

Teacher's Handbook

GCSE History (Pilot)

OCR GCSE in History (Pilot): J938/J038

This handbook is designed to accompany the OCR GCSE History Pilot specification for teaching from September 2009.

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Introduction

OCR is offering new GCSEs for first teaching in September 2009.

We have taken this opportunity to improve the quality of our GCSEs for teachers and students alike.

We have made improvements in three key areas: updated and relevant content, a focus on developing students' personal, learning and thinking skills, and flexible assessment, so you can choose the best learning approach for the job.

We want to make the introduction of these new GCSEs as easy for you to manage as possible.

The main changes are:

- Controlled assessment will be introduced for most subjects
- The opportunity will be taken to bring course content up to date
- Examinations should provide opportunity for extended writing and more varied question types
- All GCSEs will meet the requirements of the Disability Discrimination Act.

Our approach is to provide consistency across all our GCSEs by offering the flexibility that unitised qualifications bring, allowing teaching and assessment to be either a linear or unitised fashion.

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specification and to support you while teaching them.

It is important to make the point that this Teacher Handbook plays a secondary role to the specifications themselves. The GCSE History Pilot specification is the document on which assessment is based: it specifies what content and skills need to be covered. At all times therefore, the Teacher Handbook should be read in conjunction with the Specification. If clarification on a particular point is sought, then that clarification must be found in the Specification itself.

Background to the GCSE History Pilot

The OCR GCSE History Pilot course was initiated by the Qualifications & Curriculum Authority in order to investigate the possibilities and implications of innovative approaches to content and assessment styles. It began in 2006 with a limited cohort of 60 schools. It will continue from September 2009, but because it is still innovatory and does not meet all the GCSE criteria, entry is still restricted, now to just 100 schools.

The unique features of the OCR GCSE Pilot specification give schools the opportunity to provide a lively, worthwhile course of history tailored to local needs and interests. It has the capacity to motivate young people to carry out their own historical enquiries, assessed in ways that are meaningful to them. However, considerable careful planning is needed before starting to teach. The purpose of this Teacher's Handbook, which should be read alongside the full specification, is to help you to plan how to teach the course confidently and successfully.

An outline of the course

Short Course (J038)

SHORT COURSE	
<p>Unit 1: Medieval History External Assessment 50% (25% of Full Course)</p> <p>AND</p> <p>Unit 2: Local History Investigation OR</p> <p>Unit 3: International History Coursework Assessment 50% (25% of Full Course)</p>	<p>The two units can be taught in any order but Unit 1 will only be assessed in May.</p> <p>Work for Unit 2 or Unit 3 can be submitted for moderation in January or May.</p>

Full Course (J938)

FULL COURSE	
<p>Unit 1: Medieval History External Assessment 25% of Full Course</p> <p>AND</p> <p>Unit 2: Local History Investigation OR</p> <p>Unit 3: International History Coursework Assessment 25% of Full Course</p> <p>AND</p> <p>One from Units 4, 5, 6, 9 Teacher Assessment 25% of Full Course</p> <p>AND</p> <p>One from Units 7, 8, 10, 11, 12 Coursework Assessment 25% of Full Course</p> <p>NB Candidates cannot take both Units 2 and 11 or both Units 3 and 12.</p>	<p>The units can be taught in any order. Unit 1 will only be assessed in May. Work for the other units can be submitted for moderation in January or May.</p> <p>NB If candidates wish to receive a Short Course certificate after the first year of the course, they must complete Unit 1 and Unit 2 or Unit 3 in the first year.</p>

A Summary of the Key Features of the course which make it different from standard GCSEs

- The content of the course includes topics which are not part of traditional GCSE courses and with which you may not be familiar. On the other hand, the flexibility of the course gives you much more control over the content, giving great opportunities to teach history which meets your own and your students' interests and needs. The wide range of options allows you to offer your students the opportunity to investigate and understand a range of historical periods and diverse human experiences. The course particularly enables them to forge a closer relationship between school history and the wider world. The course must include topics on at least two of the three levels: local, national and international and the four units chosen must not, of course, overlap with each other.
- Preparation for external examinations in standard GCSEs often imposes limits on students' opportunities to carry out their own extended enquiries. This restriction does not apply in this course which indeed has an additional objective:

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

This emphasis on enquiry runs through the whole course, enabling and encouraging students to do some real history. It should affect the way you design the course, as well as the assessment. Planning and using good Key Questions will ensure that your students keep on track, from the start of your teaching to the presentation of their assessed work.

- With 75% of the course internally assessed, you are much more in control of how your students are assessed than in standard GCSE. You have the opportunity to devise tasks and forms of presentation which are innovative and will motivate your students to put in their best efforts. Providing the resulting work meets the appropriate assessment objectives, is recognisably the work of an individual student and can be postally moderated, it can take any form. You will of course need to have your plans approved by your Coursework Consultant well in advance. (See also Sections 3 and 5 below.)
- The course offers the opportunity to investigate the part history plays in the world outside school. Students are able to address aspects of the heritage industry, enhancing their vocational education.
- As Section 1 makes clear, assessment is unitised, giving opportunities for both Short Course and Full GCSE certification, re-sits and flexibility in course planning.

