context to investigate and to reach conclusions about the historical content of the product.• Show understanding of how and why the historical topics covered in the product have been presented, represented and interpreted in the way they have. They can make some valid comments on the validity of the interpretations and representations. This will include an identification of at least one possible audience for the product, some evaluation of how well the product meets the needs of that audience, and at least one example of how the nature of the intended audience has affected the selection and presentation of the past in the product.

BAND 3: 24-33 marks
<p>Candidates:</p> <ul style="list-style-type: none">• Carry out limited evaluation of the historical content of the product through some historical research. They select and organise information, much of it deployed relevantly. They demonstrate some understanding of the significance of the key features, events, individuals and situations with a limited awareness of the broad context. They demonstrate these skills in a vocational context by some application of them to the product being evaluated. Correct terminology is sometimes used to identify at least one software or hardware tool used in the creation of the product and to suggest way(s) in which it addressed the needs of one audience.• Suggest at least one possible alternative tool or presentation format.• Pursue the investigation with support and guidance but demonstrating some independence and initiative. The task has been defined but not well refined.• Evaluate and use critically some of the sources used. There is some evidence of this being used to reach conclusions about the historical content of the product.• Show some understanding of how and why the historical topics covered in the product have been presented, interpreted and represented in the way they have. Attempts are made to comment on the validity of the interpretations and representations. These will include limited references to the intended audience and to how the nature of the intended audience has affected the selection and presentation of the past in the product
BAND 2: 13-23 marks
<p>Candidates:</p> <ul style="list-style-type: none">• Accurately describe the historical content of the product. They select and organise some relevant knowledge. They describe the key features, events, individuals and situations and make assertions about significance. They demonstrate these skills in a vocational context by limited application of them to the product being evaluated. Correct terminology is occasionally used to show some awareness of how technology has made the product accessible or available, to describe some features of the product, and to suggest at least one valid audience.• Are given extensive support and guidance and limited independence and initiative are shown. The task has been described but not refined.• Use sources of information at face value. Links are made between these sources and the historical content of the product.• Can identify differences and similarities between how historical topics have been presented, represented and interpreted, in the product and how they have been presented, represented and interpreted in other materials.
BAND 1: 0-12 marks
<p>Candidates:</p> <ul style="list-style-type: none">• Describe with some accuracy the historical content of the product. They demonstrate limited ability to select and organise information. Their work contains some relevant material. They describe a few features of the events, people and situations studied. They demonstrate these skills in a vocational context by occasional application of them to the product being evaluated. Correct terminology is rarely used. Claims about how technology has made the product accessible or available have weak support. Some features of the product are described.• Are heavily reliant on support and guidance throughout with little independence or initiative shown. The task has not been clarified.• Use sources of information at face value and can extract relevant information for a given purpose. Links between these sources and the historical content of the product are weak.• Can identify surface differences or similarities between how historical topics have been presented, represented and interpreted in the product and how they have been presented, interpreted and represented in other materials.

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5.6 Optional Unit 6 – An Archaeological Enquiry (4976)

ABOUT THIS UNIT

Candidates will be required to carry out an enquiry into an historical issue that uses archaeological techniques. Assessment is by teacher assessment and candidates will therefore be assessed throughout the unit.

The enquiry will centre on a valid historical theme in which archaeological techniques are used to contribute to understanding. The enquiry can be centered around some or all of the following:

- a period of history, e.g. Viking, part of the medieval period, Tudor;
- a theme such as military, industrial, religious;
- a concept such as change and continuity, e.g. Celtic-Roman continuity;

The enquiry can relate to any period and to any geographical area – local, national or global.

The enquiry will address two main areas – how archaeology could enhance understanding and the challenges faced in using archaeological methods including ways in which they can be overcome.

RATIONALE AND AIMS OF THE UNIT

The unit allows candidates to engage with a real archaeological investigation focusing on the methods adopted to inform understanding of the past.

Candidates will learn:

- to work actively through the process of enquiry using a range of archaeological techniques and sources whilst recognising the challenges faced when using archaeological methods;
- to understand what history is, why it matters and how archaeology contributes to historical understanding;
- how to use archives and ways in which they can be used to develop, broaden and inform archaeological enquiries;
- to develop a sense of personal identity through engaging with a stimulating and relevant archaeological issue;
- to comprehend, analyse and evaluate how the past has been interpreted and represented in different ways;
- the important role history plays in many vocational areas.

ASSESSMENT: INTERNAL - TEACHER ASSESSMENT

This unit is assessed by teacher assessment. Candidates will be assessed throughout the time spent on this unit. This assessment should be based on the achievements of candidates in their widest sense including planning and preparation by candidates, contributions to class discussions, written work completed in class, mini-pieces of research and group work.

The work completed by candidates should be as varied as possible but should be regarded as normal classroom work rather than 'special' assessment exercises. The enquiry should allow candidates to evaluate the contribution that archaeology can make to the study of a particular historical question and study the techniques used by archaeologists. Candidates' work could include: the planning of the enquiry; analysis of the historical context; evaluation of different types of archaeological techniques; use of historical sources from archives to inform the archaeological enquiry; an evaluation of the comparative usefulness and limitations of historical and archaeological evidence; reconstructions of the past from a range of evidence; a conclusion.

Possible enquiries include:

- *What does this site contribute to our knowledge of Celtic craftsmanship?*
- *How does this site contribute to our knowledge of Roman-Saxon continuity?*
- *How far have deserted medieval villages contributed to our knowledge of social and economic life in the later Middle Ages?*
- *How has the excavation of this ship aided our understanding of the Tudor navy?*
- *How much can we learn about agricultural change from this site?*
- *Does this site make a major contribution to our understanding of the war in the air?*

- Weighting: 25% of Full Course GCSE
- Assessment Objectives: AO: 1, 2, 3 and 4
- Type of assessment: Internal: Teacher Assessment
- Moderation: Internally assessed and externally moderated.

THE STRUCTURE OF THE ENQUIRY

The key to successful teacher assessment is in the planning. The enquiry will need to be carefully planned to create opportunities for teacher assessment to take place naturally out of valid, interesting and challenging activities that provide opportunities for candidates to show what they can do in relation to the assessment objectives. The enquiry should not, however, consist of a series of assessment tasks. The enquiry programme must be sent to a Coursework Consultant for approval.

The enquiry should focus on a worthwhile archaeological investigation. The scope of the study should ensure that the chosen aspect can be investigated using a range of sources and deals with a valid historical theme.

The enquiry should cover:

- how and why archaeology can contribute to a specific historical question;
- the techniques used by archaeologists and the challenges faced;
- the contribution archaeology has made to addressing the chosen historical problem;
- the limitations of archaeological evidence;
- the use of historical sources from archives.

Use can be made of a specific archaeological activity or a range. Candidates must be conversant with the issues associated with archaeological work at specific sites.

The main criteria for successful approval are enquiries that:

- address a valid historical issue;
- permit investigations using a range of archaeological sources;
- allow candidates to recognise challenges and how they might be overcome;
- are manageable;
- can be assessed easily using the banding definitions below.

