



Humanities

TEACHERS' HANDBOOK

UNIT G104 – INTERDISCIPLINARY SKILLS RESEARCH ENQUIRY

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TEACHERS' HANDBOOK

UNIT G104 – INTERDISCIPLINARY SKILLS RESEARCH ENQUIRY

This guide is intended to support the teaching of Unit G104 for OCR GCE Humanities and should not be considered as the definitive way to complete this unit. Guidance contained within it demonstrates ways in which the research enquiry can be undertaken, but it must be remembered that there are a variety of other ways which may be equally valid.

REQUIREMENTS OF UNIT G104

There are two assessed elements:

- The research enquiry of 3000 words (maximum)
- The research log of 1000 words (maximum)

ASSESSMENT OF UNIT G104

The emphasis of the assessment of this unit is on skills, using Assessment Objectives 2 and 3.

AO2: Apply knowledge and understanding.

AO3: Demonstrate independent research skills.

There are 80 marks available for this Unit, 20 for AO2 and 60 for AO3, and these can be broken down as follows:-

Enquiry		Research Log	
AO2	20 marks	AO3(ii)	20 marks
AO3(i)	20 marks	AO3(iii)	20 marks

When supervisors are making their final judgments on the finished work at moderation, it must be remembered that most of the marks are for demonstrating skills, not knowledge and understanding.

WHAT IS MEANT BY 'RESEARCH SKILLS'?

The OCR Accredited Specification for GCE Humanities (H113/H513) gives details of the ten assessed skills on p.35. All references to "skills" in this Guide apply to these ten skills exclusively.

	Description of Skill
1.	Independently generate an enquiry topic and question which is suitable in structure and scope.
2.	Plan, research and write independently.
3.	Independently identify, select, collate, review, utilise and evaluate a wide range of suitable evidence.
4.	Interpret quantitative data rigorously.
5.	Demonstrate understanding of the limitations of all types of evidence.
6.	Demonstrate appreciation of all types of evidence.
7.	Show confidence in the validity of their own interpretation of evidence.
8.	Recognise the value of others' work and draw on it, with appropriate recognition.
9.	Present their conclusions in recognised academic format, taking a synoptic approach at A2.
10.	Review and evaluate their own work and methodology.

THE RESEARCH ENQUIRY

The enquiry itself must have an interdisciplinary approach, with a focus which may be local, regional, national or international. This does not mean that students must find a topic which has a geographical context. Neither does it mean that students must find a topic connected to at least two of the disciplines which are contained within this specification. However, students could be encouraged to develop a rationale explaining how their chosen topic could be linked to one or more of the disciplines mentioned on p4 of the Specification.

CHOOSING A TOPIC AND TITLE

Before students choose their topics and formulate their research questions, they should be familiar with different types of research methodologies and the strengths and weaknesses of these. AO3(ii) requires them to use a range of "relevant" methodologies. This suggests that secondary sources alone, whilst they may be relevant, may not constitute "a range"; students should consider the value and relevance of primary research, particularly in the light of Skill 4 (*Interpret quantitative data rigorously*). Appropriate primary research methods could include interviews, contact with experts/academics/specialist advisors, focus groups, surveys/questionnaires, visits to museums etc. Examining the strengths and weaknesses of their selected research methods will allow students to demonstrate Skills 5 and 6 (*Demonstrate understanding of the limitations and appreciation of all types of evidence*). It also allows them to *review and evaluate their own work and methodology* (Skill 10).

Skill 1 requires students to:

Independently generate an enquiry topic and question which is suitable in structure and scope.

The word "suitable" implies that some topics and titles may be unsuitable, and some consideration should be given by the students to their topics and titles as to how suitable they are. Some areas for concern could be:

- There is no link to Humanities.
- There are ethical considerations such as confidentiality or risk.
- It does not provide sufficient opportunity to demonstrate Skill 4.
- It relies heavily or exclusively on secondary sources.
- Primary research would be difficult.

Suitable topics and questions will allow candidates to use a wide range of research methods and sources, and also allow them to access or generate quantitative data.

OCR does not provide a list of titles and/or topics, as students are assessed on their ability to do this independently. Some students will have a very clear idea of what they want to research. Others may need some support in this and supervisors may use some of the examples in their teaching of this skill. The degree of independence shown should be reflected in the marks awarded for this skill.