Subject specific guidance

Unit 1 (B871): Medieval History

The purpose of this unit is to enable students to engage with the fascinating and colourful events and individuals of the Middle Ages - a period not usually available for study at GCSE level. It also enables candidates to develop the skills of independent learning, for example, research skills, and to plan and produce a piece of extended writing.

Summary of the requirements

(More details can be found in the specification.)

Students have to study one from two options:

- Option 1: Raiders and Invaders: The British Isles c.400–c.1100
- Option 2: Power and Control: Kingship in the Middle Ages c.1100–c.1500

It is recommended that the teaching of this unit begins in January. This will allow time for sufficient preparation of the students for the assessment in May.

This unit is only assessed in May. If students wish to receive a Short Course certificate after the first year of the course, they must complete this Unit in the first year. If students do not wish to receive a Short Course certificate, they can enter for this Unit in May in the first or the second year of the course.

The assessment is externally set and marked. Students have to answer one compulsory question in four hours, under controlled conditions. The four hours can be divided into smaller sessions, for example, normal history lessons. It is expected that students will be supervised by their normal history teacher. It is possible for students to satisfy the requirements of the examination by writing between 1,000 and 1,500 words.

The envelope containing the question should not be opened by the teacher until the beginning of the four hours. It should be given immediately to the students. Under no circumstances should the teacher select or prepare materials, or discuss in detail how to answer the question, once the question is known. If a source booklet is provided for students, this should be a booklet prepared for the teaching programme before the question is known. A source booklet must not be prepared by teachers after the question is known.

Students should have access to their class notes, text books and other reference materials. During the completion of the task the teacher has three main roles. Firstly, to introduce the task and explain in general terms what students have to do; secondly, to ensure the work completed by each student is that student's own individual work; and finally, to help students organise and manage their time.

At the end of the four hours, students' work must be collected in and sent to the external examiner just as with examination scripts.

Teaching the unit

Planning the unit - the importance of the organising questions

Careful planning is essential. Students will not be properly prepared if the teaching consists of little more than coverage of the content of the chosen option. The most important way of avoiding this is to focus on the organising questions in the specification. The teaching programme should:

- encourage students to be active learners and investigate, research, discuss and argue issues
- be based on the organising questions listed in the specification. These encourage making comparisons and links
- enable students to develop an understanding of the main features of the option studied
- introduce students to a wide range of sources and interpretations (the course should not be based on one text book), and involve students in analysing and evaluating these sources and interpretations
- develop the skills necessary for the assessment task
- enable students to research the topics and gather a range of materials together ready for the assessment exercise.

There are different ways of organising the teaching and learning programme. Whichever approach is adopted it is important that the organising questions are explicitly addressed. All of the following possible approaches do this.

- (i) Cover the Focus Points for each group/ruler and then, towards the end of the course, address the organising questions by comparing the rulers in relation to each organising question.
- (ii) Cover the Focus Points for one group/ruler and then consider the organising questions in relation to that group/ruler. Then cover the Focus Points for a second group/ruler and use the organising questions to compare with the first group/ruler. Then repeat with the other groups/rulers.
- (iii) Base the whole course around the organising questions. Address each organising question in turn using all the groups/rulers together and comparing them.

It should be noted that each of these approaches places the focus of teaching and learning on the organising questions, and on using these questions to make comparisons and reach conclusions about the groups/rulers studied. For example, in *Raiders and Invaders* students should have a clear understanding of the similarities and differences in the motives of the different groups for invading the British Isles; in *Power and Control* they should have a clear understanding of the similarities and differences in the ways rulers dealt with the problems that faced them.

Skills and understanding

Skills

It is as important to develop students' skills as it is to cover the content. The key skills for this unit are: selection, deployment, making comparisons/links, developing an argument, analysing and using sources and interpretations to support the argument.

Time should be spent on exercises that develop these skills. For example, selection is a key skill and students need to develop the confidence to make choices about what is relevant, and just as important, what to leave out. This can be achieved through exercises focused on this one skill, for example, providing students with a range of extracts/images and asking them to decide which would be relevant for a particular question, and which should be left out. Students could defend their choices in group or class discussion. Exercises such as this one have the added advantage of also covering the content in an enquiring and meaningful way and are more effective than note taking.

Understanding

It is also important to develop the students' understanding. The key understandings include: key terms, the key features of the societies in the option studied, and concepts such as causation and change.

There are key terms that need to be mastered if the content is to be understood properly. These terms could also be key words in the assessment questions. They include, Raiders and Invaders: conquest, control, invading, settling, way of life; Power and Control: barons (and nobles), control, governing, loyalty, the people.

These terms should be revisited and considered in a variety of contexts. When candidates come to complete the assessment task, it is crucial that they understand, for example, the difference between invading and settling. Experience shows that some students struggle in the assessment exercise because they do not understand the difference between such terms.