There are no limitations to the methods of presentation, although outcomes will need to be assessable using the assessment method outlined below and also allow candidates to demonstrate explicitly their knowledge, skills and understanding. Candidates should produce a range of different types of work. This is likely to involve some written material but it should also include other forms such as an oral or electronic product, illustrations, diagrams and plans, reconstructions, models or displays.

GUIDANCE FOR TEACHERS

The enquiry programme should help put the archaeological investigation in a wider context. It should expand the knowledge of the theme as well as the contribution that archaeology can make to historical investigation. Aspects covered might include:

- how archaeologists work and the methods used for different types of archaeological activity including excavations;
- examples of specific archaeological activity, e.g. through a site visit, museum visit or using video or ICT;
- what can be learned from different types of archaeology and artefacts such as standing monuments, field walking, hedgerow surveys, aerial photographs;
- recording techniques and creating a database/map;
- how archaeological and historical sources from archives can complement each other;
- the context of the investigation.

The enquiry could examine a specific site that has evidence of several periods of habitation. The focus could be on continuity and change between one period and another, such as between Roman and Saxon. The candidate could examine the different archaeological evidence about the site and assess how far it suggests a major change between the two periods, critically appraising the nature and extent of the evidence. Reference would be made to how the evidence was gathered, the challenges faced by the archaeologists and how any evidence conforms to or conflicts with other sources such as written sources. Conclusions would be drawn as to how typical the findings are of what was happening elsewhere, as well as explaining any variations and how significant the results are of this specific investigation.

Alternatively, candidates could examine a number of deserted medieval village sites. They would examine the archaeological and other sources through field walking, use of aerial photographs, maps and any artefacts available in local museums. The evidence would be subjected to rigorous and critical analysis and deductions made as to the quality of lives led by medieval villagers, their houses, roles and challenges and the possible reasons for desertion. The methods and reliability of the archaeological techniques would be analysed. Using evidence from wider reading, the significance of these medieval villages would be assessed, including the extent to which they conformed to what existed elsewhere and explanations offered for any variations.

The remains of an early industrial mill could form the focus for another investigation. Candidates would use techniques to record evidence and the problems of separating the different layers of activity. Any site excavations would be assessed. Inferences would be made as to what the evidence tells us about technology and the contribution to Britain's industrial development. Wider reading would enable the site to be placed in a wider context, e.g. in terms of time, typicality etc. The problems faced by archaeologists in using more recent monuments and the ways the archaeological evidence matches sources could also be analysed.

LINKS TO OTHER UNITS

The unit links to other units in several ways: it:

- it helps broaden understanding of the nature of history and the past, why it matters and how it has been interpreted and represented;
- it develops and reinforces skills of historical enquiry including the range of sources and techniques available;
- it exemplifies the role history plays in vocational areas and in the development of key skills;
- it provides opportunities for candidates (depending on the archaeological investigation chosen) to deepen or extend their study of historical themes covered in other topics such as Unit 1 Medieval History; Units 2 and 11 Local History Investigation; Units 4(a) and (b) Heritage Management and Marketing; Unit 8 Change over Time; and Unit 10 A Society in Depth.

ASSESSMENT CRITERIA

This assignment should be assessed using the bands on the following page.

The answers should be placed in the band that provides the best fit description. These bands embrace all the relevant assessment objectives for this unit. However, the assessment objectives are not to be assessed separately. The band descriptors should be read and applied as a whole.

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 effectiveness of written communication;
- the evidence used to support the investigation.

BAND 5: 44 - 50 marks

Candidates:

- Select, organise and deploy effectively and relevantly a wide range of information. They demonstrate a good understanding of the significance of the issue in a broad context including vocational and how archaeology can help this understanding.
- Pursue the investigation single-mindedly demonstrating independence and initiative. The debate is effectively defined and refined.
- Use archaeological evidence critically to reach reasoned and well-substantiated conclusions.
- Can explain why there are different interpretations and can evaluate them. They show a good grasp of how the archaeological evidence has contributed to these interpretations.

BAND 4: 34 - 43 marks

Candidates:

- Select a range of relevant information which is generally well organised and deployed. They demonstrate a sound understanding of the significance of the issue, including some awareness of the broad context and ways in which archaeology can help this understanding.
- Pursue the investigation with only minimal guidance and support demonstrating a fair amount of independence and initiative. The debate is defined with some refining.
- Subject archaeological evidence to some critical appraisal to reach reasoned and substantiated conclusions.
- Demonstrate some awareness of different interpretations with some evaluation. They understand how archaeological evidence has influenced some of these interpretations.

BAND 3: 24 – 33 marks

Candidates:

- Select and organise information, much of it deployed relevantly towards the investigation. Some understanding is shown of the significance of the issue with a limited awareness of the broad context and the way archaeology can help this understanding.
- Pursue the investigation with support and guidance but demonstrate some independence and initiative. The debate is defined but not well refined.
- Use archaeological evidence to reach valid conclusions although there is only limited critical evaluation.
- Identify and describe different interpretations make a few links to the archaeological evidence.

BAND 2: 13 – 23 marks

Candidates:

- Select and organise information, some of it deployed relevantly towards the investigation but with a sizeable amount of superfluous or copied material. There is a limited understanding of the significance of the issue but with almost no awareness of the broad context. The role of archaeology in helping to explain the historical issue is largely implicit.
- Are given extensive support and guidance. Limited independence and initiative are shown. The debate is described but not refined.
- Base some of their conclusions on the archaeological evidence but this is not subjected to critical evaluation.
- Barely recognise different interpretations and make only a few real links between these interpretations and the archaeological evidence.

BAND 1: 0 - 12 marks

Candidates:

- Demonstrate a limited ability to select, organise and deploy information. Occasional relevance but material is predominantly irrelevant to the investigation or largely plagiarised. Very limited understanding of the broad context, and its significance is addressed at best implicitly. A very limited awareness at best is shown regarding how archaeology can contribute to the resolution of the question.
- Are heavily reliant on support and guidance throughout with very little independence and initiative shown. The debate is rarely or never clarified.
- Rarely demonstrate any link between their conclusions and the sources used. Sources are usually taken at face value.
- Only rarely demonstrate the significance of the chosen aspect to people at the time or today. Surface differences or no differences are recognised in interpretations. The occasional link at most is shown between the archaeological evidence and interpretations.

5.7 Optional Unit 7 – Whose History? Presenting The Past (4977)

ABOUT THIS UNIT

Candidates choosing to study this unit are required to follow a programme of study leading to one or more assignments. The assignment(s) should require candidates to investigate ways in which an historical event or issue is portrayed across different media and to analyse these interpretations of the past.

RATIONALE AND AIMS OF THE UNIT

This unit allows candidates to investigate in depth the processes involved in presenting the past in different ways for a variety of audiences. This will enable candidates to appreciate that these skills are critical to understanding and participating effectively as citizens both in their own communities and in the wider world. They will learn:

- to be aware of the range of interpretations available for public consumption across different media focusing on a particular historical event or issue;
- to develop research skills in tracing, accessing and collating these interpretations;
- to compare and contrast the ways in which these interpretations depict the particular historical event / issue;
- to understand the reasons why interpretations differ, developing an appreciation that their production is directly affected by the purpose for which the interpretation was made;
- to develop criteria for assessing the validity of interpretations.

