Oxford Cambridge and RSA Examinations

OCR

OCR GCSE IN HUMANITIES **1939**

TEACHER SUPPORT: COURSEWORK GUIDANCE BOOKLET INCORPORATING COURSEWORK ADMINISTRATION PACK

CONTENTS

1 INTRODUCTION

This guide is designed as a supplement to Sections D6, *Coursework Tasks*, and D7, *Regulations for Internal Assessment*, of the Humanities specification.

Please refer to the specification before using this guide. It offers advice on the following:

1. Nature of Coursework.
2. Exemplar Coursework Tasks.
3. Supervision and Authentication of Coursework.
4. Production and Presentation of Internally Assessed Work.
5. Marking Criteria for Internally Assessed Work.
6. Moderation.
7. Minimum Requirements for Internally Assessed Work.

Coursework is an integral part of the GCSE Humanities Specification. It provides Centres with the opportunity to make judgements about candidates' achievements in those skills that are difficult to assess in a terminal examination. Coursework should be managed in such a way as to enable candidates to conduct a relevant enquiry within a supportive context.

1.1 COURSEWORK CONSULTANCY SERVICE

Centres may choose a coursework task from the list in Section 3 or they may devise their own. A consultancy service is available for teachers who wish to obtain advice on their coursework proposals. Proposals should be submitted to OCR on the Coursework Enquiry Form (a copy of which may be found in the Coursework Administration Pack, Section 7) at least two months prior to the coursework being undertaken. The submission to OCR should include details of the subject to be investigated, the data to be used, the approach to be used and the mark scheme to be applied (if amendments are made to link the marking criteria more explicitly for a particular enquiry).

1.2 STEPS FOR UNDERTAKING COURSEWORK

1 A subject for investigation is selected following observation, discussion, reading or previous study.
2 The objectives of the enquiry are defined in specific terms.
3 Decisions are made concerning the collection of data and other evidence.
4 Data and evidence are collected.
5 Data are refined and presented in appropriate forms including diagrams and tables.
6 Data and evidence are analysed and interpreted.
7 Conclusions are reached relating to the original objectives of the enquiry.
8 Comments are made on the deficiencies of the methods used and suggestions for further investigation are made.

2 MANAGING COURSEWORK SUCCESSFULLY

2.1 GUIDANCE ON SETTING COURSEWORK

Organising an enquiry for coursework is an important part of the teacher's task in managing learning. The supplementary guidance below should assist in overcoming some of the problems and help to make the experience a rewarding one for candidates.

2.1.1 Plan the Enquiry in Relation to the Assessment Objectives and the Requirements of Paper 2.

Refer to the specification carefully. You will notice that Assessment Objective 1(c) requires candidates to demonstrate knowledge and understanding of appropriate research methodologies and that Assessment Objectives 2(a), (b), and (c) concern the interpretation and evaluation of evidence. These elements will be assessed in Paper 2 of the final examination. Candidates should develop knowledge and understanding of research methods and the skills of interpreting and evaluating evidence before undertaking their coursework enquiries. It will also be useful for candidates to study particular examples of social, environmental and historical research, and to practise the interpretation and evaluation of information as part of their coverage of each section of the specification content. The enquiry and preparation for Paper 2 need to be planned together. Work in each supports the other. In order to ensure candidates are able to show achievement in the enquiry and Paper 2, it will be necessary for them to be familiar with the following.

Uses of the following types of secondary data and the problems associated with them

- Official statistics and records.
- Maps and plans.
- Visual sources such as paintings, cartoons and photographs.
- Personal documents such as letters, diaries and autobiographies.
- Media information such as news reports, magazine articles and advertisements.

Methods of collecting primary data and associated problems

- Experiments.
- Questionnaires.
- Structured interviews.
- In-depth interviews.
- Observation and participant observation.

The different ways of presenting information

- Maps and charts.

- Annotated sketches and photographs.
- Tables and statistical diagrams.
- Narratives.

2.1.2 Allow Sufficient Time to Prepare and Carry out the Enquiry

You will already be aware of the link between the enquiry and the skills needed for Paper 2. The coursework mark and the mark for Paper 2 together constitute 50% of a candidate's final assessment. This weighting indicates that the skills of interpretation and evaluation, and those other skills and competencies connected with the enquiry, need considerable emphasis during the course.