Students should also have experience in establishing and using criteria. These are particularly helpful when considering issues such as the significance or success of a group/ruler. However, it is not helpful to simply provide students with lists of criteria. They should be encouraged to use their knowledge and understanding of the topic to develop their own lists for particular questions. Useful discussions can emerge from this, for example, about what made a medieval ruler successful, would different people at the time have used different criteria from one another, do we have different expectations of rulers today? It is important that students understand that in the assessment exercise it is not enough to simply identify a list of criteria at the beginning of an answer. The criteria should act as the framework of the answer and be used throughout.

'Practice makes perfect'

It is important that students do not face the kind of demands made in the assessment exercise for the first time in the formal assessment. Short, quick, and carefully focused exercises can be devised to provide students with opportunities to select relevant materials and plan answers to questions similar to those that will appear in the assessment exercise. There is probably not enough time during the teaching programme to allow students to produce a full answer to an assessment question. However, they can be given the opportunity to discuss such questions and to plan answers.

It is also worth considering the benefits of introducing more project work into the Key Stage 3 history course. Allowing students to produce one or two major pieces of work a year can add variety to the work they do, and can begin to develop the skills of research, selection and deployment required by the Pilot. Such work should always take the form of responding to a question/problem/issue. In this form they can provide useful preparation in important skills.

Measuring students' progress

Experience has shown that students' answers to the assessment question fall into the following different types. It can be useful to identify which of one of these a student's work matches. This will help to identify weaknesses and strengths of the student and allow targets to be set for future progress. It should be noted that these 'types' of answers are separate from the mark scheme and have been constructed for diagnostic and formative purposes.

(i) Overall structure of the work

Type 1

Almost no relevant selection of material. Random coverage of the topic generally rather than a focus on the question. No relevant deployment of material so little or no attempt to address the question. If there is material relevant to the question, it is by accident and there is no more emphasis on it than the other parts of the answer which are irrelevant.

Type 2

The student shows some understanding of the demands of the question and has selected some relevant material, but there is a failure to deploy it to address the question. The material selected is potentially useful and relevant but has not been effectively deployed to answer the question. Description and narrative are major characteristics of this type of answer.

Type 3

Relevant material selected, and in places, deployed effectively to answer the question. There is however, unevenness. For example, one group/ruler dealt with less well, or some important aspects of the topic are not covered.

Type 4

Relevant material selected and deployed effectively to answer most aspects of the question. However, different groups/rulers are dealt with separately and comparisons and links are either asserted or left until the conclusion.

Type 5

As for Type 4 but comparisons/links are made throughout the answer. The question is frequently and explicitly addressed throughout. The main direction of the argument is clear before the conclusion is reached. As a consequence, the conclusion is used to sum up what has already been demonstrated rather than as the first time the question has been directly addressed.

(ii) The use of sources and interpretations

Type 1

No explicit use of sources or interpretations.

Type 2

Some sources or interpretations included but they are not analysed or used. They are not particularly relevant to the question and serve little purpose, for example, downloaded pictures doing little more than adding decoration.

Type 3

Sources and interpretations used but they are bolted-on to the work rather than being an integral part of the answer. There are attempts to analyse, discuss or evaluate the sources/interpretations but the resulting work stands by itself and is not used to support the answer to the question. It does not help to drive the argument.

Type 4

Sources and interpretations used. They are used uncritically but are used to support the answer to the question, for example, arguments being made are supported by reference to sources.

Type 5

As for Type 4 but sources and interpretations are used critically.

The assessment

Experience has revealed various pitfalls that students should try and avoid:

- spending a lot of time on researching enormous amounts of extra material. Most students go into the assessment with all the materials they need to answer the question. It is counter-productive to spend time finding large amounts of extra material. Students who do this have been unable to cope with all the material and have made the task more difficult for themselves. They should also be discouraged from making much use of the internet during the 4 hours. This usually wastes time and can produce enormous amounts of indigestible material. Most teachers now research relevant websites as part of the teaching programme.
- failing to organise their time properly. Students can be helped with the management of their time. They should be encouraged to plan their use of time to avoid leaving the final writing up to the last few minutes.

In answering the assessment question students should be encouraged to:

- answer the question. This might seem obvious but a number of students fail to do this. They appear to be working through a checklist of skills they think they must demonstrate and spend their time showing that they can evaluate sources or know something about a ruler rather than providing an answer to the question. Showing students the mark scheme can lead to these dangers. It is far more profitable to try and foster a genuine understanding in

the student of what constitutes a good history answer rather than trying to get them to cover everything in the mark scheme.

- first, think about what the question is asking. The question will contain key words, for example, settling or control. If the question is about settling, they should not write about invading. The question might identify some groups or rulers – if the question asks for a comparison between Vikings and Saxons, they should not write about Normans.
- select what is relevant from all their materials, and have the confidence to leave out all the irrelevant material.
- plan an answer to the question which is analytical and is not descriptive or narrative. They should try and plan an analytical structure, for example, if the question is about which ruler was more successful, they should identify a number of criteria and deal with each one in turn. Rulers should be compared and judged, criterion by criterion.
- try to include only analysis and argument, not description. The hardest thing of all for some candidates to avoid is 'telling the story'. Every paragraph should be directed at answering the question. If it doesn't do this, it should be left out.
- support analyses and arguments with references to sources and interpretations. The better students should use these critically.
- read through the answer. Be self-critical. Ask 'is everything relevant? Are there sections that can be left out because they do not add to an answer to the question?'
- end with a conclusion that clearly sums up the main arguments made earlier and clearly states the student's overall answer to the question. Students should ensure that the conclusion grows out of, and is supported by, the rest of the answer. Students should remember that the conclusion should not come as a surprise to the examiner.

