

GCSE (9–1)

Teachers' Guide

HISTORY A

(EXPLAINING THE MODERN WORLD)

J410

For first teaching in 2016

Introduction to teaching guide

Version 1

For first teaching September 2016

Background

The History subject criteria and the assessment objectives were published by the Department of Education and Ofqual, after public consultation had taken place.

In order to be accredited by Ofqual, all awarding bodies have to follow the subject criteria and the assessment objectives when designing their GCSEs.

To read the finalised criteria, please follow this link:

<https://www.gov.uk/government/publications/gcse-history>

To read the finalised assessment objectives, please follow this link:

<https://www.gov.uk/government/collections/reform-of-gcse-qualifications-by-ofqual>

Subject Criteria – a summary

All GCSEs in History should include history:

- from three eras: Medieval (500-1500), Early Modern (1450-1750) and Modern (1700-present day)
- on three timescales: short (depth study), medium (period study) and long (thematic study)
- in three geographical contexts: a locality (the historic environment), British and European and/or wider world settings.

British history must form a minimum of 40% of the assessed content over the full course.

What does this mean in practice?

In practice, this means that your GCSE will be comprised of five different elements.

- 1 x thematic study
- 1 x British depth study
- 1 x non-British depth study
- 1 x period study
- 1 x study of the historic environment

The two depth studies cannot be taken from the same era

This means that the GCSEs will have more content than they have previously had. This is in line with DfE and Ofqual expectations to improve the rigour of all GCSE (9–1) History qualifications.



Assessment objectives

AO	Requirements	Weighting
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	35%
AO2	Explain and analyse historical events and periods studied using second-order historical concepts.	35%
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	15%
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	15%

In each specification as a whole, 5 per cent of the marks must be used to credit the accuracy of candidates' spelling, punctuation and grammar and their use of specialist terminology.

What does this mean in practice?

In practice, this means that History GCSEs will now be assessed by four assessment objectives, rather than three.

The first three assessment objectives should be very familiar to GCSE History teachers but AO4 is new. This requirement to assess interpretations separately to sources is, in our opinion, a step forwards. In many cases, learners are already using interpretations in their work and the addition of this assessment objective will allow us to give explicit credit for this work.

What will the GCSE (9–1) History at OCR look like from September 2016?

For a start, we will continue to have **two** GCSE History specifications. GCSE (9–1) History A: Explaining the Modern World, and; GCSE (9–1) History B: The Schools History Project.

As you can see, we are also changing the order of our specifications – Explaining the Modern World will now be specification 'A' and The Schools History Project will be specification 'B'. This change brings us more in line with the rest of the GCSE market and our A levels.

Both of these specifications will be 100% externally assessed. This means that the last entry for controlled assessment will be in June 2017.

Both of these specifications will be comprised of the five different elements dictated in the subject criteria and will require that learners study at least two different eras.

Both of these specifications will be examined through three exams at the end of the two years.

However, aside from this, the specifications will be quite different.



How do I decide which specification is right for me?

If you want to make a change to the content you teach or the approach that you take to teaching, there is no better time to do it. The new subject criteria and assessment objectives are changing the face of GCSE History and it's up to you to decide how much of a break with the past you want to make.

You may have taught the same specification for years, be new to a centre where you are able to choose your direction, or simply want to learn a bit more about the rationale behind the specification that you teach.

GCSE (9–1) History A: Explaining The Modern World

Whilst the criteria do not allow for a GCSE that focuses solely on the 20th century, we will ensure that the ethos of modern world history survives with coherent content and assessment options serving to explain the context of the world around us today.

Our Explaining the Modern World specification will appeal to the type of teachers who favour political and economic history, with options such as International Relations, with assessment that is traditional in focus.

This specification will appeal to teachers who are looking for respected, traditional options and routes through the GCSE and options and routes that will provide the opportunity for learners to situate themselves within a wider history.

GCSE (9–1) History B: The Schools History Project

Our Schools History Project specification was developed for us exclusively by Schools History Project. It underpins their six key principles:

1. Making history meaningful;
2. Developing wide and deep knowledge;
3. Engaging in historical enquiry;
4. Understanding diversity;
5. Engaging with the historic environment; and
6. Learning history in enjoyable and rigorous ways.