ASSESSMENT: INTERNAL - COURSEWORK

Candidates will be assessed on their ability to compare and contrast interpretations of an historical event / issue across differing media and to evaluate their validity.

- | | |
|-------------------------|---|
| • Weighting | 25% of the Full Course GCSE |
| • Assessment Objectives | AO: 1, 2, 3 and 4 |
| • Type of assessment | Internal: Coursework |
| • Moderation | Internally assessed and externally moderated. |

THE STRUCTURE OF THE PROGRAMME OF STUDY

Programmes of study must be sent to a Coursework Consultant for approval.

The assignment(s) should grow out of, and form part of, a coherent programme of study. This should be focused on two key questions and should:

- cover a broad area from which candidates can choose their own event/issue for their assignment(s);
- cover several examples of events or issues that have generated a range of different media portrayals and interpretations;
- enable a wide range of different types of source material to be used;
- ensure that an appropriate assessment task can be devised;
- be manageable in the time available for study and assessment.

The two key questions are:

- In what different ways has the past been represented and interpreted?
- Why has the past been represented and interpreted in different ways?

Examples of possible topics for programmes of study:

- *How has the personality and career of individuals been represented?*
- *In what ways has a particular period been represented (e.g. in popular interpretations such as the Horrible Histories)?*
- *In what different ways have historic places or sites has been presented?*
- *How do museums present a topic or person or event?*

THE ASSIGNMENTS

Assignments must be sent to a Coursework Consultant for approval.

Candidates will be required to research and plan a presentation or other end product, showing their understanding of the ways in which the past is presented today and the reasons why the past is presented in different ways. Their topic or issue can be taken from the programme of study followed in class but it cannot be the same as any topics or issues that have been examined in detail in class.

The assignment(s) should allow candidates to address these two key questions:

- **In what different ways has the past been represented and interpreted?**
Candidates will be expected to identify the widest possible range of interpretations of the chosen historical event / issue that are available to the public; to select from their research at least two examples that depict the event/issue in different ways and through different media; to compare and contrast the differences and similarities in the examples chosen.
- **Why has the past been represented and interpreted in different ways?**
Candidates will be expected to consider the intended purpose and audience of at least two of the interpretations chosen and to develop criteria for evaluating their validity.

The end product could be:

- an extended piece of writing (word length between 1000 and 1500 words);
- a PowerPoint presentation;
- A web-page with appropriate links.

There are no limitations on the type of presentation. However, it must enable candidates to demonstrate their knowledge and understanding of at least two different ways in which the same event / issue is presented, the reasons for these differences and an evaluation of their validity.

EXAMPLES OF POSSIBLE ASSIGNMENTS

The following would be valid assignments enabling candidates to research and plan a presentation or other end product, which would allow them to address the two key questions.

- *In what different ways has Michael Collins been represented?*
- *How and why have the Middle Ages been represented in different ways?*
- *How and why has petrol been represented in different ways?*
- *How and why have the effects of British rule in India been represented in different ways?*

GUIDANCE FOR TEACHERS

The assignment should grow out of, and form part of, a coherent teaching programme focusing on, and appropriately contextualising, the key questions and enabling candidates to access a range of relevant interpretations.

In choosing an event, figure or issue for study, centres should aim to both engage and challenge candidates. The issue chosen should be one where there is scope for genuine historical investigation.

When identifying the widest possible range of interpretations publicly available on the chosen event/issue, candidates will need teacher guidance on accessing the various types of interpretation available.

The teacher will need to support the candidates as they make their selection of interpretations. There is little point in researching a topic where there is too little material available or where the interpretations share much the same viewpoint. Care also needs to be taken in ensuring that the material accessed is suitable for study by the age group completing the unit. Having made their selection of at least two interpretations for the first task, the candidates then need to analyse each one in turn, identifying the medium in which they are presented and the point or points of view being promoted.

In preparing for the analysis of interpretations, centres can assist candidates by reinforcing useful categories of interpretations, such as:

- Academic, e.g. books and journals by professional historians etc.;
- Educational, e.g. T.V documentaries, news;
- Fictional, e.g. feature films;
- popular interpretations such as magazines or advertising;
- tourist promotion literature;
- museum displays and 'experience' centres;
- re-enactments by societies such as the Sealed Knot;
- pictures, paintings and photographs.

Candidates should be encouraged to draw out what interpretations say or show explicitly or implicitly, commenting on the tone or style used.

The emphasis in responding to the first key question is on the identification, selection and detailed analysis of how the interpretations chosen compare with each other. Responding to the second key question is the more challenging part of the whole response. The main aims of the second task are to explain why the variety of interpretations exist, to consider their intended purpose and the audiences that shaped their production. Candidates will need to indicate why they think the interpretation was presented in that form and who was intended to see it. They need to show by direct reference to supporting details from each interpretation how the intended purpose and audience effected and explain the final product.

When considering the purpose(s) and intended audiences, candidates should consider how the interpretation seeks to persuade, entertain, inform, commemorate or educate. Candidates can explore the relationship between interpretations and available evidence and the extent to which parts of the interpretation are factual, points of view or imagined and they need to be taught to consider how the context in which the interpretation was created has affected it.

LINKS TO OTHER UNITS

This unit can be combined with the following units:

- Unit 4 Heritage Management and Marketing - providing a contrasting study of how history can be presented;
- Unit 5 Multimedia in History: Bringing the Past to Life - providing an extension to the study of different kinds of media;
- Unit 8 Change over Time - providing opportunities to develop one aspect of the period selected;
- Unit 9 Missing Pages: The Migrant Experience - providing an opportunity to make links with another approach to historical study.

It also provides an extension and additional context to the national study of interpretations and representations in Core Unit 1.

ASSESSMENT CRITERIA

This assignment should be assessed using the bands on the following page.

The assignment should be placed in the band which provides the best fit description. These bands embrace all the relevant assessment objectives for this unit. However, the assessment objectives are not to be assessed separately. The band descriptors should be read and applied as a whole.

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 effectiveness of written communication;
- the evidence used to support the investigation.

BAND 5: 44 - 50 marks

Candidates:

- Select, organise and deploy effectively and relevantly a wide range of information, showing a clear understanding of the demands of the investigation. They demonstrate a good understanding of the significance of the selected event, issue, group or individual in a broad context.
- Rigorously evaluate and use critically a broad range of sources of information in their historical context to investigate and to reach reasoned and supported conclusions. They show a good understanding of how and why the selected event, issue, group or individual has been interpreted and represented in different ways. They can comment on the validity of interpretations and representations in an informed manner.
- Have pursued the investigation single-mindedly, demonstrating independence and initiative and have effectively re-defined the investigation at various stages.

