Oxford Cambridge and RSA Examinations

OCR
RECOGNISING ACHIEVEMENT

OCR GCSE IN HUMANITIES   1939

Key Features

- Incorporates many cross-curricular themes, such as economic and industrial understanding, the environment and sustainable development, health education, citizenship, and religious and moral issues.
- Can accommodate work done in PSE, vocational courses, work experience and careers education.
- Can be taught as a single coherent course in Humanities, or the various sections may be taught in different areas of the school curriculum.
- Provides a framework for candidates to learn skills to assess the reliability of information and to conduct research.
- Single tier only.

Support and In-Service Training for Teachers

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- Coursework Guidance Booklet.
- Written advice on coursework proposals.
- A report on the examination, compiled by senior examining personnel after each examination session.
- Individual feedback to each Centre on the moderation of internally assessed work.

CONTENTS

Throughout the specification the following icons are used to signpost teaching and learning opportunities in:

Citizenship

I

C

T

Key Skills

CO   -   Communication

N   -   Application of Number

IT   -   Information Technology

WO   -   Working with Others

LP   -   Improving Own Learning and Performance

PS   -   Problem Solving

SECTION A: SPECIFICATION SUMMARY

TIERS

The scheme of assessment consists of one tier covering the whole of the ability range, grades G to A*.

COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1	2 hours	50%
2	Paper 2	1hr 15mins	25%
3	Coursework	-	25%
83	Coursework Carried Forward	-	25%

The specification includes six distinct but related areas of content.

Module 1: Techniques of Research

The use, analysis and interpretation of evidence. Sources of evidence for social research. Problems of evidence in relation to its reliability and validity. Different research methods and their practical application. Ways of presenting information. Evaluating research.

Module 2: Issues of Citizenship

The ways in which the duties, responsibilities and rights of citizens have developed in the United Kingdom. The inter-relationship between rights and responsibilities and how they relate to issues of human and civic rights, including discrimination on the grounds of age, belief, disability, gender, race and religion. The opportunities for individuals and voluntary groups to bring about social change. Local and national political processes. The work of Parliament, Government and the courts in making and shaping the law including the role and operation of the criminal justice systems.

Module 3: Economic and Industrial Issues

Different types of economic activity and the different ways in which businesses can be organised and promoted. Changes in employment patterns; their causes and consequences. The basic features of the United Kingdom economy and its operation within a European and global context. The purposes and functions of the financial services in supporting business. The role of consumers and trade unions in the economy.

Module 4: Environmental Issues

The fragile nature of the physical environment and the part individuals, groups and organisations can play in helping to promote sustainable development. The challenges of global interdependence and responsibility including Agenda 21. The effects of religious beliefs, culture, socialisation and occupation on people's attitudes to environmental issues.

Module 5: Religious and Moral Issues

The nature of religious belief and its significance for the lives of individuals. The fundamental questions of meaning from the perspective of Christianity and one other principal religion. The influence of religious beliefs, people's values and their attitudes to moral issues. This section of the specification should include material from Christianity and **one** of Buddhism, Hinduism, Islam, Judaism, Sikhism or from other religions specified by the local SACRE.

Module 6: Issues of Health and Welfare

The potential threats to health and welfare. Strategies to deal with these threats at both an individual and societal level. An historical understanding of the different approaches to health and welfare in the United Kingdom. Differences in health and welfare in different parts of the world.

QUESTION PAPERS

Paper 1 (2 hours) is divided into two sections. The first section contains one compulsory question on each of the following modules: Issues of Citizenship, Economic and Industrial Issues, Environmental Issues, and Religious and Moral Issues.

Paper 2 (1 hour 15 minutes) is divided into three sections and relates to Module 1 of the specification content (Techniques of Research). The first section assesses candidates' ability to analyse and interpret different types of evidence. The second section assesses candidates' knowledge and understanding of different research methodologies, while the third section assesses candidates' ability to assess the reliability and utility of different evidence and to use that evidence to reach reasoned conclusions.

ENTRY OPTIONS

All candidates should be entered for 1939 with one of the following option codes.

Option Code	Title	Components
No option code required	Paper 1	1
	Paper 2	2
	Coursework	3
C	Paper 1	1
	Paper 2	2
	Coursework carried forward	83

Option C is available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

INTERNAL ASSESSMENT

Candidates submit one piece of research (an enquiry) for internal assessment. The enquiry should normally be no more than 2000 words in length. It is worth a total of 50 marks (25%). The enquiry assesses candidates' ability to carry out research as well as to interpret and evaluate evidence.

SECTION B: GENERAL INFORMATION

1   Introduction

1.1   RATIONALE

This specification provides a framework for the teaching and assessment of aspects of Humanities, including Citizenship, and of the religious and moral issues identified in locally agreed Religious Education specifications. It incorporates the cross-curricular themes of Economic and Industrial Understanding, Education for Sustainable Development (ESD) and Health Education.

The specification encourages candidates to follow a broad but coherent Humanities course at Key Stage 4 in which the temporal, spatial, socio-economic, moral and spiritual dimensions of the human condition are explored within local, national and global contexts. It also provides a framework within which candidates can learn the skills necessary to assess the reliability of information about the world around them, and to conduct their own research.

The specification provides a distinctive contribution to national provision as it offers a broader and more balanced approach to the study of Humanities than that provided by specifications with a more traditional Humanities approach. Although History, Geography and Religious Studies are drawn upon to set the context for Citizenship, this specification should not be used as a substitute for these subjects. History accounts for approximately 10% of the content, and Geography and Religious Studies each account for approximately 20%.

The specification supports statutory requirements for the study by all pupils of Citizenship in KS4. All sections of the Programme of Study are included except for parts of paragraphs 1b and 1g from the National Curriculum order for KS4. Citizenship is emphasised in the specification and accounts for 30% of the content. The specification also supports the statutory obligation for Centres to meet the requirements of locally agreed arrangements for Religious Education in KS4. Centres should check these locally agreed arrangements carefully in order to match them with the specification through their choice of examples or the addition of further content. In addition, the specification accommodates much of the work done in personal, social and vocational education programmes in schools, including work experience and careers education. Different sections of the specification content may be taught in different parts of the school curriculum or as part of a single coherent course in Humanities. If a flexible approach is adopted, some of the issues connected with ESD, for example, may be taught in the context of Geography or Science.

The specification assists candidates in their spiritual, moral, social, ethical and cultural development and helps to prepare them for the opportunities, responsibilities and experiences of adult life.

OCR has taken great care in the preparation of this specification and assessment material to avoid bias of any kind.

1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR GCSE in Humanities.

1.3 LEVEL OF QUALIFICATION

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as part of the National Qualifications Framework.