A good starting place might be to explore, with students, the topics given in AS Units G101 and G102. It should be made clear that the enquiry topic **does not** need to be selected from the expanded content; students may suggest a topic which is not explicitly covered by the specification. This is acceptable as long as a clear link with Humanities can be seen. Topics not covered by the AS specification may also be valid. The A2 Unit G103 may also stimulate some interest in students, and topics may be developed from here.

A useful activity may be for students to suggest three areas which interest them, and then to make a case for each topic as a research enquiry. Some consideration could be given here to such things as how well interdisciplinary research skills can be demonstrated, how readily available are secondary sources, how would quantitative data be collected, and whether a viable and answerable research question can be generated.

Topics that work well are ones which interest students, or which allow them to produce good evidence for assessment. Under no circumstances should students submit work which has been done as part of another qualification or use titles which might look like coursework for another subject, e.g. History or English literature essays.

Once a topic has been chosen, a research question needs to be formulated; this means that the title should be phrased as a question. This will enable your students to focus strongly on selecting appropriate research methods and sources, and ultimately produce conclusions which answer this question.

REFINING THE TITLE

By the time students undertake this research enquiry, they will be very familiar with writing “essays” or “coursework”. This is not an essay or coursework and therefore requires a different approach. A research question needs to be generated which allows candidates to meet the assessment objectives to the best of their ability by providing sufficient evidence. It is crucially important that the final question allows them to do that. The following scenarios could be used as examples to support students at this stage.

SCENARIO 1

A candidate suggests they want to do something about racism in ‘To Kill a Mockingbird’. Immediately, there are a number of issues. It does not seem to go much beyond work which has been done at GCSE, it is likely to be heavily reliant on secondary sources, there are few opportunities for primary research, even if we accept the text as a primary source, and it looks very limited in scope. It will also be difficult to generate or find quantitative data.

One way a student could be guided to a better title, would be if the topic were broadened initially to consider the portrayal of minority characters in literature. This addresses the narrow scope and similarity to GCSE. The topic now needs a clear focus and one way to do this would be to consider the portrayal of minority characters in children’s literature. Some additional refinement could be done on which books to consider – published within the last ten years, published within the UK, or even a comparison between countries (US/UK) or over time (1950s/2000s). A statistical examination could generate some quantitative data (such as how many minority characters there are, what lifestyles they have, whether readers are sympathetic to them, and there are opportunities to undertake primary research e.g. a survey of readers’ attitudes to minority characters, or whether people think this affects opinions about the character.

SCENARIO 2

This candidate is very keen on History and wants to do something linked to this. H/she suggests “Why did Elizabeth I never marry?” as the research question. The main issues with this are that it is unanswerable; the conclusions are likely to be speculation or supposition. There are also few opportunities for primary research. Academics, teachers, university professors could be interviewed, but the information obtained is likely to be their opinions. It is also likely to be heavily reliant on secondary sources only, and so any conclusion would be the opinions of others and/or speculative.

If the candidate is really keen to do this, they could be guided towards undertaking a comparison of various film portrayals of Elizabeth I in film and on television, and considering how accurate these are based on descriptions in primary sources. Skill 4 is still difficult to evidence, but could be demonstrated by asking for people’s responses to film clips and generating some statistical data from these.

SCENARIO 3

Another student who intends to study Law at university has suggested “Does capital punishment deter people from serious crimes and should it be brought back?”

This offers plenty of opportunities for primary research into people’s opinions, and there are plenty of secondary sources available which are relevant. However, the research enquiry is limited to 3000 words, and this is a very broad topic. Even if only one half of the question were used, it is still extremely broad in scope, and the resulting enquiry is likely to be unfocused and possibly anecdotal.

If the student is really keen to explore how punishments deter people, a narrower focus is needed. If a specific crime were to be examined, such as anti-social behaviour, the enquiry might be more manageable.