The external examiners will be looking, first and foremost, for a well organised and well focused answer to the question that is not full of irrelevant sections. They will be looking for good understanding of the topic used to form arguments that address the question. They will also be looking for sources and interpretations being used to support the arguments being made. Finally, but crucially important, they will be looking for students developing their own analyses and arguments rather than repeating ones found in the text books or given to them by their teacher.

Past questions

Raiders and Invaders

'In the years 400-1100, the most successful settlers were the Saxons.' How far do the sources you have researched convince you that this statement is correct? (2007)

'The Saxons and Normans both invaded the British Isles for the same reasons.' How far do you agree with this statement? Use sources and your knowledge to answer the question. (2008)

'The Vikings were better than the Normans at controlling Britain.' How far do you agree with this statement? Use sources and your knowledge to answer the question. (2009)

Power and Control

'In the Middle Ages, the most important thing a ruler had to do to be successful was to co-operate with the barons and powerful landowners.' How far do the sources you have researched convince you that this statement is correct? (2007)

'King Edward I achieved more than King Henry V or Owain Glyndwr.' How far do you agree with this statement? You must refer to all three rulers in your answer. Use sources and your knowledge to answer the question. (2008)

'King John was better than Henry V at governing the people.' How far do you agree with this statement? Use sources and your knowledge to answer the question. (2009)

Note the change in emphasis after 2007. In 2008 and 2009 and in future examinations the focus is on answering the question, with sources being used in support of this. The question will not, as in 2007, ask students to test a statement against the sources they have researched. Centres who provide students with a source booklet should ensure that students understand that they are not being asked to test the statement against the sources in the booklet.

Unit 2 (B872): Local History Investigation (also Unit 11)

The **purpose** of this unit is to enable students to engage with history in their locality and to investigate its significance and relevance, not only in the past but to the present community.

The choice of which aspect of local history to focus on is therefore crucial. It could be a site, but it could also be a local person or persons, an event, an issue or a development. It will need to have the potential to pose questions for students to answer about past and present significance.

The wording of the Key Question is also crucial and should firmly point students in the direction of issues of significance and relevance. Because these issues have to be considered at two time periods, it may be sensible to set two separate tasks.

The site (etc.) should be put in context in the past, and in the present. This context may be local, but could also be regional, national or even global.

Led by the Key Question(s), the course will also involve:

- analysing causes and consequences
- explaining how and why people have different views about it
- using a range of sources critically.

These angles should not be met in a mechanical way, but arise as necessary parts of a good answer to the enquiry question. Naturally, some of these tasks may carry more weight in a particular investigation than in others. However, significance should be explicitly addressed throughout, not lost under masses of descriptive detail, or left to the conclusion. Students will

probably need assistance in formulating their judgements of significance and this need can be met by providing criteria. These could be arrived at in discussion with the class, or taken from the following lists:

- The Five Rs: Remarkable; Remembered; Resulting in change; Resonant; Revealing
- Affected a lot of people; Affected people deeply; Affected people for a long time; Still affects people today.

Whether the criteria are devised together or provided, make sure the candidates use them in their responses!

Experience has shown that it can be harder to address current significance than past significance. In some cases, students have carried out surveys, street questions or local interviews to provide data for the second part of the investigation.

Examples of assignments

To what extent would you agree that XXXX was more significant to the local community in the Second World War than today?

'Religion was important in the Middle Ages and XXXX reflects this importance. It is less important today.' How far do you agree with this statement?

[Two named local worthies] Create a town trail to illustrate their importance to XXXX. Which of the two should be most remembered?

XXXX Saint or Sinner? Write a letter to the council giving your views on a recently erected monument.

Are the XXXX more significant than local people today realise?

'How significant was the 1984–85 miners' strike in politicising people in Yorkshire mining communities?' This enabled students to bring past and present together and investigate the significance of a past local issue today.

'Has coal mining left a legacy for Hucknall that it should be proud of?' This raises issues about significance to the local community today.

Unit 3 (B873): International History (also Unit 12)

The **purpose** of this unit is to enable students to investigate in depth an aspect of international history which interests them. The central concept of the unit should be the international significance of an event, issue or development.

For this specification 'international' does not just mean non-British. Although the event, issue or development itself may not be international, its significance must go beyond one country to have

impact on a global or at least regional scale. The event (etc) does not have to be taken from 20th or 21st century history. The choice of topic is therefore crucial.

The wording of the Key Question is also crucial and should firmly point students in the direction of issues of international significance.

The event (etc.) should be put in its broad historical context.

