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# History

## GCSE 2013 History A (Schools History Project)

Specification

J415

Version 1

September 2013



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# Contents

<b>1</b>	<b>About this Qualification</b>	<b>4</b>
<b>2</b>	<b>Introduction to GCSE History A</b>	<b>6</b>
2.1	Overview of GCSE History A	6
2.2	Guided learning hours	7
2.3	Aims and learning outcomes	7
2.4	Prior learning	8
<b>3</b>	<b>Content of GCSE History A</b>	<b>9</b>
3.1	Unit A953: <i>History Around Us</i> OR <i>Modern World Study controlled assessment</i>	9
3.2	Unit A954: <i>Study in Development and Study in Depth</i>	14
3.3	Unit A955: <i>Historical Source Investigation</i>	26
<b>4</b>	<b>Assessment of GCSE History A</b>	<b>29</b>
4.1	Overview of the assessment in GCSE History A	29
4.2	Assessment Objectives (AOs)	30
4.3	Grading and awarding grades	31
4.4	Grade descriptions	32
4.5	Quality of written communication and the assessment of spelling, punctuation and grammar	33
<b>5</b>	<b>Controlled assessment in GCSE History A</b>	<b>34</b>
5.1	Controlled assessment tasks	34
5.2	Planning and managing controlled assessment	35
5.3	Marking and moderating controlled assessment	38
5.4	Submitting the moderation samples via the OCR Repository	44
<b>6</b>	<b>Support for GCSE History A</b>	<b>45</b>
6.1	Free resources available from the OCR website	45
6.2	Other resources	45
6.3	Training	45
6.4	OCR support services	46
<b>7</b>	<b>Equality and Inclusion in GCSE History A</b>	<b>47</b>
7.1	Equality Act information relating to GCSE History A	47
7.2	Arrangements for candidates with particular requirements (including Special Consideration)	47

## **8 Administration of GCSE History A 48**

8.1	Availability of assessment from 2015	48
8.2	Certification rules	48
8.3	Rules for re-taking a qualification	48
8.4	Making entries	49
8.5	Enquiries about results	50
8.6	Prohibited qualifications and classification code	50

## **9 Other information about GCSE History A 51**

9.1	Overlap with other qualifications	51
9.2	Progression from this qualification	51
9.3	Avoidance of bias	51
9.4	Regulatory requirements	51
9.5	Language	51
9.6	Spiritual, moral, ethical, social, legislative, economic and cultural issues	51
9.7	Sustainable development, health and safety considerations and European developments, consistent with international agreements	52
9.8	Key Skills	52
9.9	ICT	53
9.10	Citizenship	54

## **Appendix A: Guidance for the production of electronic controlled assessment 55**

## **Appendix B: Marking criteria glossary of terms 57**

## **Appendix C: Programme of Study Forms 59**

This booklet contains OCR's GCSE specification in History A for teaching from September 2013.

### Key features

- A clear progression route to OCR AS/A Level History specifications.
- A Study in Development – either Medicine through Time or Crime and Punishment through Time.
- A choice of one from four Depth Studies, focusing on key features and characteristics of particular societies.
- 30% British element, assessed through unit A955: *Historical Source Investigation*.
- Controlled assessment (25%), which requires the completion of one task.

This specification requires students to demonstrate knowledge and understanding of:

- **the key individuals, societies, events, developments and issues** (identified through key questions and focus points in the Study in Development, the Study in Depth and controlled assessment) and the links between the key individuals, societies, events, developments and issues and the present through the Modern World Study
- **the key features and characteristics of the periods together with the social, cultural, religious and ethnic diversities of the societies studied and the experiences of people in these societies** in the Study in Development, the Study in Depth, controlled assessment and through the Historical Source Investigation
- **change and development over a period of time sufficient to demonstrate understanding of the process of change, both long-term and short-term**, through the Study in Development both in Medicine Through Time (pre-history to the twentieth century) and Crime and Punishment Through Time (ancient world to the twentieth century) and through the Historical Source Investigation
- **history on at least two different scales – such as local, national, European, international and global and in breadth and in depth.** For example:
  - **Local** through History Around Us
  - **National** through the Study in Depth
  - **European** through the Study in Development of medicine or crime and punishment
  - **International and global** through Modern World History
  - **Breadth** through the Study in Development
  - **Depth** through the Study in Depth
- **different approaches to history:**
  - depth in the Study in Depth and History Around Us
  - outline and thematic in the Development Study