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

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

Two GCSEs at grade G to D and two GCSEs at grade C to A* are equivalent to one three-unit GNVQ at Foundation and Intermediate Level respectively.

Four GCSEs at grade G to D and four GCSEs at grade C to A* are equivalent to one six-unit GNVQ at Foundation and Intermediate Level respectively.

1.4 RECOMMENDED PRIOR LEARNING

Candidates who are taking courses leading to this qualification at KS4 should normally have followed the KS3 programme of study within the National Curricula of England, Wales or Northern Ireland as appropriate in History and Geography as well as the locally agreed Religious Education programme. This will allow them to have established relevant knowledge, understanding and skills upon which this specification can build.

In particular, through their study of History, Geography and Religious Education at KS3, pupils should have a knowledge and understanding of the following key aspects:

- the early industrialisation of Britain and the differences between an early industrial society and an agricultural society;
- the differences between more economically developed and less economically developed countries;
- the interdependence of countries with particular reference to trade and aid;
- the causes and consequences of population growth and the development of transport networks in Britain
- the dilemmas connected with the management of environments and resources with particular reference to issues of sustainable development;
- the links between climate, vegetation and human activity;
- the fragile nature of ecosystems and environments;
- the nature, origins and practices of Christianity and at least one other world religion.

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

In particular, pupils should have begun to develop the following skills:

- derive meaning from narratives, statistical diagrams, maps and charts;
- compare information from more than one source;
- write simple narratives that use evidence to support argument;
- present information in maps, charts and diagrams;
- conduct simple research and reach valid conclusions linked to their original question;
- apply existing knowledge and understanding in unfamiliar contexts.

1.5   PROGRESSION

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

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

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

This specification provides a particularly appropriate foundation for further study of any Social Science specification or other related subjects such as Law, Sociology and Religious Education.

1.6   OVERLAP WITH OTHER QUALIFICATIONS

There is some overlap between the content of this specification and that of specifications in History, Religious Studies, Geography, Sociology and Economics. This is inevitable in any broad Humanities programme such as that devised in this specification.

Module 1

This module has some overlap with OCR's GCSE specification in Sociology, Section 5, in relation to Methodology and the key issues of how information and evidence are collected and used.

Module 2

This module has some overlap with OCR's GCSE specifications in History A and History B, particularly in relation to infringements of human rights in the modern world.

Module 3

This module has some overlap with the OCR GNVQ in Business in the following areas:

5.3.1/5.3.6	Unit 2, particularly at the Foundation/Intermediate levels;
5.3.2/5.3.3/5.3.4	Unit 6: People in Business, particularly at Intermediate level;
5.3.5	Unit 7 (optional): Promotion, particularly at Intermediate level;
4.8.1	some content issues spread across several units.

This module also has some overlap with OCR's GCSE specifications in Business Studies A, Business Studies B and the Business Studies Short Course. This is particularly in relation to the organisation of business activity, the promotion of products and services, changes in patterns of employment, different types of working practice and methods of reward.

The module has some overlap with OCR's GCSE specification in History C, particularly in relation to the decline of industry in the United Kingdom, changing patterns of employment, the feminisation of the labour force and the origins and functions of trade unions.

Module 4

This module has some overlap with OCR's GCSE specifications in Geography in the following areas.

Geography A: hydrological cycle (Unit 1), urbanisation (Unit 2), resource management and global warming (Unit 4).

Geography B: ecosystems (Unit 1), hydrological cycle (Unit 2), urbanisation and quality of life (Unit 3), resource management and sustainable development (Unit 4).

Geography C: physical environment (Theme 1), urbanisation (Theme 4), resource management, sustainable development and environmental issues (Theme 5).

Module 5

The overall aims of this module overlap with the overall aims of OCR's GCSE specifications in Religious Studies A (World Religions) and Religious Studies C (Philosophy and Ethics).

Module 6

This module has some overlap with OCR's GCSE specifications in History B and History C, particularly in relation to public health, poverty and welfare provision.

1.7   RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE specification **may not** also enter for any other GCSE specification with the certification title Humanities in the same examination series.

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

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

The classification code for this specification is 4510.

1.8   CODE OF PRACTICE REQUIREMENTS

These specifications will comply in every respect with the revised Code of Practice requirements for courses starting in September 2001.

1.9   STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

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

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

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

2 Specification Aims

- To stimulate an interest in and understanding of issues that affect human societies, locally, nationally and globally.

- To encourage active citizenship in a multi-cultural, multi-faith society by developing sensitivity and empathy towards people living in different contexts.

- To develop awareness that alternative strategies exist for dealing with problems facing contemporary societies.

- To encourage recognition of the influence of differing values and perspectives in forming judgements about contemporary issues.

- To develop research and decision-making skills through the personal and collaborative investigation of issues.

- To develop the ability to appreciate and use different types of information.

3 Assessment Objectives

Knowledge and Understanding (AO1)

Candidates should be able to demonstrate:

(a)   knowledge of appropriate specification content;

(b)   understanding of appropriate concepts, terms and issues;

(c)   knowledge and understanding of different research methodologies.

Interpretation and Evaluation (AO2)

Candidates should be able to:

(a)   derive meaning from information by analysing its content, interpreting that content in relation to particular questions or hypotheses, and synthesising information from different sources;

(b)   evaluate information by assessing its reliability and utility in relation to particular questions or hypotheses;

(c)   by the application of existing knowledge and understanding to new contexts, reach and communicate reasoned conclusions based on the skills above.

Enquiry and Research (AO3)

Candidates should be able to:

(a)   apply appropriate research methodology;

(b)   locate, select and organise material relevant to an enquiry;

(c)   record and present findings in a coherent and purposeful form using relevant information from a range of sources and ensuring that the meaning of written text is clear;

(d)   evaluate the research methodology employed in an enquiry.

4   Scheme of Assessment

4.1   TIERS

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

4.2   COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1	2 hours	50%
2	Paper 2	1hr 15mins	25%
3	Coursework	-	25%
83	Coursework Carried Forward	-	25%

4.3   QUESTION PAPERS

Paper 1 (2 hours)

The paper will be divided into two sections.

Section A assesses candidates' knowledge and understanding in relation to Modules 2, 3, 4 and 5. Each question has three parts and will carry 20 marks. Candidates are required to answer all four of these questions. These questions test Assessment Objective 1.

In Section B, there are two questions. Each of them is based on Module 6 (Issues in Health and Welfare). Candidates must answer one of these questions. Each question in Section B provides

opportunities for candidates to use, analyse and interpret different types of evidence and to use extended writing to evaluate a statement or point of view. Each question carries 20 marks. These questions assess Assessment Objectives 1 and 2 as well as skills in written communication.