It is important that these elements are significant features of the teaching and learning programme over the duration of the course. Consideration should also be given to issues of continuity and progression, so that skills introduced towards the start of the course can be consolidated and developed later on.

While the enquiry is important, Centres should continue to be aware of the problem of overload on candidates. The timing of the enquiry should be planned with regard to the demands being made by other subjects. It may be helpful to consider the potential for the enquiry in Humanities to contribute to assessments in other areas of the curriculum such as English, History or Geography.

2.1.3 Make Sure Candidates have Prior Research Experience

Give candidates opportunities to conduct small-scale research assignments as part of the normal course programme. This should allow them to acquire and refine the range of skills necessary for the successful completion of the assessed enquiry.

2.1.4 Provide Candidates with a Supportive Context for their Enquiry

The context for the enquiry should be drawn from the specification. The enquiry should be an integral part of the teaching and learning programme, and used to illustrate an aspect of the specification content. Candidates often have difficulty completing their enquiry unless it is related to an overarching theme chosen by their teacher. With this approach, all candidates can acquire relevant contextual knowledge and understanding for their enquiry as part of the normal teaching programme. The example of an enquiry given in Section 4 of this guide shows how work could be undertaken as part of a study of Economic and Industrial Issues. Candidates still exercise considerable personal choice within the overall theme, but the teacher is able to provide a supportive and manageable context within which all candidates conduct their enquiries.

2.1.5 Ensure that Candidates are Familiar with the Marking Criteria

Make sure that candidates are aware of the way in which marks will be awarded for their enquiry. The marking criteria are set out in Section 6 of this booklet. Centres may produce a

simple version of these criteria to help candidates understand what is required. The example given below offers general guidance in straightforward language. It aims to describe a good performance for each of the Assessment Objectives. The Assessment Objectives have been re-ordered so that they match the stages of the enquiry process more clearly.

2.1.6 Help Candidates to Identify an Appropriate Theme, Issue and Question on which to Base their Enquiry

Candidates often suggest a theme which is far too broad and unmanageable for their enquiry. *Changes in work patterns since 1890* would be an example of an enquiry title in this category. Encourage candidates to focus their enquiry in the form of a manageable question or hypothesis related to the specification content. *Job satisfaction for shop assistants has declined in the last 30 years as a result of changes in technology* would be an example of a relevant and manageable hypothesis for an able candidate.

A candidate of more modest ability could achieve a better result with a less complex question such as: *Do shop assistants have less job satisfaction than 30 years ago?*

The enquiry titles suggested in Section 3 of this guide are a mixture of questions and hypotheses. Think carefully about each candidate's enquiry title before allowing him/her to go ahead with any research. You may like to use the following questions as a checklist for teachers and/or candidates in your Centre.

- Is the title related to the specification content?
- Is the enquiry title expressed in the form of a question to be investigated or a hypothesis to be tested?
- Is the title sufficiently focused to allow an adequate enquiry to be conducted in the time available?
- Will information necessary for the enquiry be available to the candidate?
- Will the enquiry enable the candidate to demonstrate all the skills and competencies included in the scheme of assessment?

2.1.7 Check that Candidates are Proposing to Use Realistic and Relevant Research Methods

You should act as a consultant to candidates when they are designing their research programme. For example, candidates should be made aware that a social survey based on structured interviews requires a large sample that cannot be serviced by one researcher working alone. Suggest alternative methods or organise candidates to work together on the collection of data. (This is acceptable as long as each candidate is able to show his or her individual role in choosing and planning the research method. Each candidate must also analyse and interpret data independently.) Make sure that candidates are aware of possible secondary sources of information that may reduce their need for extensive primary data collection. As a general rule, most enquiries should start with candidates collecting background materials that will help them to focus their strategy for collecting primary data. Some enquiries could be based entirely on a relevant selection and deployment of secondary data.

You should also ensure that candidates are likely to be safe while conducting their research. Check any relevant LEA or school policies on this issue. Consult a member of the Centre's senior management team if in doubt. You should, in any case, consider informing parents about the coursework enquiries candidates are undertaking.