- **a study of history from a variety of perspectives such as:**
  - **Political** in Modern World History and Historical Source investigation
  - **Economic** in the Study in Depth and Historical Source investigation
  - **Social and cultural** in the Study in Development and Historical Source investigation
  - **Technological and scientific** in the Study in Development
  - **Aesthetic** in History Around Us
- **a substantial and coherent element of British history** through the content and assessment of A Study of British History: Public Health in Britain 1800–1914 or through A Study in British History: Protest and Reaction in Britain 1800–1914 in the Historical Source Investigation in unit A955.

The specification contains the opportunity for controlled assessment evidence to be submitted electronically via the OCR Repository.

## 2.1 Overview of GCSE History A

Unit A953 <i>History Around Us OR Modern World Study</i>	Controlled assessment 50 marks 25% of the qualification 2000 words
+	
Unit A954 <i>Study in Development and Study in Depth</i>	Written Paper 2 hours – 81 marks 45% of the qualification  Question Paper: 2 sections, A and B. In Section A, candidates answer questions depending on the topic they have studied. Section B is the Study in Depth
+	
Unit A955 <i>Historical Source Investigation</i>	Written Paper 1 hour 30 mins – 53 marks 30% of the qualification  Question Paper: 5 questions based on the candidate's chosen option

Please note that the total marks for units A954 and A955 now incorporate additional marks for spelling, punctuation and grammar. Please see Section 4.5 for further information.



## 2.2 Guided learning hours

GCSE History A requires 120–140 guided learning hours in total.

## 2.3 Aims and learning outcomes

GCSE specifications in history should encourage candidates to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. They should prepare candidates to make informed decisions about further learning opportunities and career choices.

GCSE specifications in history must enable candidates to:

- actively engage in the process of historical enquiry to develop as effective and independent candidates and as critical and reflective thinkers with enquiring minds
- develop their knowledge and coherent understanding of selected periods, societies and aspects of history
- develop an awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes
- develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context
- organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgements
- recognise that their historical knowledge, understanding and skills help them understand the present and also provide them with a basis for their role as responsible citizens, as well as for the possible further study of history.

GCSE specifications in History must require learners to demonstrate knowledge and understanding of historical periods, themes and topics studied, and their chronology through:

- making connections and comparisons between different aspects of the periods, themes and topics studied
- describing, analysing and evaluating the causes and consequences of historical events and situations
- describing, analysing and evaluating changes and developments in the periods, themes and topics studied
- assessing the significance of individuals, events, developments and/or ideas in the history studied.

GCSE specifications in History must require learners to:

- understand, analyse and evaluate how the past has been interpreted and represented in different ways, using a range of appropriate media
- investigate specific historical questions, problems or issues, reviewing and reflecting on progress being made
- use a range of historical sources (such as written and visual sources, artefacts, film, ICT, paintings, photographs, music, oral accounts, and buildings and sites) critically in their context, deploying appropriate information and reaching reasoned conclusions.

#### 2.4 Prior learning

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

### 3.1 Unit A953: *History Around Us* OR *Modern World Study* controlled assessment

Candidates complete a single task based on a taught course covering either *History Around Us* or a *Modern World Study*. Candidates will complete one task. This unit represents 25% of the total marks available on the complete specification. Each candidate's submission should be 2000 words in total.

Centres must teach the broad area of study and should not teach only to the question. Coverage of the broad context will be necessary for satisfactory completion of the task.

OCR will issue new tasks each year.

Centres can adapt the task so it is suitable for the course of study their candidates have followed. Such adaptations must be limited to the inserting of appropriate names, places or topics into the task. The fundamental nature of the task, i.e. the nature of the question being asked, cannot be changed. Examples of suitable ways of adapting tasks are given below.