It is expected that over a period of approximately three years, all areas of the specification content will be tested.

Marks for the quality of written communication are incorporated within the paper as part of the assessment of Assessment Objective 1.

Paper 2 (1 hour 15 minutes)

The paper is divided into three sections and relates to Module 1 (Techniques of Research).

Section A assesses candidates' ability to analyse and interpret different types of evidence. The evidence used in this section is drawn from either Module 2: Issues of Citizenship, or Module 6: Issues in Health and Welfare. The section carries 16 marks testing Assessment Objective 2.

Section B assesses candidates' knowledge and understanding of different research methodologies. The section carries 10 marks testing Assessment Objective 1.

Section C assesses candidates' ability to assess the reliability and utility of different evidence and to use that evidence to reach reasoned conclusions. The evidence used in this section is drawn from either Module 3: Economic and Industrial Issues, Module 4: Environmental Issues, or Module 5: Religious and Moral Issues. The section carries 24 marks testing Assessment Objective 2.

Marks for the quality of written communication are incorporated within the paper as part of the assessment of Assessment Objective 2.

The paper contains a range of stimulus material, including diagrams, written extracts, statistics, graphs, tables, charts, maps, photographs and cartoons.

4.4   WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

	Knowledge and Understanding	Interpretation and Evaluation	Enquiry and Research	Total
Paper 1	45%	5%	-	50%
Paper 2	5%	20%	-	25%
Internal Assessment	-	5%	20%	25%
Overall	50%	30%	20%	100%

4.5   ENTRY OPTIONS

All candidates should be entered for 1939 with one of the following option codes.

Option Code	Title	Components
No option code required	Paper 1	1
	Paper 2	2
	Coursework	3
C	Paper 1	1
	Paper 2	2
	Coursework carried forward	83

Option C is available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

4.6   INTERNAL ASSESSMENT (COURSEWORK)

Candidates are required to submit for assessment one enquiry. The enquiry should normally be no more than 2000 words in length. It is worth a total of 50 marks (25%). Forty marks relate to Assessment Objective 3; ten marks relate to Assessment Objective 2.

Examples of appropriate tasks are given in Section 6.

Full details of internal assessment can be found in Section 7.

4.7   ASSESSMENT OF WRITTEN COMMUNICATION AND ICT

Candidates are expected to:

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

Where appropriate they should also use a suitable structure and style of writing. This will be assessed as part of candidates' internal assessment (coursework) when they will be expected to conduct an enquiry that records findings in a coherent and purposeful form using relevant information from the evidence that has been collected. Candidates are expected to write reasoned and valid conclusions that refer to specific evidence in a convincing and evaluative way.

Assessment of written communication occurs as part of Assessment Objective 3(c). There are ten marks for this objective within the internal assessment. Credit is also given for the quality of written communication within Papers 1 and 2 as part of the assessment of Objectives 1 and 2. Examiners will focus particularly on the skills demonstrated by candidates in reaching and communicating reasoned conclusions (AO2) and in demonstrating their knowledge and understanding of the specification content (AO1).

4.8   DIFFERENTIATION

In the question papers, differentiation will be achieved by setting questions with a definite incline of difficulty. Candidates will be able to demonstrate attainment at higher levels by using their knowledge to evaluate statements or points of view in detail. Questions will be designed to allow candidates to demonstrate what they know, understand and can do. In coursework, differentiation will be achieved either by task and/or outcome. Candidates will undertake enquiries that enable them to show positive achievement within specific parameters.

4.9   AWARDING OF GRADES

The written papers will have a total weighting of 75% and internal assessment a weighting of 25%.

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

4.10   GRADE DESCRIPTIONS

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

Grade F

Candidates demonstrate a knowledge and understanding of the specification content through their familiarity and use of appropriate concepts and by applying suitable examples from their studies. They demonstrate their understanding of a range of issues in the specification content through informed discussion. Candidates know about and understand the different ways of carrying out research. They are able to conduct simple analyses of evidence and are able to draw simple conclusions from it. Candidates are able to make judgements about the reliability of evidence. They are able to carry out their own simple investigation.

Grade C

Candidates recognise and explain most of the concepts and issues contained in the specification content. Candidates demonstrate a thorough knowledge and understanding of the specification content through their accurate explanations of concepts and through the application of supporting examples from their studies. They demonstrate a clear understanding of the different perspectives on a range of issues in the specification content through informed discussion and in writing. Candidates recognise and explain the different methods of research. They are able to evaluate their suitability for different purposes. Candidates know about the range of evidence available when investigating any social issue and understand that some of this material may be unreliable or invalid. In conducting their own research, candidates reach a conclusion, say what evidence has been used to form it and describe the reasons for their conclusion.

Grade A

Candidates demonstrate a thorough knowledge and understanding of the specification content through their accurate explanations of concepts and use of supporting examples from different contexts. Candidates apply their knowledge and understanding of the specification content in a range of different contexts. They demonstrate a clear understanding of the different perspectives on a range of issues in the specification content through informed and critical discussion and written commentaries. They explain fully and accurately the purposes of research and identify strengths and weaknesses of the different methods and, where appropriate, suggest alternative research procedures. Candidates show a thorough comprehension of the nature of evidence including understanding the way in which different sources complement or contradict each other. They are able to present full interpretations and assessments of evidence, commenting on both its validity and reliability. Candidates carry out their own research convincingly by drawing valid and insightful conclusions based on a thorough evaluation of the evidence.

SECTION C: SPECIFICATION CONTENT

5   Specification Content

(Where case studies or examples can be selected by the Centre or by candidates, these are indicated in italics.)

5.1   MODULE 1 – TECHNIQUES OF RESEARCH

As a result of studying this module, candidates should be able to use, analyse and interpret a range of evidence relating to the other modules in the specification content. They should know about the sources of evidence for social research. Candidates should understand the problems of evidence in relation to its reliability and validity. Candidates should be familiar with different research methods and their practical application. They should be confident in presenting information coherently and be able to evaluate their research.

5.1.1   Different Types and Forms of Evidence

Key Concepts

Primary and secondary sources, official statistics, quantitative and qualitative methods of enquiry.

Content

Knowledge and use of the different types and forms of evidence available in social research. These should include:

- official statistics and records;
- 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.

Knowledge and use of methods of collecting primary data and knowledge of associated problems. The methods should include:

- experiments;
- questionnaires;
- structured interviews;
- in-depth interviews;
- observation and participant observation.

5.1.2 Using and Evaluating Evidence

Key Concepts

Reliability, validity, significance, triangulation, sampling, trend.