2.1.8 Allow Adequate Time for Candidates to Collect Background Information and to Make Arrangements for Primary Data Collection

Some candidates lose time waiting for replies to their letters or for a library to order a book. It may be possible to avoid this problem by organising the coursework in sections with a significant gap to allow candidates to obtain background materials. If several candidates are likely to approach the same source for similar information, there will be a greater chance of a positive response if one letter is sent under a teacher's name and the information is shared. Selective use of the Internet will allow many candidates to overcome these problems.

2.1.9 Set Clear and Realistic Deadlines for the Completion of Each Section of the Enquiry

Candidates often fail to achieve a high mark for the enquiry as a result of poor organisation. You can help by producing an enquiry log for candidates to complete and for you to sign at key points. This helps candidates to manage time more effectively and for you to identify slippage before it becomes too much of a problem.

Example of a simple enquiry log:

Task and Completion Date

a)   Devise enquiry title. January 10th

b)   Select background information. January 17th

c)   Plan research strategy. January 20th

d)   Write introduction to enquiry. January 23rd

e)   Collect information and evidence. March 5th

f)   Analyse and interpret information. March 10th

g)   Present information selectively. March 17th

h)   Write draft conclusions. March 24th

i)   Final version. April 2nd

2.1.10 Produce Exemplars of Suitable Introductions, Analyses of Information, Comparisons, Conclusions and Evaluations

Many candidates have difficulty expressing themselves in language that does justice to their skills and understanding. It is quite acceptable to show candidates the style of an effective comparison so that they can see how words and phrases such as: *on the other hand, in contrast to, alternatively* and *is similar to* can assist effective communication. Such language development should be planned as an integral part of the course and as part of the Centre's literacy strategy.

2.2 EXAMPLE OF GUIDANCE WHICH COULD BE OFFERED TO CANDIDATES

Page 9 provides a photocopiable master for handing to candidates.

GCSE Humanities – Advice to Candidates

How your Enquiry will be Marked

When your teacher marks your work, he or she will be looking to see how well you have done on the five items below. This is called a mark scheme. Your teacher will use it to decide how many marks to give you.

Before you start your enquiry, talk about the mark scheme with your teacher. Make sure that you understand how to get good marks.

Have a clear research strategy

Anyone reading your enquiry is able to learn a lot about the subject of your research and they can understand your research strategy. You use correct terms clearly in explaining what you found out and how you did it. (Up to 10 marks.)

Choose a suitable subject for your research. Find useful evidence and organise it properly.

Anyone reading your enquiry knows why you chose your subject and what you are doing. You find suitable information and choose the most useful pieces. You say why you have chosen them and explain where you obtained your information. (Up to 10 marks.)

Interpret and evaluate your findings

You show clearly what your evidence means. You say how reliable it is. You say whether any of it is subject to bias and compare different pieces of evidence. You use evidence well to back up your conclusions. Your evidence convinces anyone reading your enquiry. (Up to 10 marks.)

Record and present your findings

You present your findings clearly. You help people to understand your findings by using diagrams, tables, graphs or pictures. You organise your findings well and link them with your enquiry question. Anyone reading your enquiry is able to follow your argument clearly and can understand what you are saying. (Up to 10 marks.)

Explain how you could have improved your research

You describe what was good about your research and what went wrong. You explain how it could have been improved. (Up to 10 marks.)

3   POSSIBLE ENQUIRY TITLES

These enquiry titles are grouped under each section of the specification content for convenience, but several of the examples would enable candidates to use their background knowledge from more than one section. Titles have been selected which allow for candidates to use primary or secondary data or a mixture of both. Some titles are in the form of hypotheses, others in the form of questions. Some require historical or cross-cultural research. Titles vary in potential difficulty. Two titles in each section have been developed to show how the enquiry might be conducted.

It is not necessary for candidates to exercise a completely free choice of theme and enquiry title. Coursework is usually more effective and manageable if candidates develop enquiries based on a common theme or issue being studied by the whole class. An example of this approach is given in Section 4 of this booklet.