SCENARIO 4

This student has already chosen their title – “What caused the Credit Crunch?” At first sight, this looks workable. It is phrased as a question and there are plenty of newspaper analysts and TV experts voicing their opinions. On closer examination, however, there are some problems. Secondary sources may well have a bias and, as in scenario 2, the student would have to determine how much of the available material is subject to this. It is also fairly straightforward to answer and the available quantitative data may not be directly relevant. One way to avoid these issues may be to change the title to “What do people believe caused the Credit Crunch?” This moves the topic from being Economics-based to Politics-based, but will produce some relevant quantitative data, with plenty of opportunities for primary research. Secondary sources can also be used and cross-referenced with the findings of the primary research.

SCENARIO 5

This final example is of a student who wishes to write “A History of the Church of England”. The most obvious flaw with this is that it doesn’t ask a question. It may use primary sources, but there are limited opportunities for primary research and there seems to be no scope for producing quantitative data. Questions such as “Should the Anglican Church be disestablished?” would work much better with some relevant primary research, and could include, word count permitting, a brief account of its establishment. An alternative title could be “How justified was the Anglican Church in rejecting women bishops?” This could focus on the opposing views within the Anglican Church, and the Biblical and historical perspectives, supplemented by primary research in the form of a survey.

Supervisors may find it worthwhile considering how viable the following titles might be as research enquiries and why/why not. It may be helpful to consider them in terms of scope, possible methodology/structure, feasibility/answerability, link to key concepts, ideas and terms/humanities content.

- Why was Alexander the Great such a successful military commander?
- What were the problems of Edward VI's reign?
- How far could we consider Napoleon to be a failure or a success?
- How far has Shakespeare's portrayal of the Tudors affected our perception of them?
- Forensic Archaeology: Its Role in modern Society.
- Protecting our Coastlines: Christmas Trees on the Lancashire Coast.
- Is climate change a natural event or is it caused by Man?
- Islamophobia: How much do non-Muslims know about Islam?



PLANNING

Skill 2 specifies the need to “*plan, research and write independently*”. Each student should therefore, produce **at the start of their enquiry** a plan of the research process which gives details of what will be done with the approximate dates by which each activity will be completed. **There could also be a plan of the intended structure of the report but it must be clear that the emphasis is on the planning of the research process.** This should not be written retrospectively as this would not be a plan of what is going to be done and when. It would be a record of what was done and when.

Plans may change during the enquiry and supervisors should note that this is not necessarily a weakness or something which is to be penalised. If a student realises (after reviewing their progress) that they have not allowed enough time to complete an activity, or something unforeseen happens (such as illness, or unexpected results from a questionnaire which requires additional work), this could be interpreted as problem-solving or action planning. Students should include some review/evaluation and explanation of why there is a change. Some students may wish to use a Gantt chart or other similar project management technique, but a list of activities with planned dates is an equally valid way of demonstrating initial planning. The Student Log is a vital tool for this, and students should be encouraged to keep this up to date, and not complete it at the end.

RESEARCH SKILLS

AO2 explicitly states that students should select material in a “range of forms”. Simply searching online for relevant articles or websites is not enough to meet this AO. Students should consider using books, magazines, photographs, articles, paintings, journals, blogs, television programmes, as well as the results of primary research. Part of the planning process should be to consider which of these are relevant, useful and which will provide good data, including quantitative data.

Students should reference their work in an appropriate academic format (Skill 9) and produce a full bibliography. There are websites/resources which can help with this, such as:

www.harvardgenerator.com

www.citethisforme.com

Pears, R. and Shields, G. (2010) *Cite them right: the essential referencing guide*, 8th edn. : Palgrave Macmillan.

Any acknowledged academic referencing system is acceptable but the student must be consistent and not switch from one to another.

Diagrams, images, photographs, illustrations etc must be captioned appropriately. Students are advised to consider the use of appendices to include statistical data, exemplar questionnaires, transcripts/notes of interviews, discussion topics for focus groups and forums, copies of e-mails and screenshots.

WORDCOUNTS

Students must be made aware of the wordcounts of 3000 words for the research enquiry and 1000 words for the student log. These are the maximum permissible and there is no flexibility on these. At 3000 words and 1000 words, moderators will stop reading and the excess work will not be considered. One possible consequence of this might be that the moderator may not have reached the conclusions, and would then see only partial evidence for Skill 9. When assessing students' work, supervisors would be well advised to follow the same policy. Titles, bibliographies and appendices are not included in the final word count, but subheadings will be since they form part of the internal organisation and structure of the final piece of work (Skills 2 and 9).