Content

Knowledge, understanding and use of ways to interpret evidence and judge its reliability, validity and significance in relation to particular enquiries. The use of different types of sampling and their operation. The identification and use of patterns, trends and significance in data. Knowledge and use of the terminology used to present and evaluate evidence in a clear and convincing manner.

5.1.3 Managing an Enquiry

Key Concepts

Hypothesis, indicator, pilot study, sampling, control, variable.

Content

Knowledge, understanding and use of the process of conducting social research including:

- forming a hypothesis;
- deciding an appropriate strategy;
- determining appropriate indicators or questions;
- sampling and pilot studies;
- controlling variables;
- analysing and interpreting data;
- presenting findings with evidence using appropriate techniques and terminology;
- evaluating the strategy.

5.1.4 Communicating the Results of an Enquiry

Key Concepts

Introduction, conclusion, evaluation, narrative, evidence, annotation, statistical diagram, referencing, bibliography, audience.

Content

Knowledge and understanding of the ways information can be communicated in an enquiry report using text, numbers and images:

- the purpose, form and use of an introduction, conclusion, evaluation and bibliography;

- the function, characteristics and use of evidential writing including the use of quotation and referencing;

- the use of annotation in relation to maps, photographs and diagrams;

- the selection and use of statistical diagrams for different purposes, for example, histograms to allow a comparison of totals, pie charts to assist an understanding of proportions;

- the use of charts and tables to display numerical information;

- the importance of assessing and responding to the needs of different audiences.

5.2   MODULE 2 - ISSUES OF CITIZENSHIP

As a result of studying this module, candidates should have an understanding of the ways in which the duties, responsibilities and rights of citizens have developed in the United Kingdom. Candidates should appreciate the inter-relationship between rights and responsibilities and how they relate to issues of human and civic rights, including discrimination on the grounds of age, belief, disability, gender, race and religion. They should understand the opportunities for individuals and voluntary groups to bring about social change. They should have a knowledge and understanding of the political processes which apply at local and national levels. They should understand the work of Parliament, Government and the courts in making and shaping the law including the role and operation of the criminal justice systems.

5.2.1   Human Rights and Responsibilities

Key Concepts

Human rights and responsibilities, prejudice, discrimination, ageism, sexism, racism.

Content

The universal declaration of human rights, its origins and implementation. The UNICEF declaration of children's rights. Infringements of human rights in the modern world including discrimination on the grounds of age, belief, disability, gender, race and religion. The individual, group and governmental actions which can be taken to safeguard human rights and counter discrimination, including the role of the European Union, Commonwealth and United Nations.

5.2.2   Rights and Responsibilities within the Workplace

Key Concepts

Employer, employee, equal opportunity, arbitration.

Content

The responsibilities of employees as embodied in contracts of employment and job descriptions. The rights of employees with particular reference to anti-discriminatory legislation on gender **or** race. The processes of resolving conflict in the workplace including the role of trade unions and the operation of an industrial tribunal.

5.2.3 Political Rights and Responsibilities Including the Right to Vote in the United Kingdom

Key Concepts

Democracy, ballot, delegate, representative, referendum, proportional representation.

Content

The nature of parliamentary democracy in the United Kingdom. The importance of a secret ballot and the process of elections, including an understanding of proportional representation and referenda. The case for and against referenda on issues, *for example*, *the restoration of capital punishment and involvement in the European Union.*

5.2.4 Different Political Systems

Key Concepts

Dictatorship, democracy, free speech, active citizenship.

Content

The characteristics of classical and representative democracy. The rights usually available in a democracy: equality before the law, personal freedom, freedom of speech and writing, freedom of religion, freedom of association, a free press and free and fair elections. The characteristics of a dictatorship. The importance of citizens being actively involved in the political process.

5.2.5 Political Processes

Key Concepts

Candidate, election, political party, government, opposition, pressure group.

Content

The purpose of a political party. Differences and similarities between the main political parties. The policies of the main political parties in England, Scotland, Wales or Northern Ireland and the role of the parliament or assembly in one of these parts of the United Kingdom. The relationship between United Kingdom Government and Parliament including the rôle of the opposition. The organisation of local and regional government and the rôle of local councillors. The rôle and importance of pressure groups and public protest in a democracy.

5.2.6 Making and Shaping the Law and its Operation

Key Concepts

Act of Parliament, common law, statute, criminal law, civil law, trial, legal precedent, appeal.

Content

The processes of law-making including the parts played by Government, Parliament and the courts. The difference between criminal and civil law and the operation of these different judicial systems, including the role of judges, jury, solicitors, magistrates and barristers. The rôle of the police and Crown Prosecution Service.

5.3 MODULE 3 - ECONOMIC AND INDUSTRIAL ISSUES

As a result of studying this module, candidates should have a knowledge and understanding of the different types of economic activity and should know about the different ways in which businesses can be organised and promoted. They should understand why changes in employment patterns and working practices have occurred and know about the consequences of these changes for individuals. They should understand how the economy functions in the United Kingdom and be able to place that understanding within a European and global context. Candidates should understand the purposes and functions of the financial services in supporting business as well as the influence of consumers and trade unions.

5.3.1 The Classification of Economic Activity and the Nature of the British Economy

Key Concepts

Primary, secondary, tertiary industry, e-commerce.

Content

The classification of economic activity. Reasons for the relative decline of primary and secondary industry in the United Kingdom and European Union. The features of the British economy. Changing global industrial patterns with specific reference to the development of manufacturing in less economically developed countries and the transfers of capital to low-cost production areas by transnational companies.

5.3.2 Changing Patterns of Employment and their Consequences for the Individual

Key Concepts

Unemployment, under-employment, casualisation, division of labour, mechanisation, automation.

Content

Changing patterns of employment within the United Kingdom over the last 50 years to include changes in technology, changes in the organisation of work and the feminisation of the labour force. The consequences of automation for industrial workers and the consequences of paid employment for women. Changing patterns of employment since 1980 linked also to the first five concepts in Section 5.3.3 below. The consequences of change for individuals.

5.3.3 Different Types of Working Practice and Methods of Reward

Key Concepts

Full time, part time, flexible working, teleworking, job sharing, salary, bonus payments, performance related pay, profit sharing, share options.

Content

The different types of working practice and their link to technology, changes in gender relationships, the need for flexibility in meeting customer demand and the need to reduce costs to compete in the global marketplace. The different methods of reward and their suitability for particular types of business. The link between reward and motivation.

5.3.4 Trade Unions, their Background and Functions

Key Concepts

Trade union, collective bargaining, negotiation, industrial action, arbitration.

Content

The origins of trade unions. The different functions of trade unions. The reasons people have for joining or not joining trade unions, including reasons connected with religious belief. The different ways in which trade unions seek to influence employers and government. (See also Module 5, Religious and Moral Issues.)