BAND 4: 34 - 43 marks

Candidates:

- Select a range of relevant information which is generally well organised and deployed in pursuit of the investigation. A sound understanding of the significance of the event, issue, group or individual is demonstrated, including some awareness of the broad context.
- Evaluate and use critically a range of sources of information in their historical context to investigate and to reach conclusions. Candidates show an understanding of how and why the selected event, issue, group or individual has been interpreted and represented in different ways. They can make some valid comments on the validity of interpretations and representations.
- Have pursued the investigation with only minimal guidance and support. A fair amount of independence and initiative have been shown in defining the investigation and in refining it as it proceeds.

BAND 3: 24 – 33 marks

Candidates:

- Select and organise information, much of it deployed relevantly towards the investigation. Some understanding is shown of the significance of the event, issue, group or individual with a limited awareness of the broad context.
- Evaluate and use critically some of the sources selected. There is some evidence of this being used to support their conclusions. Candidates show some understanding of how and why the selected event, issue, group or individual has been interpreted and represented in different ways.
- Pursue the investigation with support and guidance but demonstrate some independence and initiative in refining the investigation as it proceeds.

BAND 2: 13 – 23 marks

Candidates:

- Select and organise information some of which is deployed relevantly towards the investigation. They show a limited understanding of the significance of the selected event, issue, group or individual is shown.
- Use sources of information, interpretations and representations at face value. They can identify differences between the ways in which the selected event, issue, group or individual has been represented and interpreted, and can begin to identify some of the reasons for these differences.
- Are given extensive support and guidance and limited independence and initiative are shown in developing this guidance.

BAND 1: 0 - 12 marks

Candidates:

- Demonstrate a limited ability to select and organise information. Their investigation contains some irrelevant material. They describe a few features of the selected event, issue, group or individual.
- Use sources of information at face value and can extract relevant information for a given purpose. They can identify surface differences between the ways in which their selected event, issue, group or individual has been represented and interpreted.
- Are heavily reliant on support and guidance at every stage with little independence or initiative shown.

5.8 Optional Unit 8 – Change over Time (4978)

ABOUT THIS UNIT

Candidates choosing to study this unit are required to follow a programme of study leading to one or more assignments. The assignment(s) should relate to some aspects of the process, nature and extent of change over a period of approximately one hundred years. The unit should allow candidates the opportunity to investigate issues related to change in a local, national or international context.

RATIONALE AND AIMS OF THE UNIT

This unit allows candidates to investigate in depth the nature of change. This is most successfully achieved when focusing on a topic of particular interest to them.

Candidates will learn:

- to work actively through the process of historical enquiry using a range of sources to explore the dynamics of change;
- to understand what history is including the causes of change, the rate of change, the concept of turning points, the impact of change and why change occurred
- to develop a sense of personal identity through engaging with a stimulating and relevant issue;
- to comprehend, analyse and evaluate how change has been interpreted and represented in different ways.

ASSESSMENT : INTERNAL - COURSEWORK

Candidates will complete one or more assignments. These assignments will focus on issues related to the processes of change over time.

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| • Weighting | 25% of the Full Course GCSE |
| • Assessment Objectives | AO: 1, 2, 3 and 4 |
| • Type of assessment | Internal: Coursework |
| • Moderation | Internally assessed and externally moderated |

THE STRUCTURE OF THE PROGRAMME OF STUDY

Programmes of study must be sent to a Coursework Consultant for approval.

The assignment should grow out of, and form part of, a coherent programme of study. This could consist of several case studies of change over time, thus providing candidates with models for studying change which they could follow in their assignments. Alternatively, the programme of study could consist of examining a period when there was much change in many different areas, e.g. the Victorian period. Candidates could choose for their assignment one example of change from that period. The teaching programme would provide the broad context for such an assignment.

At first sight, the requirement to study change over a period of one hundred years may seem a daunting one. However, it is not necessary to teach, or for candidates to assimilate, a large amount of information to do this successfully. This is because, in teaching and in learning, emphasis should be placed on the **process** of change over a relatively long time span.

Candidates should be encouraged to reflect upon the nature of change and upon the factors that drove change within their selected theme. They should understand that:

- there are different kinds of change;
- change can be brought about by a range of factors, some shorter and some longer term and that factors interact with each other to effect change;
- individuals and events can stimulate, accelerate and inhibit change;
- continuity and change can co-exist;
- the way changes interact and the sequence of changes is important;
- change can be regarded differently with some seeing change as progress and others as regression, e.g. by those at the time and later commentators and between those at the time;
- some changes and developments might be seen as more important than others;
- changes impact on people and societies in different ways.

Candidates are likely to engage with a specific theme covering a period of approximately one hundred years in order to develop their understanding and demonstrate their understanding of issues related to the concept of change. This activity will ascertain their understanding of:

- different kinds of change such as longer and shorter term change;
- the concept of turning points;
- the rate and pace of change;
- the impact of change in the shorter and longer terms, e.g. on people, groups, societies and countries.

THE ASSIGNMENTS

Assignments must be sent to a Coursework Consultant for approval.

Candidates must complete one or more assignments. They should engage with a particular theme covering a period of approximately one hundred years.

Assignment(s) should allow candidates to do some of the following:

- demonstrate their knowledge and understanding of the context of the change(s) being investigated;
- explain different types of causes of change, explain reasons for much change and for little change, and explain reasons for rapid change and for slow change;
- explain how and why change affects different people in different ways;
- demonstrate an understanding of the concept of 'turning points';
- explain the different ways in which change and its consequences have been represented.

Assignments may be completed in many different formats, e.g. a written essay (between 1000 and 1500 words), designing and justifying a museum exhibition, devising a radio or television script or creating a web site.

EXAMPLES OF POSSIBLE ASSIGNMENTS

The following would be valid assignments allowing candidates to research and plan a presentation or other end product, showing their ability to understand and explain the processes of change.

- *How far did Shoe Lane change in the years 1880-1980?*
- *Why did the fortunes of Flatstones Mill change in the years 1790-1890?*
- *To what extent was granting women the vote a turning point in their role in the years 1850-1950?*
- *How far has the media changed voting habits during the 20th century?*

GUIDANCE FOR TEACHERS

Issues that could be examined during the teaching programme include:

- understanding 'turning points', i.e. something that might reasonably be considered to have made a difference. Whilst candidates will need to have knowledge of the development about the identified turning point, they will need to focus sharply on the situation both before and after. They will need to do this in order to confirm that the event was, in fact, a turning point with long-term impact, or to show that it only had short-term effects, or, indeed, to show that there was no turning point – but that continuity dominated;
- understanding different causes of change. Candidates might therefore consider both long- and short-term causes, and the role of specific individuals in bringing about change. Again, emphasis is likely to be placed on specific examples in exemplification, rather than giving a narrative 'story' of the whole one hundred years;
- understanding that change can affect different people in different ways and that change is often represented in different ways;
- understanding the context in which change took place and asking why some periods/places/topics saw frequent or rapid change while other periods/places/topics saw slow or little change.