- **Centres must use the task set for the year that the candidate will be entered for the controlled assessment unit. It will not be possible to submit the task from a previous or future year for assessment.**
- **Tasks for a particular series will be available on OCR's secure website, Interchange, at least 18 months before the relevant examination series.**
- **Candidates may complete the task any time during their GCSE History course of study following a taught programme of study (approximately 8 to 10 weeks) which is the first part of the controlled assessment course (approximately 12 to 14 weeks in total).**
- **Candidates must take the task that matches the examination series in which they will be completing the course and sitting the externally assessed units.**
- **For both *History Around Us* and *Modern World Study*, centres are required to complete and submit to OCR a [Programme of Study Proposal Form](#) (see Appendix C). Centres should not begin to deliver the Unit before receiving confirmation from OCR that their chosen topic, programme of study and source materials have been approved.**
- **[Proposal forms](#) must be received by OCR by 31 January in the year of entry.**

The controlled assessment component will be assessed out of 50 marks, of which 10 marks are allocated to AO1, 15 marks are allocated to AO2 and 25 marks are allocated to AO3.

Safety during fieldwork is paramount and candidates should be involved in risk assessment as part of their preparation for controlled assessment.

There may be some circumstances in which individual candidates cannot visit the site for *History Around Us*. In this situation, the teacher should explore other possibilities such as using internet websites and library sources or by choosing a *Modern World Study*.

### 3.1.1 Task 1: History Around Us

This task will be based on the study of an historical site and its context. It will involve candidates in historical enquiry. They will investigate historical questions, problems or issues and reflect on progress being made. They will use and evaluate a range of historical sources critically in their context and reach reasoned conclusions. The site should be used as evidence but additional sources, for example, documentary sources, should also be used. Candidates will analyse and evaluate how the past has been interpreted and represented in different ways.

Candidates will study the site in its historical context. This should involve investigating the typicality of the site, the place of the site in the development of that type of site over time and the importance of the site locally and nationally.

As a result of undertaking this task, candidates should develop an understanding that:

- material remains of the past are as important a resource for our understanding of history as the written or pictorial record
- historical sources are open to different interpretations and need to be evaluated in terms of reliability and utility
- historical interpretations are based on evidence and may be challenged by new evidence or analysis of existing evidence
- historical sites can be important in terms of lines of development, for example the development of castles, and can be important in relation to local and national events.

The task will test all assessment objectives. It will require candidates to carry out an historical enquiry using their findings during the visit to the site, a range of other sources, interpretations and representations, and materials relating to the historical context of the site.

The teaching programme for the *History Around Us* should last for approximately 8–10 weeks) which is the first part of the controlled assessment course (approximately 12 to 14 weeks in total). The 8–10 weeks need to be used to provide a broad contextual base, together with skills work around a broad topic and specific site being used. The teaching programme should not teach to the task, but should include work on all the themes highlighted in the *History Around Us*. Evidence should be provided from a large range to enable interpretations, impressions and analysis individually and together.

There should be sufficient material to present candidates with a genuine challenge of selection and deployment. Evidence from the site might include:

- sites and buildings
- pictorial representations
- artefacts
- written primary sources
- historians' accounts
- census and other statistical data
- trade directories
- and other material that allows individual interpretation.

The individual nature of the sites will influence the nature of the evidence, but every effort should be made to create a good range of types of material. The broader study might draw on text books and other written sources involving the overall development surrounding the site. Candidates must use a range of sources. A range of sources is defined as at least 5, which includes a source contemporary

to the period being studied, and at least 3 different types of sources. This will ensure that candidates understand a range of interpretations of the site they have studied, and that they are able to analyse and evaluate different types of historical evidence. All sources used must be appropriately and fully referenced (both primary and secondary sources). This can be done as bibliography, footnotes, endnotes, etc., but must be included.

Thorough material used during the programme of study will allow candidates the opportunity to develop complex responses. Where appropriate, sources and the programme of study should cover the important developments resulting from:

- cultural change
- religious change
- economic change
- political change
- social change
- technological change
- individuals
- environmental factors, such as location and infrastructure.

OCR will confirm the suitability of the programme of study and the sources selected through the [Programme of Study Proposal Form](#). Submission of this form is mandatory, and OCR consultants may contact centres requesting further information in order to be able to confirm the appropriateness of the historical enquiry.

Possible tasks set by OCR might require candidates to:

- investigate and evaluate how a site is presented in a guide book
- explore and reach conclusions about the importance of a site
- explore and reach conclusions about the typicality of a site
- investigate and reach conclusions about how a site has been represented in different ways over time.