PRIMARY AND SECONDARY SOURCES

It is in the definition and use of sources that an interdisciplinary approach can be most valuable. Different disciplines have different views on what is a primary or secondary source, and no definitive list can be produced. However, the purpose for which the source is being used should be the deciding factor here. Some sources can be primary in some circumstances, and secondary in others, depending on the context in which they are being used.

For example, an autobiography may be a secondary source for a particular historical period; it is an account written through the eyes of someone else. But it may be a primary source if it is used by someone else to make a judgement about the writer's attitudes.

A general definition could be as follows:

A secondary source is one which explores information which was originally found elsewhere. A primary source is the original source of the information being explored.

There are a range of useful websites which explore the differences between primary and secondary sources, and students could usefully spend some time considering these.

<http://www.collectionscanada.gc.ca/education/008-3010-e.html>

<http://guides.library.ucsc.edu/primarysecondary>

<http://lib1.bmcc.cuny.edu/help/sources.html>

<http://library.uvic.ca/instruction/research/primvsec.html>

The following chart gives some examples of how sources can be classified.

Primary Sources	Secondary Sources
Results of questionnaires/surveys done by the student	Results of questionnaires/surveys done by someone else e.g. Government agencies
Interviews/focus groups organised by the student	Reports/books/articles containing the findings of academic research conducted by others
Correspondence (e.g. e-mails, letters) between the student and specialist advisors	Commentaries on/interpretations of the letters of others
Newspapers, magazines, books can be considered as primary sources if they are contemporaneous and relevant to the enquiry. E.g. An enquiry into changing attitudes to marriage could use magazines from different centuries. Or An enquiry into attitudes to the colonial past of a country could use letters written by contemporary politicians	Works of literary criticism, the written opinions of others E.g. A book by a professor about 19th Century marriage. Or A book written by someone else about a prime minister's attitude to the British Empire.
Original documents/objects such as diaries, speeches, film footage, portraits, pottery, buildings, etc E.g. a diary written by a soldier in the trenches could be a primary source for work in the effects of WW1.	Anything which involves someone else's interpretation/analysis/opinions. E.g. An interpretation of the events at Ypres, written by a historian.

PLAGIARISM

Students should be made aware of the extreme seriousness with which plagiarism is viewed and the consequences of deliberately representing someone else's writing as their own work. References to secondary source materials should always be appropriately referenced. The following websites may be helpful in explaining this to students.

<https://ilrb.cf.ac.uk/plagiarism/tutorial/index.html>

<http://www2.le.ac.uk/offices/ld/resources/study/plagiarism-tutorial>

<http://www.guardian.co.uk/education/2008/oct/07/students.highereducation>

ANALYSIS AND INTERPRETATION

The ability to analyse and interpret a range of different types of evidence underpins many of the research skills assessed in this Unit. Skill 3 (*utilise suitable evidence*), Skill 4 (*interpret quantitative data*), Skill 6 (*demonstrate appreciation of evidence*), Skill 7 (*their own interpretation of evidence*), Skill 8 (*draw on the work of others*) and Skill 9 (*present conclusions*) all require the candidate to analyse and interpret evidence. It should be made clear that analysis must go beyond a simple description of the findings of research. For example, a student who conducts primary research in the form of a questionnaire should collate the results and present them in a readily accessible format such as pie or bar chart, and then analyse and interpret the results. (Skills 3, 4, 6, 7 and 9). Simply saying what they did and how many people said x or y is narrative and descriptive, not analytical.

Similarly, repeating what someone else has written in a secondary source does not go further than collation. A range of views should be compared and the student should decide which is appropriate and supports/refutes their primary research findings. (Skills 3, 5, 6, 7, 8 and 9).

Conclusions should be drawn from all of the research undertaken and refer to the question posed in the title. These should not be simply a summary of the views of others or the student's opinion which is based on their impression/feelings rather than the evidence they have assembled. Unexpected results should also be explained. If the student has found something they didn't foresee or expect, it should not simply be ignored. Neither should the conclusions be what the student expected if they are not supported by their findings.

THE RESEARCH LOG

There is no template for this; the candidate has to decide on the most appropriate format to use for their log. It could be presented in a number of ways, e.g.:

- A diary
- A notebook
- A chart.