This specification will appeal to the type of teachers who favour more social and cultural history, with content and assessment that is diverse, practical and flexible.

You can find out more about Schools History Project here: <http://www.schoolshistoryproject.org.uk/>



“I have chosen GCSE (9–1) History A: Explaining the Modern World ...”

“What will I see that is familiar to me?”

- 1 x thematic study ×
- 1 x British depth study ×
- 1 x non-British depth study ✓
- 1 x period study ✓
- 1 x study of the historic environment ×

If you currently teach the Modern World specification with OCR the options offered through the non-British depth studies and the period study should be largely familiar to you, along with a few new choices – although the approach to the content may have changed.

The depth studies are all about understanding the complexity of a society or historical situation and the interplay of different aspects within it.

The depth studies we will be offering are:

- China 1950-1981: The People and the State
- Germany 1925-1955: The People and the State
- South Africa 1960-1994: The People and the State
- The USA 1919-1948: The People and the State
- The USA 1945-1974: The People and the State

Learners will study one of these non-British depth studies.

The period study is all about the understanding of the unfolding narrative of substantial developments and issues associated with the period.

The period study available in this specification is:

- International Relations 1918-c.1975.

“What will I see that is new to me?”

There will be three parts of this specification that are unfamiliar to current modern world teachers: the thematic study, an early modern British depth study and a study of the historic environment.

The thematic study is all about understanding change and continuity across a long sweep of history, including the most significant characteristics of different ages. These studies reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history.

We have designed the specification to provide a link between each thematic study and each British depth study. Therefore your choice of one will determine the other.

The thematic studies and British depth studies we will be offering are:

- Migration to Britain c.1000 to 2010, with The Impact of the Empire on the British Isles 1688-c.1730
- Power: Monarchy and Democracy c.1000 to 2007, with The English Reformation c.1520-c.1550
- War and British Society c.790 to c.2010, with Personal Rule to Restoration 1629-1660

Learners will study one of these combinations.

The study of the historic environment will also be new to current Modern World centres. This study will examine the relationship between a place and historical events and developments. In this specification, the study of the historic environment is embedded in the thematic study.

If you are studying 'Migration to Britain c.1000 to 2010' and 'The Impact of Empire on the British Isles 1688-c.1730', your study of the historic environment will be: The Urban Environment (Urban Environments: Patterns of Migration, South Shields (2019), Spitalfields (2020 onwards)).

If you are studying 'Power: Monarchy and Democracy c.1000 to 2007' and 'The English Reformation c.1520-c.1550', your study of the historic environment will be: Castles: Form and Function c.1000-1700.

If you are studying 'War and British Society c.790 to c.2010' and 'Personal Rule to Restoration 1629-1660', your study of the historic environment will be: Castles: Form and Function c.1000-1700, Kenilworth Castle.

You will study a site set by OCR and will be able to choose a local site – using criteria set out in the specification – or use one of our site study resource packs, which will be produced by OCR and English Heritage, and will be available on our website. We will also be producing some site study resource packs for our teachers in Northern Ireland.



How have you decided on these options and routes?

The non-British depth study

We have chosen our non-British depth studies to guarantee coherence with the period study through the following:

China 1950-1981

As part of the core period study, learners will study the international consequences of the rise and fall of communism and the USSR, while in this depth study, learners will study the relationship between the Communist state and the people in China.

Germany 1925-1955

As part of the core period study, learners will study the actions and issues that led to the rise of the Nazi state and the rise of super-powers after the Second World War, while in this depth study, learners will study the relationship between the Nazi state and the people in Germany.

South Africa 1960-1994

As part of the core period study, learners will study the international struggle between democracy and dictatorship, while in this depth study, learners will study this struggle between the people and the state in South Africa.

The USA 1919-1948

As part of the core period study, learners will study the idea of power in an international context, whilst in this depth study, learners will study the relationship between the people and the state in the USA.

The USA 1945-1974

As part of the core period study, learners will study the idea of power in an international context, whilst in this depth study, learners will study the relationship between the people and the state in the USA.

We have given a lot of consideration to all of our centres that follow the current Modern World specification teach a modern non-British depth study. The majority of our current Modern World centres teach depth studies on Germany, Russia and the USA, so ensuring that we continued to provide these options was very important to us.