In completing the task, candidates should use their knowledge and understanding of the site and its context and should support their arguments and conclusions by a critical use of historical sources as evidence.

Centres may insert the specific name of the site into the question title of the task, for example, the question, 'The site you have studied changed dramatically over the period X years. How far do you agree? Make sure you support your answer by using a range of sources', could be contextualised in the following ways:

'The town of Ashington changed dramatically over the period 1750–1900. How far do you agree? Make sure you support your answer by using a range of sources.'

'Kenilworth Castle changed dramatically over the period 1066–1700. How far do you agree? Make sure you support your answer by using a range of sources.'

'The Tower of London changed dramatically over the period 1400 to the present day. How far do you agree? Make sure you support your answer by using a range of sources.'

'Quarry Bank Mill changed dramatically over the period 1750–1900. How far do you agree? Make sure you support your answer by using a range of sources.'

### 3.1.2 Task 2: Modern World Study

This task will be based on the study of a current problem or issue in its historical context. It will involve candidates in historical enquiry. They will investigate historical questions, problems or issues and reflect on progress being made. They will use and evaluate a range of historical sources critically in their context and reach reasoned conclusions. A range of sources should be used including newspapers, television and video, books and the internet. Candidates will also analyse and evaluate how the past has been interpreted and represented in different ways.

Candidates should study the historical context of the current problem or issue. This should involve studying the events leading to, and shaping, the problem or issue. It is expected that candidates will study these events in some detail over a period of approximately 50 years although it may be necessary to cover in outline a longer period.

As a result of undertaking this task, candidates should develop an understanding that:

- what is happening in the world around them today can only be understood by a study of the past
- the present and the past are connected
- historical sources are open to different interpretations and need to be evaluated in terms of reliability and utility
- current problems and issues are interpreted and represented in different ways and that these are based on evidence and may be challenged by new evidence or analysis of existing evidence.

The teaching programme for the *Modern World Study* should last for approximately 8–10 weeks) which is the first part of the controlled assessment course (approximately 12 to 14 weeks in total). The 8–10 weeks needs to be used to provide a broad contextual base, together with skills work around a broad topic and specific individual or event being used. The programme of study should not teach to the task, but should include work on all the themes highlighted in the *Modern World Study*. Evidence should be provided from a large range to enable interpretations, impressions and analysis individually and together.

There should be sufficient material to present candidates with a genuine challenge of selection and deployment. Evidence from the individual or event might include:

- the use of personal accounts
- pictorial representations
- primary sources
- historians' accounts
- cartoons
- media clips
- internet sites
- and other material that allows individual interpretation.

The individual nature of the individual or event will influence the nature of the evidence, but every effort should be made to create a good range of types of material. The broader study might draw on text books and other written sources involving the overall development surrounding the subject. Candidates must use a range of sources. A range of sources is defined as at least 5, which includes a source contemporary to the period being studied, and at least 3 different types of sources. This will ensure that candidates understand a range of interpretations of the issue they have studied, and that they are able to analyse and evaluate different types of historical evidence. All sources used must

be appropriately and fully referenced (both primary and secondary sources). This can be done as bibliography, footnotes, endnotes, etc., but must be included.

Thorough material used during the programme of study will allow candidates a greater opportunity to develop complex responses. Where appropriate, sources and the programme of study should cover the important developments resulting from:

- cultural change
- religious change
- economic change
- political change
- social change
- technological change

As most *Modern World Study* tasks involve two sides, sources should reflect this, including potential evidence that reflects bias towards a particular viewpoint.

OCR will confirm the suitability of the programme of study and the sources selected through the [Programme of Study Proposal Form](#). Submission of this form is mandatory, and OCR consultants may contact centres requesting further information in order to be able to confirm the appropriateness of the historical enquiry.

The task set by OCR will test all assessment objectives. It will require candidates to carry out an historical enquiry using their findings from a range of sources, interpretations and representations.

Possible tasks might require candidates to:

- investigate and explain how and why a current problem or issue is interpreted and represented in several different ways
- explore and explain why a current problem or issue is proving so difficult to deal with
- investigate and explain how and why a current problem or issue has come about.

In completing the task, candidates should use their knowledge and understanding of the problem or issue and its historical context, and should support their arguments and conclusions by a critical use of historical sources as evidence.