Led by the Key Question(s), the course will also involve:

- analysing causes and consequences
- describing how the event (etc.) affected people at the time
- explaining how and why people had different views about it at the time
- considering different interpretations
- using a range of sources critically.

These angles should not be met in a mechanical way, but arise as necessary parts of a good answer to the enquiry question. Naturally, some of these tasks may carry more weight in a particular investigation than in others. However, international significance should be explicitly addressed throughout, not lost under masses of descriptive detail, or left to the conclusion. Students will probably need assistance in formulating their judgements of significance and this need can be met by providing criteria. These could be arrived at in discussion with the class, or taken from the following lists:

- The Five Rs: Remarkable; Remembered; Resulting in change; Resonant; Revealing
- Affected a lot of people; Affected people deeply; Affected people for a long time; Still affects people today.

Examples of assignments

Write a letter to the Secretary of the United Nations arguing why it is so important that more countries hold a Holocaust Memorial Day.

Put together a proposal for the BBC for a documentary entitled 'Vietnam, significant in the short term but not in the long term?'

Is the Olympic Games more than just a sporting event?

Unit 4 (B874): Heritage Management & Marketing

(Teacher-assessed unit)

The purpose of the two options available in this unit is to allow students to engage with the issues involved in the role history plays in various aspects of the heritage industry.

In Unit 4a, Heritage Management, students compare two neglected historic sites and prepare a plan for the renovation and development of one of them.

As with every unit in this course, careful planning is essential. The scheme of work for the unit will have two phases:

- analysing the two neglected historic sites, their origins, history and reasons for their present state. This phase will culminate in a feasibility study of the claims of both sites to be renovated, on which a choice will be made. This should consider the significance of each site, their potential as heritage attractions and the extent and nature of the work needed to restore each of them;
- an action plan for the development of the chosen site. This should consider such issues as timescale, costs, benefits and risks in carrying the renovation.

The enquiry will also have to be carefully planned to generate a number of worthwhile tasks, say 4–6. They should be of different kinds and address different assessment objectives, although some objectives may be dealt with more thoroughly than others. The scheme of work should not, however, be seen as a series of assessment tasks, but as work which arises naturally in order to fulfil the overall intentions of the course.

There is the opportunity to make use of ephemeral evidence: contributions, for example, oral contributions which show a level of ability and understanding which is not reflected in their written work. Up to 3 marks can be awarded, supported always by the record in your mark-book.

Led by the Key Questions, the course will involve:

- using a range of historical sources
- examining and analysing representations and interpretations used by the heritage industry
- researching two historic sites in some depth, including consideration of their historical significance.

In Unit 4b, Heritage Marketing, students research an aspect of British history, which will probably be local but need not be, and prepare a campaign to market it to a chosen audience.

As with every unit in this course, careful planning is essential. The scheme of work for the unit will have two phases:

- research into the selected topic of history so that students fully understand the subject of the marketing campaign. It could include an examination of popular myths about a historical site or person and how they arose. It could include a judgement of the significance of different aspects of the topic chosen. This will lead up to an identification of the content and issues to be marketed;

- an action plan for the marketing campaign. This could start by examining how other heritage sites or topics are marketed. The target audience will need to be identified and this will affect which aspects of the chosen historical topic are to be marketed, and what approaches should be used. Students will then produce some samples of materials to be used in the marketing campaign. These could include a website, a DVD presentation, leaflet, flier, poster, newspaper advertisements, presentation packs etc. There are clearly opportunities here to use a range of media.

The enquiry will also have to be carefully planned to generate a number of worthwhile tasks, say 4–6. They should be of different kinds and address different assessment objectives, although some objectives may be dealt with more thoroughly than others. The scheme of work should not, however, be seen as a series of assessment tasks, but as work which arises naturally in order to fulfil the overall intentions of the course.

There is the opportunity to make use of ephemeral evidence: contributions, for example, oral contributions which show a level of ability and understanding which is not reflected in their written work. Up to 3 marks can be awarded, supported always by the record in your mark-book.

Led by the Key Questions, the course will involve:

- using a range of historical sources
- examining and analysing representations and interpretations used by the heritage industry
- researching a historical topic in some depth
- considering the historical significance of the chosen topic.

Unit 5 (B875): Multimedia in History: Bringing the Past to Life

(Teacher-assessed unit)

The purpose of this unit is to give students the opportunity to examine how the past is presented in various multimedia products.

As with every unit in this course, careful planning is essential. The scheme of work for the unit will have four phases:

- a study of the range of multimedia applications currently available
- an evaluation of examples of how various multi-media applications present history. This will involve examining their strengths and weaknesses, research into the history of a topic and a comparison with how it is presented in a multimedia application, and how particular audiences are targeted
- planning and creating a multimedia presentation designed to appeal to a defined target audience. Examples of different styles of presentation are given in the specification

- an extended evaluation of one particular multimedia resource.

The enquiry will also have to be carefully planned to generate a number of worthwhile tasks, say 4–6. They should be of different kinds and address different assessment objectives, although some objectives may be dealt with more thoroughly than others. The scheme of work should not, however, be seen as a series of assessment tasks, but as work which arises naturally in order to fulfil the overall intentions of the course.