3.1   MODULE 2, ISSUES OF CITIZENSHIP

3.1.1 How Useful is the Local Citizen's Advice Bureau?

This enquiry could focus on the origins of Citizen's Advice Bureaux and their purpose. The enquiry could examine the services provided by the local branch and relate these to wider social and economic conditions. Annual reports could be used to determine the types of advice sought by members of the public. These could be compared with the information leaflets used by the local bureau to publicise its services. An in-depth interview with a CAB volunteer could offer further insights into the usefulness of the service.

3.1.2 Women Got the Right to Vote in 1918 as a Result of Suffragette Violence

This hypothesis could be tested using a range of secondary data. A starting point might be to use a small selection of different reference books to compare their understanding of the link between suffragette violence and the extension of the right to vote. Having identified other possible factors, candidates could use archive film to investigate the role of women during the First World War and the way in which the suffragettes themselves supported the war effort. Posters and leaflets used by non-violent groups such as the Suffragists could also be examined together with newspaper reports that illustrate the government's response to violent protest. Interviews or correspondence with a university historian might also be useful. (As is the case for most enquiries, teachers should make available a core of materials from which candidates can select.)

3.1.3 Other Suggested Titles

- Do female office workers have fewer opportunities for promotion than men do?
- Who makes the decisions that affect our school?
- Are males more interested in politics than females?
- How satisfied are people with the services provided by the District Council?
- What does the Town Council do?
- People's attitudes to the Police vary with age.
- Countries with the lowest per capita incomes have the worst records on human rights.

3.2 MODULE 3, ECONOMIC AND INDUSTRIAL ISSUES

3.2.1 How do Trade Unions Help their Members?

The aim of this enquiry is to examine the role of a particular trade union or professional association by studying its publicity material and, if possible, interviewing an official. These materials could be compared with information contained in school reference books or on the Internet. Interviews could be arranged with a small sample of union members as well as with people who have decided not to join a union in order to determine which services are seen to be most popular.

3.2.2 Firms Move to Place X Because it Brings them Close to Communications Centre Y

This enquiry could be adapted to investigate the location decisions made by firms in any area of the country. The aim of the enquiry is to determine the factors firms take into account when deciding where to conduct their business. Local Authority planning departments can usually provide statistical and map-based information to show the location of businesses. (Teachers are recommended to approach the local planning department to determine what information is available before such an enquiry is undertaken.) Once candidates have worked out the advantages to different types of business of being close to a communications centre such as an airport or motorway intersection, particular firms can be approached with requests to respond to a simple questionnaire or short interview. Contact with the local Chamber of Commerce and local newspaper will also be helpful to provide more general information with which to test the hypothesis.

3.2.3 Other Suggested Titles

- The job satisfaction of bank staff has declined as a result of new technology.
- How do small businesses advertise their products?
- How well does the school implement health and safety requirements?

- How and why have employment patterns in our town changed since the Second World War?

- How is our local supermarket managed?

- Women cope with retirement better than men do.

- A single European currency will benefit local businesses.

3.3 MODULE 4, ENVIRONMENTAL ISSUES

3.3.1 How Has the Supply of Drinking Water to our Town Changed since 1850?

This enquiry relies on information being available from the local water company. Their information officer will usually be able to provide general details that will help candidates to develop a more specific focus before contacting their local museum, library or record office. Old maps often indicate the sites of wells and local newspapers will usually have photographs of new water mains being laid in the 1920s or 1930s. Further use of information from the water company will allow candidates to investigate the use of chemicals to purify drinking water. This may lead them to consider some of the present problems of water supply such as high nitrate levels.

3.3.2 More People Would Recycle their Waste Paper if Door to Door Collections were Available

The aim of this hypothesis is to investigate public attitudes to recycling. Preliminary investigation including a visit to the local reference library or local authority web site can identify the present level of provision for paper recycling. The local district council or metropolitan authority should be able to provide details of the location of recycling facilities. Interviews with a sample of local people can be used to determine the extent to which existing provision is used and attitudes towards door to door collections. Local councillors can be asked to respond to the findings.

3.3.3 Other Suggested Titles

- Why do people use their cars for short journeys?

- How well informed are people about air pollution?

- Which place is best for a new landfill site?

- Fair deal coffee would be more popular if people knew more about it?

- How could we save energy in our school?

- What are the consequences of our lifestyle for the global environment?

- What do people consider the most serious threat to the global environment?

- Why do people visit our local park? How could facilities be improved?