Keeping these four popular options has allowed us to introduce three new options to refresh the specification.

We have chosen to include China because it is a topic growing in popularity. We have worked hard with teachers to ensure that our new China option is accessible and attractive to teachers and learners.

We have chosen to include South Africa because it has been a very popular controlled assessment topic in the past, and it provides another non-Western option in our specification. It also provides progression to a newly introduced topic in our A level, Apartheid and Reconciliation: South African Politics 1948-1999.

We have chosen to include Poland because it provides a ideal study of the interaction between the people and the state. It is also relevant and up-to-date history, taking into account recent commemorative events.



The period study

We decided to offer a modern period study to complement the non-British depth study and also because if you currently teach the Modern World specification you will have taught an aspect of 20th century international relations.

At this point you might be thinking ...

“Hang on! I only teach an aspect of international relations at the moment, now I have to teach all of 20th century international relations?”

But, this period study is not the current three core studies combined. This period study is focused on the unfolding narrative of substantial developments and issues associated in International Relations in the period.

We spent a lot of time deliberating our choice to make this period study compulsory for all learners, and we asked a lot of teachers what their thoughts were on this point. We decided to do this because we feel it is important in a course on ‘Explaining the Modern World’ for learners to all have a common knowledge and understanding of the unfolding narrative of the 20th century. In this way learners will best be able to contextualise their non-British depth study, whichever one you choose.



The thematic study

When designing the specification, we had a starting point for choosing our non-British depth studies and period study – the current specification – but we had to start from scratch with the thematic study and British depth study.

So, the first thing we did was to set up teacher advisory groups that took place across Great Britain to capture the ideas of teachers and learners. Fortunately for us, the same ideas came up time and again in different groups!

Some of the ideas for themes that came up:

- Warfare
- Democracy
- Government
- Rights
- Monarchy
- Propaganda
- Migration
- Technology
- Protest
- Myth and Reality
- Genocide
- Family and Children

We decided to go with War & Society, Power and Migration for several reasons: these were the most frequent ideas that came up among teachers; these themes will contribute significantly to learners' understanding of the modern world; and all three are as relevant today as they have ever been.

The British depth study

We decided to link the thematic study and the British depth study because we think this will maximise coherence. Therefore, our choice of British depth studies was dictated by our theme. We wanted to choose depth studies that provided a link, but did not overlap, with the theme. These depth studies are key to further understanding of the theme and aspects of Britain today. We wanted to choose depth studies that would be attractive to those who haven't taught early modern or medieval history at GCSE level recently.

So again, we consulted with teachers to come up with our final depth studies. We have chosen depth studies that are historically significant, contribute to an understanding of the modern world and are exciting to learners.



Our Migration thematic study and associated British depth study was developed in partnership with the Black and Asian Studies Association (BASA). This is an innovative and exciting partnership for us and one that we hope you will find exciting too!

Who are BASA?

The Black and Asian Studies Association (BASA) was originally formed in 1991 with the aim of fostering research and disseminating information on the history of Black (African, Caribbean and Asian) peoples in Britain.

BASA and its members have now been actively involved in furthering these aims for over twenty years. We have worked with a wide range of organisations including English Heritage, the Heritage Lottery Fund, the National Archives, the Black Cultural Archives and the Runnymede Trust. BASA members have worked with museums, archives and libraries throughout the country and were included in the 2005 Mayor of London's Commission on African and Asian Heritage. In 1999 BASA held its own Ethnic Minority Archives Conference, which led to the founding of the Black and Asian Archives Working Party. BASA members have also published widely on topics related to the history of Black and Asian peoples in Britain ranging from academic papers to teaching materials for primary school students.

There has been a BASA Education Committee for many years with a wide ranging remit to discuss issues related to multicultural British history: its influence helped secure the requirement in the 2007 National Curriculum to teach both the continued cultural diversity of Britain and precolonial civilisations in Africa and Asia. This committee was reformed in 2011 to focus explicitly on encouraging more diversity in the teaching of History in primary, secondary and tertiary education.



The study of the historic environment

We have chosen to embed the study of the historic environment within the thematic study because we feel this is the most appropriate place for it. Not only does it make sense to study a site alongside a thematic study but embedding this study also helps to reduce the demands on teaching and learning.