Centres may insert the specific name of the problem or issue into the question title of the task, for example, the question, 'Why has the issue you have studied been so difficult to settle? Make sure you support your answer by using a range of sources', could be contextualised in the following ways:

'Why has the issue of Northern Ireland been so difficult to settle? Make sure you support your answer by using a range of sources.'

'Why has the issue of race in the USA been such a difficult issue to settle? Make sure you support your answer by using a range of sources.'

'Why has the issue of recent terrorism been so difficult an issue to settle? Make sure you support your answer by using a range of sources.'

'Why has the sovereignty of the Falkland Islands been so difficult an issue to settle? Make sure you support your answer by using a range of sources.'

### 3.2 Unit A954: *Study in Development and Study in Depth*

The content consists of two Studies in Development from which **one** must be studied, and four Studies in Depth from which **one** must be studied.

#### 3.2.1 Studies in Development

Candidates must study **either** Medicine Through Time **or** Crime and Punishment Through Time.

Candidates will be expected to demonstrate their ability to describe and explain historical change and cause, and analyse different features of historical situations.

#### 3.2.2 Study in Development: Medicine Through Time

This Study in Development examines continuities and changes in the history of medicine. Candidates must study all of the periods identified as they may be assessed on any of them.

This unit focuses, in each of the periods identified below, on a common set of key questions:

- What caused people to be healthy or unhealthy?
- Who provided medical care?
- What caused diagnoses and treatments to remain the same or to change?
- How far did new ideas and treatments affect the majority of the population?
- What ideas did people have about the causes and treatment of illness and injuries?

Candidates should develop a knowledge and understanding of the main developments in the history of medicine.

Medicine in prehistoric times:

- the nature of the evidence
- its values and its problems
- beliefs in spirits and the treatments used by medicine men
- practical knowledge and resulting treatments.

Medicine in the ancient world:

Ancient Egypt:

- the development of Egyptian civilisation and its impact on medicine
- the coexistence in Egyptian society of spiritual and natural beliefs and treatments
- developments in the understanding of physiology, anatomy and the causes of disease
- Egyptian hygiene.



Ancient Greece:

- Asclepius and temple medicine
- the theory of the Four Humours and resulting treatments
- Hippocrates and the clinical method of observation
- health and hygiene
- developments in knowledge of anatomy and surgery at Alexandria.

Ancient Rome:

- Roman medicine and Greek ideas and doctors
- the Romans and public health
- Galen's ideas about physiology, anatomy and treatment.

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Medicine in the Middle Ages:

- the impact of the collapse of the Roman Empire on medicine
- the impact of Christianity and Islam on medicine
- the reasons for the acceptance of Galenic medicine
- the continuance of supernatural beliefs and treatments
- developments in surgery
- living conditions and health and hygiene
- domestic medicine, childbirth, the role of women
- hospitals and caring for the ill.

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The medical renaissance and the growth of modern medicine:

- the rebirth of Greek ideas of careful observation of nature
  - Vesalius and advances in knowledge of anatomy
  - Paré and developments in surgery
  - Harvey and developments in physiology
  - the extent of the impact of these developments on the medical treatment of the majority of the population
  - Quacks, the growth of a medical profession and the reduced role of women in medical care
  - inoculation, Jenner and the development of vaccination.
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Medicine in the nineteenth and twentieth centuries:

Fighting disease:

- Pasteur and the development of the germ theory of disease
- Koch and developments in bacteriology
- developments in drugs and vaccines
- the development of penicillin
- the battle against infectious and non-infectious disease
- the development of hospitals and caring for the ill, including the contributions of Florence Nightingale and Mary Seacole.

Surgery:

- developments in anaesthetics and antiseptics, including the work of Simpson and Lister
- developments in blood transfusion
- modern surgery, transplanting organs and plastic surgery.

Public health in the twentieth century:

- the state of health care in the 1930s
- arguments for and against a national health service
- the introduction of the National Health Service and its impact in the 1950s and 1960s
- the continuing debate about the provision of health care.

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Technical knowledge

Candidates will not be required to explain technological or scientific principles, for example, the circulation of the blood. They will be given credit for explanation only where it is relevant to the historical problem posed in the question.