LINKS TO OTHER UNITS

The unit links to other units in several ways:

- it helps broaden understanding of the nature of history, the concept of change over time, why it matters and how it has been interpreted and represented;
- it assists the development of a sense of personal identity by helping to place self in a range of contexts including local and national;
- it develops and reinforces skills of historical enquiry including the range of sources and techniques available;
- it exemplifies the role history plays in vocational areas and in the development of key skills;
- it provides opportunities for candidates (depending on the area of change being investigated) to deepen or extend their study of historical themes covered in other topics such as Unit 1 Medieval History; Units 2 and 11 Local History Investigation; Unit 3 International History; Unit 5 Multimedia in History: Bringing the Past to Life; Unit 6 An Archaeological Enquiry; and Unit 9 Missing Pages: The Migrant Experience.

ASSESSMENT CRITERIA

This assignment should be assessed using the bands on the following page.

The assignment should be placed in the band which provides the best fit description. These bands embrace all the relevant assessment objectives for this unit. However, the assessment objectives are not to be assessed separately. The band descriptors should be read and applied as a whole.

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 effectiveness of written communication;
- the evidence used to support the investigation.

BAND 5: 44 - 50 marks

Candidates:

- Select, organise and deploy effectively and relevantly a wide range of information, showing a clear understanding of the demands of the investigation. They demonstrate a good understanding of the significance of the issue in a broad context and make explicit the links between the different factors explained.
- Understanding of change over time is based on an understanding of the part played by cause, effect and motive and on ways in which the pace of change differed over time and between different groups.
- Interrogated evidence with confidence and use it to substantiate conclusions.
- Pursue the investigation single-mindedly, demonstrating independence and initiative.

BAND 4: 34 - 43 marks

Candidates:

- Select a range of relevant information which is generally well organised and deployed in pursuit of the investigation. They demonstrate a sound understanding of the significance of the issue including some awareness of the broad context.
- Understanding of change over time is based on an understanding of cause and effect in bringing about change and on the pace of that change.
- Demonstrate an understanding of basic historical methods in handling source material. Questions are asked about the evidence and inferences are drawn.
- Pursue the investigation with only minimal guidance and support, demonstrating a fair amount of independence and initiative.

BAND 3: 24 – 33 marks

Candidates:

- Select and organise information, much of it deployed relevantly towards the investigation. Some understanding is shown of the significance of the issue with a limited awareness of the broad context.
- Understanding of change over time is based upon the sequencing of events to link causes and consequences. A basic understanding of the different factors that brought about change will be demonstrated.
- Interpret source material with some reference to its context and select from it in order to construct answers to the investigation.
- Pursue the investigation with support and guidance but demonstrate some independence and initiative.

BAND 2: 13 – 23 marks

Candidates:

- Select and organise information, some of which is deployed relevantly towards the investigation, but with a sizeable amount of superfluous or copied material. There is a limited understanding of the significance of the issue with almost no awareness of the broad context.
- Understanding of change over time is based upon sequencing events and some attempt is made to link cause and consequence.
- Demonstrate comprehension of source material. Material selected from them is relevant to the enquiry and is based on a literal understanding of the evidence.
- Are given extensive support and guidance and limited independence and initiative are shown.

BAND 1: 0 - 12 marks

Candidates:

- Demonstrate limited skills of selection, organisation and deployment. Their investigation consists largely of irrelevant or plagiarised material. They have no understanding of the broad context.
- Understanding of change over time is based on presenting a limited chronology.
- Demonstrate comprehension of source material and make a limited selection of material that is largely relevant.
- Are almost completely reliant on support and guidance at every stage with no independence or initiative shown.

5.9 Optional Unit 9 – Missing Pages: The Migrant Experience (4979)

ABOUT THIS UNIT

Candidates will be required to carry out an investigation into the motives and experiences of a specific group of migrants in the nineteenth or twentieth century. Assessment is by teacher assessment and candidates will therefore be assessed throughout the unit.

RATIONALE AND AIMS OF THE UNIT

This unit allows candidates to conduct an historical enquiry in depth into the reasons for migration and the nature of the interaction of the migrants with the communities they joined. They will learn about:

- the ways in which a wide range of written and non-written sources can be used to explore the experiences of a specific group of migrants;
- the reasons for migration: the push and pull factors;
- the ways in which migration affected different social groups in different ways;
- the dynamics of the interaction of migrants with an established community;
- the nature of prejudice.

ASSESSMENT: INTERNAL - TEACHER ASSESSMENT

This unit is assessed by teacher assessment. Candidates will be assessed throughout the time spent on this unit. This assessment should be based on the achievements of candidates in their widest sense including planning and preparation by candidates, contributions to class discussions, written work completed in class, mini-pieces of research and group work. The work completed by candidates should be as varied as possible but should be regarded as normal classroom work rather than 'special' assessment exercises. The enquiry should allow candidates to research and understand the reasons for migration, and to make judgements about the success of the migration.

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| • Weighting | 25% of the Full Course GCSE |
| • Assessment Objectives | AO: 1, 2, 3 and 4 |
| • Type of assessment | Internal : Teacher Assessment |
| • Moderation | Internally assessed and externally moderated |

THE STRUCTURE OF THE ENQUIRY

The key to successful teacher assessment is in the planning. The enquiry will need to be carefully planned to create opportunities for teacher assessment to take place naturally out of valid, interesting and challenging activities that provide opportunities for candidates to show what they can do in relation to the assessment objectives. The enquiry should not, however, consist of a series of assessment tasks. The enquiry programme must be sent to a Coursework Consultant for approval.

The enquiry must be focused on the two key questions below and must:

- address the experiences of a group of migrants in a way that is valid historically. The migration being considered may be either internal or external;
- enable a wide range of historical sources to be used;
- ensure that an appropriate assessment task can be devised;
- be manageable in the time available for study and assessment.

The two key questions are:

- **What were the reasons for the migration?**
Candidates will be expected to identify as wide a range as possible of motives, both individual and collective, for their chosen group of migrants to leave their homeland. In doing so, they will need to consider the attractions of the destination (the pull factor) as well as the problems they face in their home communities (the push factor). In some cases this will include forcible removal.
- **How successfully did the migrants settle?**
Candidates will be expected to consider the experiences of the migrants, both individually and collectively, when settling in their host town or country. They should analyse the impact of the group on the host community and on the community they have left, and explore the nature of prejudice.

Lines of enquiry might include:

- *the Scottish Clearances of the nineteenth century;*
- *emigration in the nineteenth century as a solution to increasing poor rates;*
- *the Irish Famine and Irish migration;*
- *the migration of Cornish miners to Australia or to the USA;*
- *West Indian migration to the UK in the 1950s;*
- *Ugandan Asian migration to the UK as a result of the policies of Idi Amin.*

GUIDANCE FOR TEACHERS

Candidates will be required to research the two key questions and present their work in a variety of ways, showing their understanding of the experiences of their chosen group of migrants, both in leaving their home base and in interacting with the new communities with whom they came to live and work. Tasks to assist the teacher form an assessment judgment could include:

- Looking for a range of sources on the topic'
- Developing strategies for altering the enquiry as it proceeds and dealing with gaps in evidence'
- Evaluating the mixed range of sources, including evaluating oral evidence'
- Constructing generalizations, e.g. causation models'
- Developing criteria for judging subjective issues, e.g. how successful has the settlement been'
- Carrying out group tasks, such as a survey of attitudes.