The specification emphasises that this is a key piece of evidence and should not be neglected by the student. It should be a working document and completed **as the work is done and not completed at the end**. Many of the skills assessed should be clearly demonstrated in this document. It should also be no longer than 1000 words.

Milestones and deadlines should be included and there should be some review of these. Action planning can also be evidenced in this as well as planning.

Appendix A shows two examples of how students could present their log, one as a chart and another as a diary. There are other equally valid methods of producing a student log, such as a video log, but none of these should exceed 1000 words.

ASSEMBLING THE EVIDENCE

It is important that students understand the importance of documenting what they have done. If they make reference in their log to sending or receiving e-mails, there should be some evidence of this. Visits to museums/laboratories etc can be documented photographically and included in an appendix. Most importantly, the students should provide sufficient evidence of the ten skills identified in the specification. The chart below gives some suggestions as to how this can be done. This is not an exhaustive or prescriptive list; it merely gives examples of how it could be done. Students should include evidence which is appropriate to their enquiry.

Description of Skill	Examples of possible evidence
Independently generate an enquiry topic and question which is suitable in structure and scope.	Written comments exploring the opportunities offered by three topics – range of titles available (scope), possible methodology (structure), feasibility (answerable question), link to key concepts, ideas and terms (humanities content). Could be included as an appendix.
Plan, research and write independently.	<ul style="list-style-type: none"> a. Timeline/plan written in advance, not retrospectively, of what the candidate will do, how it will be done, and when it will be done. b. Use of a range of sources, appropriately referenced, with a bibliography. These should be of different types. c. Independent writing should be evident throughout – lack of plagiarism, primary research, valid conclusions, methodology selected and applied.
Independently identify, select, collate, review, utilise and evaluate a wide range of suitable evidence.	This should be evidenced in a variety of ways – Bibliography, referencing and cross-referencing, primary and secondary research, explanation of methodology, construction of questionnaires (if used), evaluation of secondary sources for bias, and of primary research methods for rigour and reliability. Candidates could show this in detail in their research log.
Interpret quantitative data rigorously.	Interpretation goes beyond description of results of primary research. Candidate could explain the construction of primary research and justify their methods. Written analysis should explain their results – why have they got these results?
Demonstrate understanding of the limitations of all types of evidence.	Section in Log explaining the methodologies chosen, and the reasons why. If methods were unsuccessful, or did not produce what was expected, there could be some explanation of how this was managed/addressed. E.g. no response to e-mails (primary research method) – how was this compensated for? What other primary research methods could be used?
Demonstrate appreciation of all types of evidence.	Evaluative comments in log about methodologies, sources, findings etc. 'Appreciation' could also be seen implicitly by using sources fully – candidates who ignore useful material could be seen as demonstrating less appreciation of evidence.
Show confidence in the validity of their own interpretation of evidence.	<ul style="list-style-type: none"> a. This could be shown in their conclusions. b. By cross-referencing their primary research with secondary sources.
Recognise the value of others' work and draw on it, with appropriate recognition.	This will be evident in an academically referenced piece of work, with bibliography. Research log should show some justification for the use of the selected secondary sources and evaluation of their (possible) bias and/or usefulness.
Present their conclusions in a recognised academic format, taking a synoptic approach at A2.	Conclusions should be drawn from the research the candidate has undertaken, both primary and secondary. Candidates whose conclusions are really a summary of what secondary sources tell them, or are their (or someone else's opinion) are not 'presenting conclusions'. Collation of primary and secondary findings should be clear. Format should also be evident in the structure of the final enquiry.

Description of Skill	Examples of possible evidence
Review and evaluate their own work and methodology.	<ul style="list-style-type: none"> a. This should be ongoing throughout the research log. It can be seen implicitly in ongoing planning, and action planning. b. Some candidates may choose to produce a reflective document evaluating the process and outcome, dependent on wordcount. c. Centres may choose to use strategies such as a formal presentation to an audience (with evidence) to show evaluation. Again, this is dependent on wordcount d. A Skills Audit at the end may also be included, wordcount permitting e. PowerPoint presentations could be used to demonstrate review and evaluation, but centres must submit appropriate evidence to support this (e.g. hard copies of slides with notes, submitted as an appendix).