3.4   MODULE 5, RELIGIOUS AND MORAL ISSUES

3.4.1 How Does Religious Belief Affect the Everyday Life of a Muslim Teenager?

This enquiry could have a variety of different starting points depending on whether the candidate was a Muslim or has a close Muslim friend. The enquiry would need to identify any gender differences in the effect of religion and also recognise that Muslims will have different levels of attachment to their faith. Reference books could be used to identify the stereotypical view of the life of a Muslim teenager and this could be compared with the results of observation, in-depth interviews or autobiography.

3.4.2 Should Voluntary Euthanasia be Legalised?

The aim of this enquiry is to examine different perspectives on this moral issue. A collection of newspaper and magazine articles and/or different websites will help to identify the arguments for and against voluntary euthanasia. Interviews with a selection of people including priests, other religious leaders and carers should help to clarify and extend some of these arguments.

3.4.3 Other Suggested Titles

- What is a typical working week for the local vicar/priest/rabbi?
- What is different about church schools?
- Why is evangelical religion becoming more popular?
- How is our local church/temple/mosque/synagogue organised?
- Should divorced people be able to remarry in church?
- Why was there so much fuss about women priests in the Church of England?
- Are people who worship regularly less likely to favour capital punishment?
- How important is religion to pupils in our school?

3.5   MODULE 6, ISSUES IN HEALTH AND WELFARE

3.5.1 Why Do Women Use Preventative Health Services More than Men Do?

This is a potentially complex enquiry that will need to take account of possible biological, situational and cultural explanations. An interview with a health education worker will help candidates to identify some of these possible explanations. Observation of leaflets and posters in a health centre or doctors' surgery will indicate the way in which women rather than men are targeted by health professionals. Interviews with a small sample of men and women can help to determine which factors are most important in explaining the differences in the use of preventative health care.

3.5.2 How Healthy are our School Meals?

The aim of this enquiry is to consider the components of a healthy diet for a teenager through the use of reference books, leaflets, magazines and the Internet. Once the bases of a healthy diet have been identified, observations of what teenagers actually buy at the school canteen or bring in their sandwich boxes could be conducted. Candidates could then interview the school meals' supervisors to see whether it is possible to obtain a "healthy meal" for lunch. This could lead to a conclusion in which recommendations are made for making school meals healthier.

3.5.3 Other Suggested Titles

- How ethical are the marketing strategies of drug companies?
- Does poverty still exist in Britain?
- How safe is your home?
- Why don't more fit adults give blood?
- How well informed are young people about pregnancy and childbirth?
- How has the experience of childbirth changed in three generations?
- Should cigarette sales be banned?
- What strategies would be most effective in improving the health of people in rural India?

4 EXAMPLE OF A COMPLETED COURSEWORK ENQUIRY FORM

HUMANITIES (1939)

GCSE

Coursework Enquiry Form

OCR appreciates that coursework schemes may undergo amendment during the course. Details given on this form are not regarded as binding on the Centre.

Centre Number:							**Year**	2	0	0	

Centre Name:	

Proposed task/title of enquiry

How has shop work changed? (Enquiries into the work of shop assistants spanning three generations, 1950 - today.)

This is a structured enquiry linked to Modules 2 and 3 of the specification content. All candidates will undertake a series of preliminary tasks (see Student Task Sheet in Section 5 of this guide). Candidates will be familiar with the enquiry process as part of their preparation for Paper 2. Candidates will design their own enquiry as part of the overall theme in order to investigate one aspect of change.

Types of resource(s)/data to be used:

Candidates will use a mix of primary and secondary data in this enquiry.

Core resources

- Photo pack illustrating changes in shop work.
- Video – *How We Used to Live in the 1950s.*
- Careers information booklet on shop work.
- Trade Union information material.
- Reference book, *Shops and Shopping.*
- Taped interview with shop assistant recalling work in the 1950s.
- Interviews with shop workers past and present.

Extension / enrichment

- Visit to Sainsbury's gallery at the London Science Museum.
- Visit to local supermarket.

Relationship of coursework task/enquiry to the Assessment Objectives

Objective 1. The Student Task Sheet will help candidates to produce enquiries that are detailed, relevant and coherent.