A final note on our overall rationale

We made many of our choices with the idea of coherence in mind. There is a balance of British, worldwide and local history, contrasting temporal ranges and different approaches to studying history. The specification ranges widely across periods, places and cultures. It also allows learners to engage with wide range of ways that historians think and work, and ultimately builds to an understanding of the world that we live in today.

What are the exams going to look like?

Paper	Content	Exam length	% of GCSE
Paper 1	Period study and non-British depth study	1 hour 45 minutes	50%
Paper 2	Thematic study	1 hour	25%
Paper 3	British depth study and study of the historic environment	1 hour 15 minutes	25%

We have decided to assess this GCSE through three exams for three reasons; firstly because of the removal of controlled assessment; secondly because the exam time is set at 4 hours we would rather spread this time over three exams than have two longer exams; and thirdly because this brings our GCSE in line with our A level.

Our specification will be clear in where we are assessing each assessment objective, with source and interpretation skills assessed in the most appropriate papers.

The exam: the period study and non-British depth study

The period study will be assessed alongside the non-British depth study that has been chosen by the centre. The period study will be assessed in 'Section A' of the examination and the non-British depth study in 'Section B' of the examination. There are no prohibited combinations of study.

The period study will be worth 30% of the overall qualification, and will be assessed by AO1, AO2 and AO4. There will also be five marks available for SPaG in this section of the paper.

AO1	AO2	AO4	Total
10%	5%	15%	30%

The non-British depth study will be worth 20% of the overall qualification, and will be assessed by AO1, AO2 and AO3.

AO1	AO2	AO3	Total
7.5%	7.5%	5%	20%

The exam: the thematic study

The thematic study will be worth 25% of the overall qualification, and will be assessed by AO1 and AO2.

There will also be five marks available for SPaG in this paper.

AO1	AO2	Total
10%	15%	25%

The exam: the British depth study with a study of the historic environment

The British depth study that has been chosen by the centre will be assessed alongside a study of the historic environment. The British depth study will be assessed in 'Section A' of the examination and a study of the historic environment in 'Section B' of the examination.

The British depth study will be worth 15% of the overall qualification, and will be assessed by AO1, AO2 and AO3.

AO1	AO2	AO3	Total
5%	5%	5%	15%

The study of the historic environment will be worth 10% of the overall qualification, and will be assessed by AO1, AO2 and AO3.

AO1	AO2	AO3	Total
2.5%	2.5%	5%	10%

When your learners sit their GCSEs, they will receive a question paper customised for them. It will only contain the options that they have been entered for.

This is an improvement for many reasons:

- it will cut down rubric errors and be easier for learners to navigate
- it will cut down on waste
- it will help us to recruit the right examiners for the right topics
- it will help us to standardise examiners
- it will help us set grade boundaries applicable for each topic

How is OCR going to support me and my learners?

There will be a whole host of resources to accompany the new specification, including:

Textbooks

OCR is working with our lead developer Ben Walsh and our publisher partner Hodder to ensure that comprehensive textbooks that cover all the topics will be available.

Online resources

We will be producing resources such as expanded specification content, topic exploration packs, lesson elements and resource lists.

Spec Creator

We will have a tool called 'Specification Creator' which allows you to enter the options that you have chosen and allows us permission to send you resources based on your specific options. This tool will also enable us to put you in touch with other teachers teaching the same option as you. So no matter which options you choose, you will always have a network of teachers that you can contact and share best practice with.

This tool will also give us early indications of how many examiners we need to recruit and train for each option, well in advance of the exam taking place.

Updates

We send out regular updates alerting you to news, upcoming resources and events. You can sign up to receive these updates at www.ocr.org.uk/updates.

OCR History team

We have a team of subject specialists here to help you with any queries that you might have. You can get in touch with this team at history@ocr.org.uk.



Further support

If you would like to discuss this, or any other topic with us, please do not hesitate to contact us, you can do so by:

Telephone: 01223 553998

or

Email: history@ocr.org.uk

We are on hand to support your needs as you make this transition. On our website you will find sample resources and guides to delivering the new GCSE specification. This can be accessed here:

<http://www.ocr.org.uk/qualifications/by-type/gcse/history/>

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