There is the opportunity to make use of ephemeral evidence: contributions, for example, oral contributions which show a level of ability and understanding which is not reflected in their written work. Up to 3 marks can be awarded, supported always by the record in your mark-book.

Led by the Key Questions, the course will involve:

- researching a historical topic in some depth
- using a wide range of multimedia presentations
- examining and analysing the representations and interpretations to be found.

Unit 6 (B876): An Archaeological Enquiry

(Teacher-assessed unit)

The purpose of this unit is to carry out an archaeological investigation and so discover how the techniques of archaeology contribute to historical understanding.

As with every unit in this course, careful planning is essential. The enquiry scheme of work for the unit will examine one or more archaeological sites. Through these investigations, students will find out about:

- the techniques used by archaeologists
- their strengths and weaknesses
- how archaeology has contributed to greater historical understanding.

The enquiry will also have to be carefully planned to generate a number of worthwhile tasks, say 4–6. They should be of different kinds and address different assessment objectives, although some objectives may be dealt with more thoroughly than others. The scheme of work should not, however, be seen as a series of assessment tasks, but as work which arises naturally in order to fulfil the overall intentions of the course.

There is the opportunity to make use of ephemeral evidence: contributions, for example, oral contributions which show a level of ability and understanding which is not reflected in their written work. Up to 3 marks can be awarded, supported always by the record in your mark-book.

Led by the Key Questions, the course will involve:

- investigating a historical site
- pursuing an enquiry by using a range of archaeological techniques
- researching a historical topic in some depth, using archives as well as archaeology
- comprehending and evaluating different interpretations of the past.

Unit 7 (B877): Whose History? Presenting the Past

The **purpose** of this unit is to examine how a historical event, person or issue has been portrayed in different media. It is therefore directly targeted at Assessment Objective 4. While other units may also address this objective, it is central to this one.

As with every unit in this course, careful planning is essential. The scheme of work should give students experience in researching different interpretations of the same event or issue as represented in different ways by different media. They should compare how these interpretations differ and understand how analysis of their purpose and audience plays a large part in explaining why they differ. The course should enable them to develop criteria for judging the validity of differing interpretations.

Students have to carry out a two-part assignment, addressing two Key Questions. These are:

(i) In what different ways has the past been represented and interpreted?

Each student will identify a wide range of interpretations of the chosen event, person or issue. From these they will select two and analyse their differences and similarities.

(ii) Why has the past been represented and interpreted in different ways?

Each candidate will explain the purpose and audience of at least two of the interpretations and bring those features into an evaluation of their validity.

Unit 8 (B878): Change over Time

The purpose of this unit is to give students the experience of examining the nature and extent of change over quite a long period of time – about 100 years.

As with every unit in this course, careful planning is essential. There should be a broad overall scheme of work, led by a Key Question. This might examine an aspect of human history over time, or several aspects, one of which can be selected for the assignment.

Students will study different kinds and pace of change – rapid, slow, no change – and the reasons for them. This will lead them to weigh factors which can cause or inhibit change, such as the role of individuals, against other causes. They will define and explain turning-points. They will study the impact of change on different groups of people and make judgements about the significance of these changes. They will analyse whether certain changes have been interpreted as progress, and others as regression.

The assignment should address the Key Question which has informed and directed the teaching. It should require students to show their knowledge and understanding of the context of changes, explain the factors causing or preventing change, analyse the impact of change and explain how and why change has been differently interpreted over time.

Unit 9 (B879): Missing Pages – the Migrant Experience

(Teacher-assessed unit)

The purpose of this unit is to enable students to carry out an extended historical enquiry into the experiences of a group of migrants. The migrants could be internal or external and set in the 19th or 20th century.

As with every unit in this course, careful planning is essential. The scheme of work for the unit will make use of two Key Questions:

- What were the reasons for migration? This will look at as wide a range of motives as possible, both individual and group, covering both 'push' and 'pull' factors.
- How successfully did the migrants settle? This will look at the experiences of migrants, both as individuals and groups, as they settled into the host area. They will analyse the impact of migration on the host community and explore the nature of prejudice.

The enquiry will also have to be carefully planned to generate a number of worthwhile tasks, say 4–6. They should be of different kinds and address different assessment objectives, although some objectives may be dealt with more thoroughly than others. The scheme of work should not, however, be seen as a series of assessment tasks, but as work which arises naturally in order to fulfil the overall intentions of the course.

There is the opportunity to make use of ephemeral evidence: contributions, for example, oral contributions which show a level of ability and understanding which is not reflected in their written work. Up to 3 marks can be awarded, supported always by the record in your mark-book.

Led by the Key Questions, the course will involve:

- researching a historical topic in some depth
- finding, using and evaluating a wide range of sources of evidence
- developing strategies for carrying out an enquiry, changing lines of enquiry when necessary
- examining and analysing representations and interpretations of historical events.

Unit 10 (B880): A Society in Depth

The **purpose** of this unit is to give students the opportunity to study the key features of a particular society over quite a short period: 30–50 years.