5.3.5 Promoting Products and Services

Key Concepts

Advertising, publicity, public relations, market research.

Content

The purpose and execution of market research, and its impact on promotional activities. The different types of promotional activity and their suitability for businesses of different types and sizes. Case studies of two contrasting promotional strategies.

5.3.6 Organising Business Activity

Key Concepts

Sole trader, partnership, franchise, limited company, co-operative, shareholder, loan, insurance.

Content

The range of approaches to the organisation of business activity. Case studies of any two of these approaches emphasising the consequences for owners, managers, employees, shareholders and customers. The importance of the financial services in supporting business.

5.3.7 Measuring Business Success and the Rights and Responsibilities of Business and the Consumer

Key Concepts

Profit, growth, product, development, customer profile, market share, worker satisfaction, consumer rights.

Content

The different criteria for measuring business success and how these are applied in at least two different companies. The importance of consumer satisfaction in business success. The rights and responsibilities of businesses and the consumer.

5.4 MODULE 4 - ENVIRONMENTAL ISSUES

As a result of studying this module, candidates should have an understanding of the fragile nature of the physical environment and the part they can play in helping to ensure the sustainable development of the world around them. Candidates should understand some of the wider issues and challenges of global interdependence and responsibility including Agenda 21. They should understand how religious beliefs, culture, socialisation and occupation can affect people's values and their attitudes to environmental issues. Candidates should develop the understanding and skills to assess and make personal judgements about environmental issues. They should be aware of legislative controls to protect the environment and be able to evaluate the likely effectiveness of some of these controls.

5.4.1 The Fragile Nature of Environments

Key Concepts

Hydrological cycle, resource limitation, ecosystem.

Content

The nature of the physical environment and the processes involved in providing the bases for life such as fresh water, clean air and a protective atmosphere. The working of an ecosystem and the ways in which human actions can damage or restore ecosystems. This section should include a case study of the causes and possible consequences of global warming.

5.4.2 The Environmental Interdependence of Communities and Nations

Key Concepts

Interdependence.

Content

The ways in which the actions of one community or nation can have an impact elsewhere with a particular emphasis on the European context through the study of at least one example. *Suitable examples would include the way in which atmospheric pollution generated in a city can result in ozone depletion in the countryside or the way in which the pollution of European rivers crosses national boundaries.*

5.4.3 Historical Differences in the Relationship between People and the Physical Environment

Key Concepts

Finite or non-renewable resources, renewable resources, industrialisation, urbanisation, pollution, conservation, quality of life.

Content

The nature of the relationship between people and the physical environment in pre-industrial Britain with an emphasis on people's reliance on favourable weather and freedom from disease. The impact of mechanised agriculture and industrialisation on population growth, resource use and landscape in the United Kingdom with an emphasis on the growth of towns and transport systems. The impact of this growth on the natural environment. A comparison of quality of life in pre-industrial, early industrial and late industrial Britain for men, women and children in different social groups.

5.4.4 The Environmental Costs of Resource Use and Distribution

Key Concepts

Extractive industry, waste, over-consumption, recycling, resource management, sustainable development.

Content

The impact on the environment of one extractive industry, *for example, quarrying, mining, oil exploration, logging or fishing.* Ways of promoting more sustainable development by cutting consumption, finding alternatives, recycling and conservation. The growth and environmental costs of complex international distribution networks.

5.4.5 The Ways in which Attitudes and Values Affect Decision Making about the Environment

Key Concepts

Attitudes, values, environmental issues.

Content

The effects of religious belief or culture or occupation on people's attitudes to the environment. The impact of attitudes and values on a European environmental issue, *for example*, *the export of live animals, tourism or road building.* (See also Module 5, Religious and Moral Issues.)

5.4.6 Conflicts about Local Environment Issues

Key Concepts

Power, pressure group, local government.

Content

Centres should select one appropriate local environmental issue that will allow candidates to form reasoned opinions and balanced judgements on the basis of evidence. Candidates should explore the reasons why people may disagree about environmental issues and should develop an understanding of the processes involved in local decision making. (See also Module 2, Issues of Citizenship.)

5.4.7 Sustainable Development and its Importance in the Long-Term Management of the Environment

Key Concepts

Sustainable development, quality of life, Agenda 21.

Content

The application of the concept of sustainable development to one local, national or global example. (This can be the same issue selected for Section 5.4.5 or 5.4.6.) A consideration of personal action which will help the individual to relate to the environment in a sustainable way. The focus, purpose and implications of Agenda 21 locally, nationally and internationally.

5.5   MODULE 5 - RELIGIOUS AND MORAL ISSUES

As a result of studying this module, candidates should have an understanding of the nature of religious belief and its significance for the lives of individuals. They should explore fundamental questions of meaning from the perspective of Christianity and one other principal religion. They should understand how religious beliefs can affect people's values and their attitudes to moral issues. Candidates should develop the skills of analysis, reflection and enquiry as well as the sensitivity to consider other people's beliefs, traditions and points of view.

This section of the specification should include material from Christianity and from **one** of Buddhism, Hinduism, Islam, Judaism, Sikhism or from other religions specified by the local SACRE.

The key concepts specified usually apply to all principal religions. However, some concepts may be difficult to apply to religions other than Christianity. Teachers will appreciate the difficulty of listing concepts appropriate to every religion specified by local SACREs and should select their own concepts, as appropriate, when preparing this section of the specification.

5.5.1   Knowledge and Understanding of Christian Beliefs and Those of One of the other Principal Religions Represented in the United Kingdom

Key Concepts

Faith, creation, God, resurrection, reincarnation (if Hinduism is chosen as the other principal religion), accountability, afterlife including resurrection, the golden rule.

Content

A comparison of Christianity with one other principal religion on the fundamental questions of being. Beliefs in God and the supernatural. The ways in which each religion explains creation and the purpose of life. Beliefs concerning death, resurrection and the afterlife.

5.5.2   Similarities and Differences between Religions in Terms of their Practices and Moral Codes

Key Concepts

Worship, religious festival, ritual, ceremony, holy scripture, religious observance, religious law or code.

Content

Using Christianity and the other principal religion already selected, candidates should compare the ways in which worship takes place and explore the meaning of the main religious festivals. Candidates should also become familiar with the laws and conventions of each religion in relation to personal relationships and diet, and the sources of these conventions in holy scripture.

Candidates should be familiar with the nature and meaning of rituals connected with birth/baptism, marriage and death.

5.5.3 Expressions of Religious Belief

Key Concepts

Symbolism.