In choosing specific groups of migrants, centres should aim to both engage and challenge candidates. The issue chosen should be one where there is scope for genuine historical investigation.

When identifying a specific group of migrants, teachers will need to have in mind the interests (and possibly ethnic background) of the candidates as well as the availability of appropriate resource materials. It would be possible, if centres so wished, for the experience of several migrant groups to be investigated by any one cohort of candidates, providing always that each individual candidate investigates only **one** migrant group.

Candidates should be helped to access a range of source material and should be enabled to build a valid history of the migration being investigated. Use should be made, wherever possible, of letters, diaries, journals, newspapers, photographs, articles (learned and otherwise) and, if the migration is within living memory, of personal reminiscences. When a migrant group is particularly strong in an area, then there are usually ex-patriate groups and clubs that could be approached.

LINKS TO OTHER UNITS

This unit can be combined with the following units:

- Unit 2 Local History Investigation - extending the Core by examining contrasting views of a locality and its history and inhabitants;
- Unit 3 International History - providing an extension to the international aspect;
- Unit 6 An Archaeological Enquiry - providing a contrasting study in different types of evidence;
- Unit 7 Whose History? Presenting the Past - providing an opportunity to make links with another approach to historical study;
- Unit 10 A Society in Depth - providing an opportunity to extend one aspect of this unit.

It also provides an extension to the study of the movement of peoples in Option 1 of Unit 1 in the Core.

ASSESSMENT CRITERIA

This unit should be assessed using the bands on the following page.

The assignment should be placed in the band which provides the best fit description. These bands embrace all the relevant assessment objectives for this unit. However, the assessment objectives are not to be assessed separately. The band descriptors should be read and applied as a whole.

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 effectiveness of written communication;
- the evidence used to support the investigation.

BAND 5: 44 - 50 marks

Candidates:

- Select, organise and deploy effectively and relevantly a wide range of information. They demonstrate a good understanding of the significance of the key features, events, individuals and situations involved, as appropriate, in the migration studied, and can place it in a broad context. They produce well-developed, well-reasoned and well-supported analyses, explanations, arguments and historical conclusions. They also analyse diversity and interrelationships in the migration studied.
- Rigorously evaluate and use critically a broad range of sources of information in their historical context to investigate and to reach reasoned and supported conclusions.
- Pursue the investigation single-mindedly, demonstrating independence and initiative and effectively re-define the investigation at various stages.

BAND 4: 34 - 43 marks

Candidates:

- Select a range of relevant information which is generally well organised and deployed relevantly. They demonstrate a sound understanding of the significance of the key features, events, individuals and situations involved, as appropriate, in the migration studied, including some awareness of its broad context. They produce developed, reasoned and supported analyses, explanations, arguments and historical conclusions. They also consider diversity and interrelationships in the migration studied.
- Evaluate and use critically a range of sources of information in their historical context to investigate and reach conclusions.
- Pursue the investigation with only minimal guidance and support. A fair amount of independence and initiative are shown in defining the investigation and in refining it as it proceeds.

BAND 3: 24 – 33 marks

Candidates:

- Select and organise information, much of it deployed relevantly towards the investigation. They demonstrate some understanding of the significance of the key features, events, individuals and situations involved, as appropriate, in the migration studied, with a limited awareness of the broad context. They produce structured descriptions and explanations, showing some understanding of causes, consequences and changes. Some attempt is made to consider diversity and interrelationships in the migration studied.
- Evaluate and use critically some of the sources. There is some evidence of this being used to support their conclusions.
- Pursue the investigation with support and guidance but demonstrate some independence and initiative in refining the investigation as it proceeds.

BAND 2: 13 – 23 marks

Candidates:

- Select and organise some relevant knowledge. They describe the key features, events, individuals and situations relating to the migration studied and identify and describe causes, consequences and changes.
- Use sources of information at face value and can begin to consider their usefulness for investigating historical issues and for drawing simple conclusions.
- Are given extensive support and guidance and limited independence and initiative are shown in developing this guidance.

BAND 1: 0 - 12 marks

Candidates:

- Demonstrate limited ability to select and organise information. Their work contains some irrelevant material. They describe a few features, reasons, results and changes in the events, people and situations relating to the migration studied.
- Use sources of information at face value and can extract relevant information for a given purpose.
- Are heavily reliant on support and guidance at every stage with little independence or initiative shown.

5.10 Optional Unit 10 - A Society in Depth (4980)

ABOUT THIS UNIT

Candidates choosing to study this unit are required to follow a programme of study leading to two assignments. The assignments should be focused on particular aspects of the society studied in depth. The programme of study should cover the key features, people and events of the chosen society over a period of approximately 30 - 50 years. The society studied can come from any part of the world and from any period of history but cannot be a study of a local area of Britain.

RATIONALE AND AIMS

This unit has been designed to provide candidates with the opportunity to study a society in depth over a short period of time. The key features and characteristics of the society, and its social, religious and ethnic diversity, will be studied as well as the experiences of men, women and children. There will be a particular emphasis on understanding the range of experiences, beliefs, ideas and aspirations of people at the time. The unit will be studied through a wide range of historical sources. Different representations and interpretations of the society over time will also be investigated. Candidates will learn:

- about the diversity of human experience;
- how to use a wide range of historical sources;
- how and why the past has been interpreted and represented in different ways.

ASSESSMENT: INTERNAL - COURSEWORK

Candidates will complete two assignments. One should be an investigation of the main characteristics, in the broadest sense, of a society. This should be based on an examination of a range of sources, representations and interpretations. The second should be an investigation of the role of an individual in the chosen society. The work can be submitted in a variety of forms, e.g. traditional written work, pages for a website, plans for a TV programme, the front page of a newspaper reporting an individual's death or plans for a museum display about a society.

Weighting:	25% of the Full Course GCSE.
Assessment Objectives:	AO: 1, 2, 3 and 4
Type of assessment:	Internal: Coursework
Moderation	Internally assessed and externally moderated

THE STRUCTURE OF THE PROGRAMME OF STUDY

Programmes of study must be sent to a Coursework Consultant for approval.

The assignment should grow out of, and form part of, a coherent programme of study. This should cover several aspects of the chosen society in depth over a period of between 30 - 50 years, and will provide the necessary context for candidates to complete the two assignments. The emphasis for teaching and learning should be the diversity of the chosen society.

The unit allows centres to choose from a wide variety of different societies in terms of type, historical period and geographical location. The society chosen does not have to be a country or a state. Centres may choose societies that deepen or broaden work completed in other units, but should avoid covering the same content. See the section below on Guidance for Teachers for further details.

THE ASSIGNMENTS

Before embarking on the two assignments, candidates should be given the opportunity to investigate the key features and characteristics of the society including its diversity. The enquiry should allow candidates to complete the two assignments effectively within 1000 - 1500 words.

Assignments must be sent to a Coursework Consultant for approval.