They will investigate the diversity of human experience, particularly the range of beliefs, values, ideas and attitudes of different people in that time and place. These will include issues such as the nature and reasons for diversity of beliefs and attitudes, the benefits and stresses in the society resulting from this diversity and how these changed over time.

As with every unit in this course, careful planning is essential. There should be a broad overall scheme of work, covering key features of the society. From this, two assignments will arise:

(i) An investigation of the society, based on an analysis of 5 to 7 sources, representations and interpretations. The emphasis in this analysis should be on diversity and on change.

(ii) An examination of the significance of the role of a particular individual in the society. The emphasis in this analysis should be on the personality, motives and impact of this individual, both in the short and long term. It could examine how and why the individual has been represented and interpreted differently both at the time and since.

Examples of assignments

Why was Crazy Horse a significant individual in Plains Indian society?

Do Sources A to D prove that the Indians had successfully adapted their lifestyle to suit a nomadic existence?

Unit 11 (B881): Local History Investigation

[See Unit B872]

Unit B882: International History

[See Unit B873]

The planning of units

Decide which units you are going to teach and in what order.

There are clearly a large number of possible pathways through the four units and the following are examples of some of them.

- You might choose to link them together around a particular period, for example, the medieval period: Unit 1 + Unit 2 – a medieval Local History Investigation + Unit 6 – a medieval archaeological investigation + Unit 12 – a medieval international investigation such as the Rise of Islam or the Crusades.
- You could choose to examine four examples of different interpretations and representations in history, for example: Unit 1 + Unit 3 International History + Unit 4b Heritage Marketing + Unit 7 Whose History?
- You could give a strong IT flavour to the whole course by making a very IT-based study of Units 1 + 3 International and 7 Whose History? + Unit 5 Multi-media.
- You could decide to give your students the experience of four very different approaches to history: Unit 1 + Unit 2 Local + Unit 6 Archaeology + Unit 12 International.
- A focus on migration could be achieved by taking Unit 1 Raiders and Invaders + Unit 3 International, looking at movement of peoples + Unit 9 Missing Pages + Unit 10 Migrant experiences in a Society in Depth.

Decide which assessment objectives will play a major part in the assessment of each unit. It is not necessary nor even desirable to address all the objectives in each unit. It is necessary, however, to ensure that all four objectives are addressed over the course as a whole.

For each coursework or teacher-assessed unit, the Key Question and its precise wording is crucial. Think about the focus of the enquiry and devise a question, not a descriptive title which does not set a problem. It should encourage analysis rather than description, argument rather than narrative.

The Key Question needs to be sufficiently open-ended to allow students to show their ability to think and argue at higher levels, but sufficiently clear to give support to weaker students.

Your scheme of work should follow this Key Question and develop it, allowing enough time to set the issues in a wider context which students can use in their answers. The scheme of work should focus on the history, not the bullet-points in the mark scheme.

Thematic topics that cover a long period of time may best be covered through a series of case studies.

Make sure students put the Key Question at the start of their coursework! You may choose to provide a structure or guidance that breaks down the Key Question for the coursework task, but do not go too far in this strategy as it could reduce the assignment to a series of low level tasks.

Encourage students to provide factual support to drive their arguments and statements. These may be derived from quotations from sources. If it is a worthwhile part of the enquiry, they should look at and evaluate different points of view.

Encourage students to have the confidence to come up with their own conclusions, rather than borrowing ready-made views. Make sure the conclusion follows from the argument of the whole piece of work, rather than being a bolt-on afterthought.

This course, and the Coursework Consultants, will support the use of a wider range of coursework presentation styles than is normal in standard GCSE coursework. Students are often more motivated to work at a task, such as a letter to someone in authority, which seems to be more engaged with the real world than a standard essay. Many students relish the prospect of working in an electronic form (see Appendix B in the specification for further guidance on this). However, do not let the nature of the presentation take over. The work will be assessed for the quality of historical thinking it displays, not the artistic merit or IT skills demonstrated.

Teacher-assessed Units require slightly different special planning. Candidates have to produce a number (about 5–6) of normal classroom pieces of work which arise naturally from the unit scheme of work. They should be of various kinds, and between them should address the four assessment objectives.

Schools adopting this GCSE course should think about how to adapt their Key Stage 3 course so as to lay the groundwork for it. Selecting and organising material for a sustained enquiry, asking historical questions and following them up through research, for example, could be usefully developed at an earlier stage.

Getting your course approved

Your course and its plans for assessment need to be approved by your Coursework Consultant before you start teaching. This is partly to ensure that your course meets the specification requirements and is not in breach of any rules, but it is also to support you in drawing up the best possible course, and to protect your students from losing out in assessment from a poorly designed course.

Your Coursework Consultant will need to see that:

- your choice of units meets the specification requirements and that there are no prohibited overlaps
- the proposed course for each unit covers a worthwhile historical area, is manageable, coherent and allows key issues to be set in a wider context. It should offer opportunities for depth and breadth of study, and for students to consider issues of change and causation. There should be opportunities for students to consider different interpretations and representations, and to interrogate and evaluate a range of sources
- the proposed course for each unit is led and shaped by a Key Question
- the specific requirements for each of the units chosen are also met.