Content

The ways in which religious faith and religious stories are expressed in Christianity and the other chosen principal religion through the media of dance, drama, literature, music, art and architecture. Candidates should either study one example of symbolism in depth across the two religions or several examples in outline. *For example, a study of places of worship would be one way of appreciating the ways in which religious belief is communicated symbolically.*

5.5.4 The Influence of Beliefs, Values and Traditions on Individuals, Communities and Societies

Key Concepts

The concepts introduced in Sections 5.5.1 to 5.5.3 above will be developed further in this section.

Content

The impact of religious belief on the everyday lives of the faithful. The guidance and support which religious faith can provide for people in their personal relationships and for those who face a life crisis such as disablement or bereavement. The role of religion and religious organisations in the life of a community through the study of one example drawn from Christianity and the other chosen principal religion, *for example, education, welfare, provision for young people, law and local politics.* The power of an official religion to shape the policies and practices of a state through the study of one contemporary example.

(See Modules 2,3,4 and 6 for appropriate examples which form part of the specification content.)

5.5.5 The Variety of Views on Issues of Belief Held by People of Different Faiths and Within the Same Faith

Key Concepts

Fundamentalism, celibacy.

Content

Different viewpoints on the role, lifestyle and gender of religious leaders including issues of celibacy. Different viewpoints on the interpretation of holy scripture and the issue of fundamentalism. Differences between faiths to be exemplified through a comparison between Christianity and the other chosen principal religion. Differences within a faith to be exemplified through a comparison of at least two different traditions within Christianity **or** the other chosen principal religion.

5.5.6 The Impact of Religious Belief on Attitudes to Contemporary Moral, Social or Environmental Issues

Key Concepts

These will depend on the issue selected for study.

Content

One contemporary issue should be selected from the following*: care of the environment; capital punishment; human rights; peace and conflict; prejudice and discrimination; pornography and violence in the media; poverty; medical intervention and experimentation, including issues relating to contraception, abortion and euthanasia.* The contemporary issue selected should be considered in relation to the Christian perspective and that of the other chosen principal religion.

(See Modules 2,3 and 6 for examples of issues which form part of the specification content.)

5.6 MODULE 6 - ISSUES IN HEALTH AND WELFARE

As a result of studying this module, candidates should have a knowledge and understanding of the potential threats to health and welfare. They should have an understanding of the different strategies that could be used to deal with these threats at both an individual and societal level. Candidates should develop an outline historical understanding of the different approaches to health and welfare in the United Kingdom as well as an understanding of the differences in health and welfare in different places.

5.6.1 Maintaining a Healthy Lifestyle

Key Concepts

Diet, personal hygiene, exercise, stress management.

Content

The physical and emotional needs of human beings. The consequences for physical and mental development of leaving such needs unsatisfied. The effects of toxic substances including atmospheric pollutants or radiation or alcohol and drugs on human development. The nature of mental illness, its causes and management.

5.6.2 Health and Safety at Work and in the Environment

Key Concepts

Protection, prevention, legislation, voluntary code.

Content

The potential risks to health and safety in the workplace. Ways of reducing health and safety risks in the home. The purpose, focus and effectiveness of health and safety legislation in two different workplaces, *for example, a building site and a supermarket*. A case study of the effectiveness of voluntary codes of practice in the wider environment, *for example, those connected with leisure, transport, field sports, adventure sports or rambling*. The case for and against legislation to reinforce voluntary codes.

5.6.3 Differences in Health and Health Care in Countries with Contrasting Levels of Economic Development

Key Concepts

Economic development, social development, life expectancy, infant mortality, preventative medicine, paramedic, malnutrition, diseases of poverty, diseases of affluence.

Content

Different ways of measuring the health of a nation. Different risks to physical and mental health in countries with contrasting levels of economic development. Different patterns of health care in the contrasting countries. Ways of improving health and health care in one less economically developed country (LEDC).

5.6.4 The Development of Welfare Provision in the United Kingdom

Key Concepts

Absolute or primary poverty, relative poverty, welfare state, means test, private provision, national insurance, universal benefit.

Content

The insurance principle and the foundations of the Welfare State including the reconstruction of post-war Britain in 1945. Poverty today and criticisms of state welfare. The advantages and disadvantages of state intervention in welfare provision. (See also Module 2, Issues of Citizenship.)

SECTION D: COURSEWORK

6 Coursework Tasks

Candidates should complete one coursework enquiry. The enquiry must relate to one or more sections of specification content and should constitute a sustained piece of research.

Coursework should provide candidates with an opportunity to address the appropriate assessment objectives as set out in Section B, Assessment Objectives:

Assessment Objective 2, Interpretation and Evaluation

AO2(c) candidates should be able to reach reasoned conclusions based on a range of evidence.

Assessment Objective 3, Enquiry and Research

Candidates should be able to:

AO3(a) apply appropriate research methodology;

AO3(b) locate, select and organise material relevant to the enquiry;

AO3(c) record and present findings in a coherent and purposeful form using relevant information from a range of sources;

AO3(d) evaluate the research methodology employed in the enquiry.

Where the coursework is essentially geographical in nature, the enquiry should be based on fieldwork.

6.1 NATURE OF COURSEWORK

When setting the coursework enquiry, teachers should consider the marking criteria set out in Section 7.3 to ensure that the task set enables candidates of all abilities to gain access to the appropriate levels of marks. This may involve setting a range of differentiated tasks for a group of candidates.

The coursework enquiry should normally be no more than 2000 words in length.

Candidates should not, however, be penalised for exceeding this suggested word limit. Conversely for certain candidates it would not be appropriate to require a piece of coursework of this length.

It is often helpful to word the title of the coursework enquiry in terms of an assertion, an hypothesis to be tested or an issue or problem to be investigated.

Coursework should form an integral part of the teaching strategy for the specification.

The coursework enquiry should be closely defined in nature so that it is possible to complete it in the time available. It should be remembered that coursework represents 25% of the scheme of assessment. Candidates should be encouraged to use information technology where appropriate.

Coursework may include material submitted in a variety of media including video tape or disc, audiotape or disc, or a portfolio of annotated photographs.

Pre-moderation Monitoring of Coursework

Centres may choose a coursework task from the list below or from the Coursework Guidance booklet provided by OCR. Alternatively, teachers may devise their own tasks and these may be submitted to OCR for approval. Proposals should be submitted to OCR accompanied by the Coursework Summary Sheet (a copy of which may be found in the Coursework Guidance booklet) 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).

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.

Collection of Data and Evidence

In order for candidates to have access to the full range of marks, a significant amount of the material used should have been collected independently by the candidate. Some data and evidence may be provided by the teacher where appropriate. Sources of data and evidence may include documents, maps, photographs, films, tapes, graphs, statistical tables, census returns and oral sources.