TYPICAL FEATURES OF SUCCESSFUL ENQUIRIES

- Personal engagement with the topic/title
- A well framed and scoped title
- Clear planning skills
- A wide range of sources and methods of research
- Ongoing review and evaluation which is an integral part of the student log
- Awareness of bias
- An understanding of research methodologies and their appropriateness to the enquiry
- Clear conclusions based on the evidence submitted.

Less successful enquiries may:

- Resemble work which has been/could be done for other examinations e.g. History essays
- Lack planning evidence, or have a plan written at the end of the enquiry
- Rely on a limited number of sources or source types
- Contain material about a topic, rather than answer an appropriately framed research title
- Be too broad or too narrow in scope
- Have conclusions which are not supported by evidence, or are someone else's, or are the student's opinion
- Have limited evidence of review
- Exceed the wordcount, or fall short of the wordcount
- Have thin logs, which operate as a checklist or brief account of what was done
- Ask an unanswerable question.

ASSESSMENT

Supervisors should follow the guidance given in pages 40–43 of the Specification for this Unit. Marks should be awarded using a 'best fit' approach, rather than looking for 'absolute hurdles' which the candidate must overcome. The grid showing the assessment criteria is the best starting point (pp.40–41 in the Specification) and centres may find it useful to annotate students' work, signposting where it is felt the evidence can be found to support the marks awarded. The work does not have to be awarded all the requirements of a level to be awarded a mark within that level, but it should be noted that where the work only meets a few of the descriptors, a mark towards the bottom of the mark band should be awarded. Work which meets all the requirements would gain a mark towards the top of the mark band. In such cases, supervisors should also look at the next band to see if there is sufficient evidence to support a higher mark.

It is extremely important that students' marks are submitted in an accurate order of merit, and this should be decided first.

When making judgements, supervisors should note that the majority of the marks are awarded for demonstrating the appropriate skills, rather than for content.

APPENDIX A

Planned completion date	Actual completion date	Planned activity	Additional activity	Comments and review	Next steps
9/9/13	9/9/13	Introduced to Humanities Enquiry. Learnt about research methodologies.		Realise I must choose a topic linked to Humanities and must be able to show a range of different types of evidence.	Choose a topic and title.
16/9/13	14/9/13	Want to do something linked to English/History.		I'm really interested in Shakespeare's History plays and how accurate they are historically. I want to compare Shakespeare's version of the Battle of Agincourt with a contemporary account. Although I can find some primary sources, I'm not sure how I can find any quantitative data for this. I might be able to do a survey on how much people know about Agincourt but I think most people won't know much.	Maybe find an alternative title which allows me to find some quantitative data.
	16/9/13		My tutor agrees that my title won't be very good and has suggested that there may be films about the battle.	I haven't found any films other than versions of Henry V but I have found that many different secondary sources give different casualty figures. I can analyse these to find out why there is such a difference.	Working title decided: "Is History really written by the victors? An examination of accounts of the Battle of Agincourt".
23/9/13	23/9/13	Completed my plan.		I have included dates and explained what I will do and when. I will make a plan of my written enquiry at a later date.	My plan can be seen in Appendix 1 in my Enquiry file.

DIARY - STYLE LOG

Deadline: 9/9/13

Completed: 9/9/13

Learnt about methodologies. I must choose a topic linked to Humanities and must be able to show a range of different types of evidence.

Deadline: 16/9/13

Completed: 14/9/13

I want to do something linked to English/History. I'm really interested in Shakespeare's History plays and how accurate they are historically. I want to compare Shakespeare's version of the Battle of Agincourt with a contemporary account. Although I can find some primary sources, I'm not sure how I can find any quantitative data for this. I might be able to do a survey on how much people know about Agincourt but I think most people won't know much. Maybe find an alternative title which allows me to find some quantitative data?

16/9/13:

My tutor agrees that my title won't be very good and has suggested that there may be films about the battle. I haven't found any films other than versions of Henry V but I have found that many different secondary sources give different casualty figures. I can analyse these to find out why there is such a difference.

Deadline: 23/9/13

Completed: 23/9/13

I have produced a plan of how I am going to complete this. I have set myself deadlines and said what I will do and when. I will also need to plan my written enquiry but will do this later when I have completed my research. The next stage is to find some secondary sources.

www.ocr.org.uk/humanities/alevel

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