The main criteria for successful approval of assignments are that investigations:

- address valid historical issues;
- permit the use of a range of historical sources;
- permit the use of a range of representations and interpretations including, if appropriate, from the tourist and heritage industries;
- permit historical research of some depth;
- allow a range of media to be used;
- can be assessed easily using the banding definitions below.

Assignment 1 (the main characteristics of a society) should be based on five to seven sources, representations and interpretations. They should, in addition to the issues listed above, raise issues about the overall nature of the society in terms of its key features and characteristics including social, economic, political, religious and cultural. Emphasis should be placed on investigating diversity and change in these areas.

Assignment 2 (the role of an individual) should, in addition to the issues listed above, ensure explicit consideration of the significance of an individual to the chosen society. Issues such as the personality, motivation, and short- and long-term impact of the individual should be investigated and assessed.

To avoid Assignment 1 becoming purely descriptive and Assignment 2 purely a biographical study, it is recommended that candidates first identify a number of questions to investigate. These should help to provide direction, ensure relevance, and help candidates meet the requirements of the assessment objectives. Some candidates may benefit from structured tasks.

EXAMPLES OF POSSIBLE ASSIGNMENTS

- *Planning a TV programme which demonstrates the diversity of a particular society;*
- *Planning a museum display which looks at a society from the perspectives of two very different groups in that society;*
- *Constructing a website which assesses the importance of an individual;*
- *A written essay assessing how far an individual was responsible for certain developments and how far they were due to other factors.*

GUIDANCE FOR TEACHERS

A society should be chosen that provides opportunities for the use of a range of historical sources, representations and interpretations, and for the investigation of issues such as diversity and the role of individuals. Many current GCSE History specifications include 'Depth Studies' such as The American West, Elizabethan England and Russia in the first half of the twentieth century for which there is a wide range of published teaching materials. However, teachers may wish to investigate a society not usually studied for GCSE, e.g. Mughal India, Muslim society in the twelfth century, Japan in the second half of the nineteenth century, the Incas or Aztecs. For such societies, access to a reasonable range of resources will be an important factor when the OCR Consultant is considering requests for approval.

For some societies the period of 30 - 50 years is less appropriate, and an investigation of the chosen society 'in the round' over a shorter or longer period of time will be allowed. Issues such as this can be discussed with the OCR Consultant.

Whether a centre is using coursework or teacher assessment, it is important that a teaching programme is designed to allow the following issues, associated with diversity and the role of the individual, to be raised, investigated and discussed.

Diversity

The nature of diversity will differ from society to society. In some the emphasis might be on diversity of religion and culture, in others social and economic diversity will be more prominent. The teaching programme should give candidates opportunities to investigate a range of issues associated with diversity, for example:

- the nature of the diversity;
- the reasons for the diversity;
- the benefits for the society of diversity;
- the extent to which shared values and practices underlay the diversity;
- relations between the different groups and issues such as tolerance;
- the stresses on society produced by the diversity;
- the extent to which any of the above changed over time.

Not all of these issues will be appropriate for every society. Much of the work will involve candidates in studying ideas, values, attitudes, beliefs and practices that are very different from their own. It is important that they realise these are not to be judged as inferior to their own, but different (or similar), and arising from specific times, places and situations.

Where possible a range of representations and interpretations of the chosen society should be studied and evaluated.

The role of the individual

It is also important that the chosen society provides the opportunity for the study of the role of an individual. Even better would be several individuals to be investigated in this way, allowing candidates some choice and the opportunity to discuss the important issues across a range of different individuals.

The work completed about individuals should not be biographical. It should rather raise issues about the significance of individual human beings in influencing events and having an impact on the lives of others. A range of issues could be investigated, for example:

- the individual's role in a particular event;
- the broader issue of the individual's impact on a society in the short and the long term;
- the consequences of the individual's beliefs and actions, e.g. how far the individual improved the lives of others;
- how far the individual was more important than other individuals;
- the relative importance of the individual and broader forces, e.g. social and economic, in bringing about change;
- counterfactual approaches, e.g. would the changes have happened in the same way, at the time, without the work of the individual?
- how and why has the individual been represented and interpreted differently over a period of time?

LINKS TO OTHER UNITS

This unit links to other units in several ways:

- it reinforces historical skills of selecting and judging significance, and of understanding and evaluating historical evidence and representations and interpretations;
- it allows candidates to deepen and broaden work completed in other units. For example, it can be used to deepen the study of a period of Medieval history (Unit 1), or to provide a wider context for a local investigation (Units 2 and 4), or an evaluation of a multimedia product (Unit 5);
- it provides breadth by allowing candidates to study a society that provides a contrast with their own experiences and with the content studied in other units.

ASSESSMENT CRITERIA

This assignment should be assessed using the bands on the following page.

Answers should be placed in the band which provides the best fit description. These bands embrace all the relevant assessment objectives for this unit. However, the assessment objectives are not to be assessed separately. The band descriptors should be read and applied as a whole.

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 effectiveness of written communication;
- the evidence used to support the investigation.

BAND 5: 44 - 50 marks

Candidates:

- Select, organise and deploy effectively and relevantly a wide range of information. They demonstrate a good understanding of the significance of the key features, events, beliefs, individuals and situations in a broad context. They produce well developed, well reasoned and well supported analyses, explanations, arguments and historical conclusions. They also analyse, as a central feature of the work, diversity and interrelationships in the society studied.
- Rigorously evaluate and use critically a broad range of sources of information in their historical context to investigate and to reach reasoned and supported conclusions.
- Show a good understanding of how and why events, people and issues have been interpreted and represented in different ways. They can comment on the validity of interpretations and representations in an informed manner.

BAND 4: 34 - 43 marks

Candidates:

- Select a range of relevant information which is generally well organised and deployed relevantly. They demonstrate a sound understanding of the significance of the key features, events, beliefs, individuals and situations including some awareness of the broad context. They produce developed, reasoned and supported analyses, explanations, arguments and historical conclusions. They also consider diversity and interrelationships in the society studied.
- Evaluate and use critically a range of sources of information in their historical context to investigate and to reach conclusions.
- Show understanding of how and why events, people and issues have been interpreted and represented in different ways. They can make some valid comments on the validity of interpretations and representations.

BAND 3: 24 – 33 marks

Candidates:

- Select and organise information, much of it deployed relevantly. They demonstrate some understanding of the significance of the key features, events, beliefs, individuals and situations with a limited awareness of the broad context. They produce structured descriptions and explanations showing some understanding of causes, consequences and changes. Some attempt is made to consider diversity and interrelationships in the society studied.
- Evaluate and use critically some of the sources used. There is some evidence of this being used to support their conclusions.
- Show some understanding of how and why events, people and issues have been interpreted and represented in different ways.

BAND 2: 13 – 23 marks

Candidates:

- Select and organise some relevant knowledge. They describe the key features, events, beliefs, individuals and situations. They identify and describe causes, consequences and changes.
- Use sources of information at face value and can begin to consider their usefulness for investigating historical issues and for reaching simple conclusions.
- Can identify differences between ways in which events, people and issues have been represented and interpreted, and can begin to identify some of the reasons for these differences.