Teacher Supervision of Coursework

OCR does not expect candidates to undertake coursework without guidance and continuing supervision from teachers. The degree of teacher guidance of candidates' work will vary according to the kinds of work being undertaken and the general degree of experience of enquiry work on the part of candidates. It should be remembered, however, that the marking criteria require candidates to be following their own lines of enquiry and to be locating and selecting their own materials.

When supervising coursework, teachers are expected to:

- offer candidates advice about how best to approach coursework;
- assist with suggestions for coursework enquiry titles;
- indicate possible sources of evidence and information, methods of data collection, materials, references, places and sites to visit, organisations or people who might be able to help;
- advise on the practicality or otherwise of topics, approaches and enquiry plans proposed by candidates;
- give suggestions as to length, approach and treatment;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Production and Presentation of Coursework

Candidates must observe certain procedures in the production of coursework:

- any copied material must be suitably acknowledged;
- quotations must be clearly marked and a reference provided wherever possible;
- a contents table, bibliography and list of sources of evidence and data should be included.

Differentiation and Marking of Coursework

Marking should be positive, rewarding achievement rather than penalising failure. It is the quality of the candidate's work and not its quantity which is assessed.

The assessment objectives are common to all and indicate in general terms what candidates should achieve. Differentiation in coursework is by task and/or by outcome, with teachers helping candidates to select tasks that provide opportunities to show what they know, understand and can do, so that they score appropriately when the marking criteria are applied.

The award of marks must be directly related to the marking criteria set out below.

All assessed coursework should indicate where, in the work, evidence for the marks awarded in relation to the marking criteria may be found.

The key pieces of evidence should be flagged throughout the work by annotation either in the margin or in the text.

Indications as to how marks have been awarded should:

- be clear and unambiguous;
- be appropriate to the nature and form of the coursework;
- facilitate the understanding of marking within a Centre;
- enable the moderator to check easily the application of the assessment criteria to the marking.

6.2 EXEMPLAR COURSEWORK TASKS

The exemplar tasks below have been selected to encourage 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 have been developed to show how the enquiry might be conducted.

These exemplar tasks relate to one part of the specification content. A wider range of exemplar tasks covering the whole of the specification content can be found in the Coursework Guidance booklet.

Module 2 - Issues of Citizenship

- 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.

- 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.)

Other Suggested Titles

- Do female office workers have fewer opportunities for promotion than men?

- 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.

7 Regulations for Internal Assessment

7.1 SUPERVISION AND AUTHENTICATION OF COURSEWORK

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

When supervising internally assessed tasks, teachers are expected to:

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

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

7.2 PRODUCTION AND PRESENTATION OF INTERNALLY ASSESSED WORK

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

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

  Centre number
  Centre name
  Candidate number
  Candidate name
  specification code and title
  assignment title.

All work submitted for moderation must be kept in a flat card file (not a ring binder).

7.3   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.

7.4 MODERATION

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

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Section 7.

Where it is not clear within a project folder, by the candidate's own presentation of work, where the marks have been awarded, annotation must be carried out by the person marking the work.

A separate cover sheet containing reference to the criteria applied and their location within the enquiry is recommended.

7.5 MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK

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

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

SECTION E: FURTHER INFORMATION

8 Opportunities for Teaching

8.1 ICT

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

This section offers guidance on opportunities for using ICT during the course. These opportunities are also indicated within the content of Section 5 by a ⌧ symbol. Such opportunities may or may not contribute to the provision of evidence for IT Key Skills. Where such opportunities do contribute, they are identified by the use of the ⌧ symbol.

ICT Application/Development	Opportunities for using ICT during the Course
Search and select information.	Through the Internal Assessment (Coursework enquiry). Through researching case studies in all Modules.
Present combined information.	Through the Internal Assessment (Coursework enquiry).

8.2 CITIZENSHIP

From September 2002, the National Curriculum for England at KS4 includes a mandatory programme of study for Citizenship. Parts of this programme of study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of Section 5 by a ⚖ symbol.

Citizenship Programme of Study	Opportunities for Teaching Citizenship Issues during the Course
The legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems.	Module 2. Sections 5.2.1 and 5.2.6
The work of Parliament, the Government and the courts in making and shaping the law.	Module 2. Section 5.2.6.
The importance of playing an active part in democratic and electoral processes.	Module 2. Section 5.2.4.
How the economy functions, including the role of business and financial services.	Module 3. Section 5.3.6.
The opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally.	Module 2. Section 5.2.5. Module 4. Sections 5.4.6 and 5.4.7
The importance of a free press.	Module 2. Section 5.2.4.
The rights and responsibilities of consumers, employers and employees.	Module 2. Section 5.2.2. Module 3. Sections 5.3.6 and 5.3.7.
The United Kingdom's relations in Europe, including the European Union, and relations with the Commonwealth and United Nations.	Module 2. Section 5.2.1. Module 4. Section 5.4.7
The wider issues and challenges of global interdependence and responsibility, including sustainable development and local Agenda 21.	Module 4. Sections 5.4.6 and 5.4.7

8.3   SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

The study of Humanities offers a wide range of opportunities for candidates to develop an understanding of spiritual, moral, ethical, social and cultural issues. Such issues are examined in detail within the following areas of the specification content:

Issue	Opportunities for Developing an Understanding of the Issue during the Course
Spiritual Issues	Module 5, Religious and Moral Issues in Sections 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5 and 5.5.6
Moral Issues	Module 3, Economic and Industrial Issues particularly Section 5.3.3. Module 5, Religious and Moral Issues particularly in Sections 5.5.2 and 5.5.6
Ethical Issues	Module 2, Issues of Citizenship particularly Sections 5.2.1, 5.2.3 and 5.2.4 Module 4, Environmental Issues particularly in Sections 5.4.2. and 5.4.5 Module 5, Religious and Moral Issues particularly in Section 5.5.6
Social Issues	Module 2, Issues of Citizenship particularly Sections 5.2.1, 5.2.2, 5.2.3 and 5.2.4 Module 3, Economic and Industrial Issues particularly Sections 5.3.2, 5.3.3 and 5.3.7. Module 4, Environmental Issues particularly in Sections 5.4.3, 5.4.6 and 5.4.7. Module 6, Issues in Health and Welfare particularly in Sections 5.6.2 and 5.6.4
Cultural Issues	Module 4, Environmental Issues particularly in Section 5.4.5 Module 6, Issues in Health and Welfare particularly in Section 5.6.3.

8.4   HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

The specification incorporates specific modules on Health and Welfare and on the Environment within its content. These modules encourage candidates to develop environmental responsibility based upon a sound understanding of the principle of sustainable development.