Objective 2a. Tasks 1c, 2a, 4a (especially iv and v) and 4b are linked to this objective.

Objective 2b. Task 4b is linked to this objective.

Objective 2c. Task 4b is linked to this objective.

Objective 3. Previous learning and tasks 3, 4a, 4c and 4dii are linked to this objective.

After completion, this form should be returned to OCR at least two months prior to the coursework being undertaken.

INSTRUCTIONS FOR COMPLETION OF THIS FORM

1   Proposals should be submitted to OCR at least two months prior to the coursework being undertaken.

2   The submission to OCR should include details of the subject to be investigated, the data to be used, the approach to be used and the mark scheme to be applied (if amendments are made to link the marking criteria more explicitly for a particular enquiry).

5 EXAMPLE OF A STUDENT TASK SHEET FOR AN ENQUIRY

HOW HAS SHOP WORK CHANGED? AN ENQUIRY INTO THE CHANGING WORK OF SHOP ASSISTANTS OVER THREE GENERATIONS (1950 - TODAY)

TASK 1 (Preparation)

a) Work with a partner. Study the pictures of food shops in the photo pack. Sort these into three piles (the 1950s, the 1970s and today). Use the grid to list as many differences as you can find between today's shops and shops in the 1950s.

b) Use the information from (a). Write down at least five ways in which a shop assistant's work may have changed between 1950 and today. Write down why these changes have taken place. Think about some of the following issues:

- Hours of work.
- Levels of pay in relation to other workers.
- Skill or training needed.
- Chances of promotion
- Working conditions.
- Job satisfaction.
- Stress at work.

c) After the class discussion, write a description of the theme and question you would like to research.

d) Once you have checked your research question with your teacher, list the sources of information you might use to help you in your enquiry. Remember to think about using primary and secondary data.

TASK 2 (Designing the Enquiry)

You can use a mixture of primary and secondary data in your enquiry. A selection of core resources is available in class. You will also need to find some information of your own. A small group of shop assistants, past and present, will visit the class for you to interview.

a) Make a plan for researching the theme and question you have chosen. Use the reference book on research methods to help you do this.

b) Check your plan with your partner. Make a note of their comments and suggestions. Change your plan if you need to and record the reasons for your changes. Check your plan with your teacher.

TASK 3 (Conducting the Research)

While carrying out your research, remember to make a note of:

a) any practical problems you experience, for example, time, not being able to find information, needing to change your theme or question;

b) problems of source reliability. Are the people you interview "typical"? Can people's memory of the past be trusted? Does some of the secondary data offer too positive or negative a view of shop work? (You need to give good examples of these reliability problems.)

TASK 4 (Presenting Your Findings)

Make sure that you include the following items in your enquiry report.

Introduction (Describe your research preparation.)

a)   What did you find out about changes in shop work from the photo pack?

b)   Why did you think these changes had taken place?

c)   Explain your choice of personal research theme and question.

d)   Describe your research method and explain why you chose it.

e)   Describe and explain any changes to your research plan.

Presentation and Interpretation of Evidence

Use your class notes for advice on how to present your research findings.

Research Conclusions

Remember to select evidence to support your conclusions.

a)   Describe what you have found about shop work in the early twentyfirst century.

b)   Describe how shop work has changed.

c)   Explain why it has changed.

d)   Describe how and why shop work may change in the future.

Research Evaluation

a)   Describe how you carried out your research.

b)   Describe any problems and explain how you overcame them.

c)   Suggest ways in which you could have improved the research design or presentation of your findings.

d)   If you had more time, what other issues related to the theme would you want to explore?