BAND 1: 0 - 12 marks

Candidates:

- Demonstrate limited ability to select and organise information. Their work contains some irrelevant material. They describe a few features, reasons, results and changes of the society studied.
- Use sources of information at face value and can extract relevant information for a given purpose.
- Can identify surface differences between ways in which events, people and issues have been represented and interpreted.

5.11 Optional Unit 11 – Local History Investigation (4981)

For details of this unit please refer to Unit 2: Local History Investigation on page 37.

5.12 Optional Unit 12 – International History (4982)

For details of this unit please refer to Unit 3: International History on page 41.

SECTION D: COURSEWORK

6 REGULATIONS FOR INTERNAL ASSESSMENT

6.1 Supervision and Authentication of Internally Assessed Work

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

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

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

When supervising internally assessed tasks, teachers are expected to:

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

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

6.2 Production and Presentation of Internally Assessed Work

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

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

- centre number
- centre name
- candidate number
- candidate name
- specification code and title
- assignment title

- All work written submitted for moderation must be kept in a flat card file (not a ring binder). Please note that not all coursework need take the form of written work.

6.3 Moderation

Coursework

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

Teacher Assessment

Moderation will be divided into two stages:

Stage 1: The Agreement Trial

All the centres in a cluster group will hold an agreement trial. This will be led by the Cluster Group Leader. Each centre will bring to the meeting a sample of their candidates portfolios across the mark range and across different teaching groups (teachers' notes regarding ephemeral evidence will also be available). The size of the sample will be decided by the Cluster Group Leader. The purpose of the agreement trial will be to ensure that the standard of the award of marks is the same for each centre in the cluster group and that each teacher has applied the standards appropriately across the range of candidates within the centre. The meeting will agree a rank order for all the candidates in the cluster group. It will also select a sample of portfolios for external moderation.

Stage 2: External Moderation

For the purposes of moderation each cluster group will be treated as a single centre. The moderator will visit one of the centres where a sample of portfolios for the cluster group will be available. This sample will include portfolios across the mark range and across all the centres in the cluster group (teachers' notes regarding ephemeral evidence will also be available). The purpose of moderation will be to ensure that the award of marks is the same as in other cluster groups and conforms to the general standard for the specification. Teachers from the centres should be present to help assist the moderator.

6.4 Minimum Requirements for Internally Assessed Work

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

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

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SECTION E: FURTHER INFORMATION

7 OPPORTUNITIES FOR TEACHING

7.1 The Use of ICT

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

This specification offers opportunities which develop such knowledge, skills and understanding as follows:

Use of ICT		Opportunities to support this issue
1	apply and develop their ICT capability through the use of ICT tools to support their learning	All units, particularly Unit 5.
2a	find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility	All units, particularly Unit 5.
2b	develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy	All units, particularly Unit 5.
2c	exchange and share information, both directly and through electronic media	All units, particularly Unit 5.
2d	review, modify and evaluate their work, reflecting critically on its quality, as it progresses	All units, particularly Unit 5.

7.2 Citizenship

The National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship where candidates continue to study, think about and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They study the legal, political, religious, social, constitutional and economic systems that influence their lives and communities, looking more closely at how they work and their effects. They continue to be actively involved in the life of their school, neighbourhood and wider communities, taking greater responsibility. They develop a range of skills to help them do this, with a growing emphasis on critical awareness and evaluation. They develop knowledge, skills and understanding in these areas through, for example, learning more about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part in community activities.

Note: similarly in Wales there is a mandatory Personal and Social Education framework (for details please refer to the ACCAC website <http://www.accac.org.uk>).

Knowledge and understanding about becoming informed citizens needs to be acquired and applied when developing skills of enquiry and communication, and participating in responsible action.

Parts of this programme of study (PoS) may be delivered through an appropriate treatment of other subjects. This specification offers opportunities which develop such knowledge, skills and understanding of citizenship issues as follows:

Citizenship PoS		Opportunities to teach this issue
Knowledge and understanding about becoming informed citizens:		
1a	the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems	Unit 10
1b	the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	Units 1, 9, 10
1c	the work of parliament, the government and the courts in making and shaping the law	Unit 1
1d	the importance of playing an active part in democratic and electoral processes	Units 4, 10
1e	how the economy functions, including the role of business and financial services	Units 4, 10
1f	the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally	Units 4, 10
1g	the importance of a free press, and the media's role in society, including the Internet, in providing information and affecting opinion	Units 5, 10
1j	the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21	Unit 3
Developing skills of enquiry and communication:		
2a	research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics	All units, particularly Units 4, 5, 6, 9
2b	express, justify and defend orally and in writing a personal opinion about such issues, problems or events	All units
2c	contribute to group and exploratory class discussions, and take part in formal debates	All units, particularly Units 4, 6, 9.
Developing skills of participation and responsible action:		
3a	use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own	Units 4, 7, 9.
3b	negotiate, decide and take part responsibly in school and community-based activities	Unit 4
3c	reflect on the process of participating	Unit 4

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

This specification offers opportunities which can contribute to an understanding of these issues in the following topics:

- Unit 1: Medieval History
- Unit 3: International History
- Unit 4: Heritage Management and Marketing
- Unit 8: Change over Time
- Unit 9: Missing Pages: The Migrant Experience
- Unit 10: A Society in Depth

7.4 Sustainable Development, Health and Safety Considerations and European Developments

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

- Unit 3: International History
- Unit 4: Heritage Management and Marketing

8 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 Level 1 for each unit.

Unit	C			AoN			IT			WwO			IoLP			PS		
	1.1	1.2	1.3	1.1	1.2	1.3	1.1	1.2	1.3	1.1	1.2	1.3	1.1	1.2	1.3	1.1	1.2	1.3
1																		
2	√	√	√				√	√	√				√	√	√	√	√	√
3	√	√	√				√	√	√				√	√	√	√	√	√
4	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
5	√	√	√				√	√	√	√	√	√	√	√	√	√	√	√
6	√	√	√				√	√	√	√	√	√	√	√	√	√	√	√
7	√	√	√				√	√	√				√	√	√	√	√	√
8	√	√	√				√	√	√				√	√	√	√	√	√
9	√	√	√				√	√	√	√	√	√	√	√	√	√	√	√
10	√	√	√				√	√	√				√	√	√	√	√	√
11	√	√	√				√	√	√				√	√	√	√	√	√
12	√	√	√				√	√	√				√	√	√	√	√	√

9 READING/RESOURCES LIST

For the most up-to-date resources to accompany this specification please refer to the OCR website www.ocr.org.uk

10 ARRANGEMENTS FOR CANDIDATES WITH PARTICULAR REQUIREMENTS

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations*. In such cases advice should be sought from OCR as early as possible during the course.

11 SUPPORT AND IN-SERVICE TRAINING FOR TEACHERS

- Specimen externally set task;
- Teacher instructions for Unit 1: Medieval History;
- OCR-endorsed publisher support to follow;
- The OCR website www.ocr.org.uk;
- Cluster group networks supported by dedicated Cluster Group Leaders;
- History support contacts matrix for centres;
- E-community support