8.5   THE EUROPEAN DIMENSION

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

European examples are used extensively in the specification content in the following places:

5.2.1   Human rights (including European legislation).

5.2.3   Political rights and responsibilities

5.3.1   The classification of economic activity.

5.4.2   The environmental interdependence of communities and nations.

5.4.5   The ways in which attitudes and values affect decision making about the environment.

9 Key Skills

Key Skills are central to successful employment and underpin future success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content. Opportunities for developing the generic Key Skills of Communication, Application of Number and Information Technology are indicated through the use of a ▬ in Section 5. The wider Key Skills of Working with Others, Problem Solving and Improving Own Learning and Performance may also be developed through the teaching programmes associated with the specification.

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills unit exist.

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

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website www.ocr.org.uk . A summary document for Key Skills coordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

10   Resource List

There is a wide range of resources available to support the programme of study.

The list of websites below is not intended to be exclusive. There are many more sites that provide information, guidance and free resources to Centres and candidates. Many are accessible by following links from the sites listed. Some sites allow direct downloading of information and publications.

- **Association of Teachers of Social Science (ATSS)**
  www.le.ac.uk/education/centres/ATSS/atss.html

  Resources for teaching Social Sciences: electronic resources and books.
  Mainly a resource for teachers with good links to other sites on teaching Social Science.
  Useful for: Module1 - Techniques of Research.

- **Amnesty International.**
  www.amnesty.org.uk

  Articles and campaigns about Human Rights.
  From the home page click on "Education" and then "Teachers' Resources" to access the list of Amnesty International's resources for teachers.
  Useful for: Module 2 - Issues of Citizenship.
  　　　　　　　　Module 5 - Religious and Moral Issues.

- **Being Heard**
  www.beingheard.org.uk

  Politics for young people from the Hansard Society.
  From the homepage click on 'Infobase' to access the student topic library.
  Useful for: Module 2 - Issues of Citizenship.

- **Citizenship Foundation**
  www.citizenshipfoundation.org.uk

  Resources for teaching law, democracy and society.
  From the homepage click on 'Resources' to see the wide range of support resources for teaching Citizenship.
  Useful for: Module 2 - Issues of Citizenship.

- **Commission for Racial Equality**
  www.cre.gov.uk

  Resources for teaching about discrimination, prejudice and racism.
  From the homepage click on 'Research' to access factsheets and statistical data.
  Useful for: Module 3 - Economic and Industrial Issues.
  　　　　　　　　Module 5 - Religious and Moral Issues.

- **Equal Opportunities Commission**
  www.eoc.org.uk

  Resources for teaching about discrimination relating to gender issues.
  From the homepage click on 'Research and Statistics' to access information about research and its results.
  Useful for: Module 3 - Economic and Industrial Issues.
                 Module 5 - Religious and Moral Issues.

- **Environment Agency**
  www.environment-agency.gov.uk

  Resources for teaching about improving and preserving the environment.
  From the homepage click on 'Your Environment' to see the list of topics available.
  Useful for: Module 4 - Environmental Issues.

- **Friends of the Earth**
  www.foe.co.uk

  Resources for teaching about solutions to environmental issues.
  From the homepage click on 'Publications' under the heading 'Resource' then click on 'Educators and young people' and 'Free Materials' for a list of free resources (available in bulk to schools; details on the page).
  Useful for: Module 4 - Environmental Issues.

- **Greenpeace**
  www.greenpeace.org.uk

  Resources for teaching about environmental campaigning.
  From the home page click on 'Campaigns' to access current environmental campaigning issues being pursued by Greenpeace.
  Useful for: Module 4 - Environmental Issues.

- **Hansard Society**
  www.headsup.org.uk

  A resource to promote political awareness and participation in the under 18s.
  From the homepage click on 'Teachers' for details of how to register on the site.
  Useful for: Module 2 - Issues of Citizenship.

- **Oxfam**
  www.oxfam.org.uk

  Resources for teaching about aid agencies.
  From the homepage click on 'Issues we work on' to access Oxfam papers, stories and resources on issues currently being worked on.
  Useful for: Aspects of most modules.

- **Trades Union Congress**
  www.tuc.org.uk

  Resources for teaching about trades unions and rights of workers.
  From the homepage 'Directory' gives access to TUC views on many issues and links to other sites. There is a specific section in 'About the TUC' aimed at students.
  Useful for: Module 3 - Economic and Industrial Issues.
                 Aspects of most modules.

- **Health and Safety Executive**
  www.hse.gov.uk

  Resources for teaching about aid for children.
  From the homepage 'Publications, Statistics and Research' give access to the main areas of HSE interest.
  Useful for: Module 6 - Issues in Health and Welfare.

- **United Nations**
  www.unsystem.org

  Resources for teaching about international co-operation.
  The homepage allows an alphabetic and thematic search of the site.
  Useful for: Aspects of most modules.

There are also websites for each local authority which usually contain information on aspects of local government and local Agenda 21. A search of the web on 'Agenda 21' will identify many useful sites, one of which will be local to your area.

Religious organisations and pressure groups also have websites which can be useful for researching different religious and moral issues. Care should be exercised if accessing some of these sites as some may contain material that could be distressing to candidates.

Media websites, for example, *www.bbc.co.uk/news,* are excellent sources of articles on current events.

Many websites are also indicated as sources in the written examination papers, past copies of which are available from OCR Publications.

It is difficult to list more traditional school textbooks that support sections of the programme of study because they rapidly become out of date. However, all the major educational publishers maintain websites which present their current publications in subject areas. Some of these websites are listed below.

- www.collinseducation.com
- www.hoddereducation.co.uk
- www.longman.co.uk
- www.nelsonthornes.com

  In addition, **Carel Press** produce an annually updated Fact File which presents statistical information. This is available as a book (which can be photocopied), online book and CD-Rom. They also produce an Essential Articles binder containing resources on issues (which can also be photocopied). They may be contacted at:

- www.carelpress.co.uk

  Coordination Group Publications produce inexpensive and colourful revision guides and workbooks which can be used in various elements of the programme of study: Business Studies, RE, Citizenship and PSHE. They can be contacted at:

- www.cgpbooks.co.uk

11   Arrangements for Candidates with Special Needs

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (tel 01223 552505) as early as possible during the course.

12   Support and In-service Training for Teachers

To support teachers using this specification, OCR will make the following materials and services available:

- a full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950);

- specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621);

- past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621);

- Coursework Guidance booklet;

- written advice on coursework proposals;

- a report on the examination, compiled by senior examining personnel after each examination session;

- individual feedback to each Centre on the moderation of internally assessed work.