6 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

Mark	**Reach reasoned conclusions based on a range of evidence** AO2(c)	**Apply appropriate research methodology** AO3(a)	**Locate, select and organise material relevant to the enquiry** AO3(b)
1-2	The candidate reaches a conclusion linked to some information in the enquiry.	The candidate presents some ideas described in straightforward, concrete terms.	The candidate locates some appropriate information.
3-4	The candidate reaches a valid conclusion that is clearly linked to evidence.	The candidate's enquiry has an implicit research strategy underpinning it.	The candidate locates some relevant information from which selections are made.
5-6	The candidate reaches a valid and reasoned conclusion that draws on specific evidence.	The candidate's enquiry is well organised with an explicit and coherent research strategy.	The candidate locates, selects and organises relevant information in a coherent way.
7-8	The candidate reaches a valid and reasoned conclusion, directly linked to an appropriate selection from a range of evidence.	The candidate presents a well organised enquiry that is logical and coherent. It has an obvious research-based structure. The content and commentary form a clear picture of what is being recounted.	The candidate locates and selects relevant information and shows an understanding of appropriate techniques of collecting different types of information.
9-10	The candidate reaches a valid and reasoned conclusion based on a thorough evaluation of the range of evidence presented.	The candidate's enquiry is detailed and coherent. An explicit methodology has been applied appropriately. Separate sections are related to the general direction of the enquiry.	The candidate shows a good understanding of the techniques for collecting different types of information. The selection of sources shows an awareness of the need for comparison.

Mark	Record and present findings in a coherent and purposeful form	Evaluate the research methodology employed in the enquiry
	AO3(c)	AO3(d)
1-2	The candidate presents some relevant information. Written communication is sufficiently clear to allow an understanding of the general focus of the enquiry.	The candidate describes the research methods adopted.
3-4	The candidate uses appropriate methods to record findings relevant to the subject of the research. Written communication is clear and incorporates simple conventions of grammar and punctuation.	The candidate describes the research methods accurately and identifies some problems with the methods chosen.
5-6	The candidate discusses their findings in a clear and accurate fashion in ways appropriate to the subject of research and using specific descriptive language to aid communication. Written communication is clear with grammar and punctuation being used with reasonable accuracy.	The candidate describes the research methodology fully and accurately and the reasons for their choice, mentioning some strengths and weaknesses.
7-8	The candidate discusses their findings, relating them to specific evidence. They use appropriate methods in a clear, accurate and well ordered fashion in ways appropriate to the subject of research and using technical language as appropriate. Written communication is clear with accurate grammar and punctuation.	The candidate describes the research methodology fully and accurately and the reasons for their choice. Discusses strengths and weaknesses and suggests some alternatives that could have been used.
9-10	The candidate explains their findings in the most appropriate way, paying attention to accessibility. The findings are organised in a coherent and effective manner that is consistent throughout and related closely to the subject of the research as well as to the evidence that has been collected. Written communication is very clear and precise with accurate grammar and punctuation.	The candidate fully evaluates the research methodology employed, deficiencies are discussed with suggestions for positive improvement or the use of alternatives.

7   COURSEWORK ADMINISTRATION PACK

This Coursework Administration Pack is designed to accompany the OCR GCSE Humanities specification for teaching from September 2001.

The forms in this pack are for use with the following specification:

- **Humanities (1939)**

Guidance on the assessment of coursework will be found in Section 7 of the specification.

A master copy of all GCSE Administration Packs will be sent to Exams Officers during 2001.

Centres are permitted to copy materials from this booklet for their own internal use.

Contents:

Compulsory Recording Materials

Coursework Cover Sheet

Coursework Summary Form

Optional Recording Materials

Coursework Enquiry Form

These materials will **not** automatically be sent out annually.

All forms may be photocopied and used as required. Additional copies may be downloaded from the OCR website www.ocr.org.uk.

Compulsory Recording Materials

Coursework Cover Sheet: One of these forms should be completed for each candidate and must be attached to the work before it is sent to the Moderator.

Coursework Summary Form: The information required on this form must be sent to the Moderator with the MS1. A print-out from a suitable software package is an acceptable alternative to this form if the same information is given.

Internal Standardisation

Where more than one teacher in the Centre has marked the work for a particular coursework component, the Centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark and that the rank order of the coursework marks for the Centre as a whole is appropriate.

Submission of Marks

OCR will send Centres internal assessment mark sheets (MS1) for the submission of coursework marks, along with instructions for completing and returning the mark sheets. Coursework marks may also be submitted electronically by EDI. The dates for despatch of MS1 mark sheets and for submission of coursework marks are given on the Key Dates poster for each session. Centres must ensure that they keep a copy of their coursework marks.