For Coursework Units:

- the assignment meets the proposed assessment objective(s)
- the assignment is appropriately linked to the teaching programme and the Key Question and makes reasonable demands on students, i.e. it is achievable in 1000–1500 words
- the assignment provides clear opportunities for investigations to be pursued independently, but is accessible to candidates of a range of abilities.

For Teacher Assessed Units:

- the portfolio of tasks, taken together, meet the assessment objectives
- the assessed items arise naturally from the normal work of students carrying out the course, not as “add-on” exercises
- there are opportunities for students to carry out some independent investigation
- achievement is demonstrated in a wide variety of ways. This may include ephemeral evidence of achievement, but if this is to be included, clear records will have to be kept
- the demands of the course are reasonable.

To be used by registered Pilot centres only

NOTE: These requirements can be met with quite a simple document. The Coursework Consultant does not need to see the full scheme of work drawn up for teaching the units.

Resources

Unit B871: Medieval History

Shephard, C and Rees, R (2007) *Medieval History – Raiders and Invaders; Power and Control*, Hodder Murray, 978-0-340-92738-0

Purser, T (2006) *Raiders and Invaders*, Heinemann, 978-0-435-31124-7

Purser, T (2006) *Power and Control*, Heinemann, 978-0-435-31125-4

Useful websites

Anglo Saxons KS2 (BBC)

<http://www.bbc.co.uk/schools/anglosaxons/index.shtml>

Focus on Domesday

<http://www.learningcurve.gov.uk/FocusOn/Domesday/default.htm>

Domesday Book Online

<http://www.domesdaybook.co.uk/>

Mountfichet Castle

<http://www.mountfichetcastle.com/>

Essential Norman Conquest

<http://www.essentialnormanconquest.com/>

Welsh Motte and Bailey Castles

<http://www.castlewales.com/motte.html>

Vikings (BBC History)

<http://www.bbc.co.uk/history/ancient/vikings/>

Vikings KS2 (BBC)

<http://www.bbc.co.uk/schools/vikings/>

NOVA Online – The Vikings

<http://www.pbs.org/wgbh/nova/vikings/>

Unit B872: Local History Investigation (also Unit 11)

Useful websites

24 Hour Museum

<http://www.24hourmuseum.org.uk/exlist.html>

Port Cities

<http://www.portcities.org.uk/>

HOLNET History of London

<http://www.holnet.org.uk/>

Moving Here

<http://www.movinghere.org.uk/>

Unit B873: International History (also Unit 12)

Useful websites

Gorbachev's Legacy (Boston Globe)

<http://www.boston.com/globe/search/stories/nobel/1991/1991ai.html>

Centre for First World War Studies

<http://www.firstworldwar.bham.ac.uk/biogs.htm>

Learning Curve Exhibition: The Great War

<http://www.learningcurve.gov.uk/greatwar/default.htm>

Britain's Slave Trade

<http://www.channel4.com/history/microsites/S/slavetrade/main.html>

Unit B874: Heritage Management and Marketing

A list of websites and email addresses of heritage organisations who have specifically offered help with this unit of the course can be found on the OCR Website.

Other Useful websites

Ironbridge Institute

<http://www.ironbridge.bham.ac.uk/heritage-management.htm>

Heritage Marketing

<http://www.heritagemarketing.net/about.htm>

MA in Heritage Management

http://sbard.bangor.ac.uk/index_english.asp?Page=200

English Heritage

<http://www.english-heritage.org.uk>

Unit B875 Multimedia in History: Bringing the Past to Life

Useful websites

Great Buildings Online

http://www.greatbuildings.com/types/models/spatial_models.html

Virtual Tours (BBC History)

<http://www.bbc.co.uk/history/interactive/>

Roman Villas in Britain

<http://www.romanbritain.freemove.co.uk/villa.htm>

Virtual Experience Company

<http://www.virtualexperience.co.uk/>

English Heritage Online Resources

<http://www.english-heritage.org.uk/server/show/nav.1518>

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

<http://www.bbc.co.uk/history/>

Mersey Gateway

<http://www.mersey-gateway.org/>

SchoolHistory.co.uk

<http://www.schoolhistory.co.uk/>

Unit B876: An Archaeological Enquiry

Useful websites

Celtic Archaeology

<http://celtdigital.org/CeltArch.html>

Time Team

<http://www.channel4.com/history/timeteam/>

Council for British Archaeology

<http://www.britarch.ac.uk/>

Mary Rose

<http://www.maryrose.org/>

Unit B879: Missing Pages – the Migrant Experience

Useful websites

Exodus (Migration from Ireland)

<http://www.proni.gov.uk/EXODUS/EMIGRATION/index.htm>

Leaving from Liverpool

<http://www.diduknow.info/emigrants/>

Moving Here

<http://www.movinghere.org.uk/>

Passengers (National Maritime Museum)

<http://www.nmm.ac.uk/collections/explore/index.cfm/category/90524>