Moderation

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. Where the Centre has ten or fewer candidates entered for a coursework component all the candidates' work should be sent to the Moderator with a copy of the internal assessment mark sheet(s) and the Coursework Summary Form. Where there are more than ten candidates, the Centre should send all marks and the Coursework Summary Form to the Moderator by the mark submission deadline and keep the work secure. The Moderator, once he/she has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should respond promptly to any requests for work from the Moderator. A report on the outcome of the moderation will be sent to Centres at the time results are issued.

General Coursework Regulations and Procedures

General coursework regulations and procedures including those concerning lost or incomplete coursework are given in the OCR *Handbook for Centres*.

OPTIONAL RECORDING MATERIALS

Coursework Enquiry Form: The appropriate form should be used to request advice on the suitability of coursework tasks.

Coursework Enquiries

Coursework enquiries for Humanities should be sent to OCR at the following address:

Administrative Officer (Humanities and Classical Studies Team)

OCR

1 Hills Road

Cambridge

CB1 2EU

Correspondence should be marked 'Coursework Enquiry'.

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Coursework Cover Sheet

OCR
RECOGNISING ACHIEVEMENT

Please read the instructions printed overleaf before completing this form. A completed cover sheet should be attached to the assessed work of **each** candidate in the moderation sample.

	Year	**2**	**0**	**0**	

Centre Name	

Centre Number					

Candidate Name		**Candidate Number**				

AO2 (c) **max 10**	**AO3 (a)** **max 10**	**AO3 (b)** **max 10**	**AO3 (c)** **max 10**	**AO3 (d)** **max 10**	**Total Mark** **max 50**

This form should be attached to the coursework when it is submitted for moderation; in addition, the coursework should be identified with the candidate details as above.

Authentication by the teacher
I declare that, to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature_____ Date _____

INSTRUCTIONS FOR COMPLETION OF THIS FORM

3   One form should be used for each candidate.

4   Please ensure that the boxes at the top of the form are completed.

5   Enter the mark awarded for each assessment objective and the total mark in the appropriate boxes.

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Coursework Summary Form

OCR
RECOGNISING ACHIEVEMENT

Please read the instructions overleaf before completing this form.

YEAR	2	0	0	

Centre Number						Centre Name	

Candidate Number	Candidate Name	Teaching Group/Set	Interpret/Eval AO2(c) Max 10	Enquiry and Research				Final Total (max 50)
				AO3(a) Max 10	AO3(b) Max 10	AO3(c) Max 10	AO3(d) Max 10	

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INSTRUCTIONS FOR COMPLETION OF THIS FORM

A   Marking and Internal Standardisation

1   Teachers must be thoroughly familiar with the appropriate sections of the specification and with the general coursework regulations.

2   Complete the information at the head of the form.

3   List the candidates in an order which will allow ease of transfer of information to a computer-printed mark sheet (Form MS1) at a later stage (i.e. in candidate number order). The teaching group/set should also be shown.

4   Mark the coursework for each candidate according to the guidance given in the current specification.

5   Carry out internal standardisation to ensure that the total mark awarded to each candidate reflects a single, valid and reliable order of merit.

6   Enter the marks and total marks in the appropriate spaces.

7   Ensure that the addition of marks is independently checked.

B   External Moderation

1   Send this form to the Moderator with the MS1. A print-out from a suitable software package is an acceptable alternative to this form if the same information is given.

2   The sample of coursework for moderation will be selected by the Moderator (except where there are ten or fewer candidates, in which case all the coursework is sent for moderation).

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Coursework Enquiry Form

OCR
RECOGNISING ACHIEVEMENT

OCR appreciates that coursework schemes may undergo amendment during the course. Details given on this form are not regarded as binding on the Centre.

| **Centre Number:** | | | | | | | **Year** | **2** | **0** | **0** | |

| **Centre Name:** | |

Proposed task/title of enquiry

Types of resource(s)/data to be used:

Relationship of coursework task/enquiry to the Assessment Objectives

After completion, this form must be returned to OCR at least two months prior to the coursework being undertaken.

INSTRUCTIONS FOR COMPLETION OF THIS FORM

1   Proposals should be submitted to OCR at least two months prior to the coursework being undertaken.

2   The submission to OCR should include details of the subject to be investigated, the data to be used, the approach to be used and the mark scheme to be applied (if amendments are made to link the marking criteria more explicitly for a particular enquiry).