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### 3.2.3 Study in Development: Crime and Punishment Through Time

This Study in Development examines continuities and changes in the history of crime and punishment. Candidates must study all of the periods identified as they may be assessed on any of them.

The unit focuses, in each of the periods identified below, on a common set of key questions:

- What different kinds of crimes (including crimes against the person, crimes against property and crimes against authority) were committed in different periods?
- How has the nature of punishment changed over the period?
- Who determined the laws and punishments?
- How have ideas about the nature of crime, the causes of crime and the nature of punishment changed?
- How effective were law enforcement and punishments in preventing crime?

Candidates should develop a knowledge and understanding of the main developments in the history of crime and punishment.

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Crime and punishment in the ancient world:

- the nature of crime and punishment in Rome
- the extent to which Roman Law was extended to parts of the Empire
- how were subject nations treated by the Romans?

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Crime and punishment in the Middle Ages:

- the changing nature of crime and punishment in the Middle Ages
- the impact of the fall of the Roman Empire on systems of crime and punishment
- changes in Anglo-Saxon systems of crime prevention, trial and punishment
- the coexistence of Anglo-Saxon law and Norman law
- jurisdiction of Church courts
- reforms of the later Middle Ages, including the development of juries and justices of the peace
- attitudes towards women and crime and punishment
- crime and punishment in the village community – the manorial courts
- the legend of Robin Hood
- crime and punishment in Islamic societies at the time.

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Crime and punishment in early modern Britain:

- the changing nature of crime and punishment
- the impact of population growth and the development of towns
- the treatment of vagrants and heretics, the Gunpowder Plot
- the witch-hunting craze and attitudes towards women
- the introduction of the 'Bloody Code' in the eighteenth-century
- eighteenth-century attitudes towards crimes against property, including smuggling, highwaymen and poaching.

Crime and punishment in industrial Britain:

- the impact of industrialisation on crime and punishment
- changing ideas about the causes of crime
- changing responses to riot and political crime – case study of Peterloo transportation, prisons and prison reform
- the development of policing
- attitudes towards women and crime and punishment
- juvenile crime and punishment.

Crime and punishment in the twentieth century:

- conscientious objectors in First and Second World Wars
- the impact of changes in communication and technology on crime and policing
- changing attitudes towards crime and punishment
- the impact of wars, recessions and prosperity
- juvenile crime and punishment.

### 3.2.4 Studies in Depth

Candidates must study **one** of the following:

- Depth Study 11: Elizabethan England
- Depth Study 12: Britain, 1815–1851
- Depth Study 13: The American West, 1840–1895
- Depth Study 14: Germany, c.1919–1945

The Study in Depth is designed to encourage candidates to develop and enrich their understanding of people and problems in the past through the study of social, economic, political, cultural and religious aspects of a country over a relatively short period of time (approximately 30–50 years).

The content is defined through a number of key questions and focus points. The key questions define the topics as well as encouraging an issues-based and investigative approach to the content. Focus points provide guidance on the issues that need to be addressed in each key question. Candidates will be expected to demonstrate understanding of the key questions and focus points using knowledge of relevant historical examples.

### 3.2.5 Study in Depth 11: Elizabethan England

This Study in Depth concentrates on various aspects of the government, life and culture of the England of Elizabeth I from 1558 to 1603. It encourages candidates to explore the key features and characteristics of the period. Emphasis should be placed on the contrasts (political, economic, social, religious and cultural) and on regional diversity within the period. The study also offers a contrast between the people and ideas of the Elizabethan period and those of today.

#### Key Question 1: Was Elizabeth 'Gloriana'?

##### Focus Points

- How difficult was the situation on Elizabeth's accession?
- What was Elizabeth's concept of sovereignty and monarchy?
- How successful was Elizabeth in winning the loyalty of her people?
- How far did Elizabeth's image reflect reality?
- Did Elizabeth show weakness and misjudgements in the way she dealt with Mary, Queen of Scots, and the Earl of Essex?
- Why was the Elizabethan period a great period for the theatre?
- How far had Elizabeth achieved her aims by the end of her reign?

##### Specified Content

The political and religious situation on Elizabeth's accession. The character of Elizabeth and her concepts of sovereignty and monarchy. Elizabeth's strengths and weaknesses, and aims as a monarch. The methods used by Elizabeth to win the loyalty of her people. Elizabeth and Mary, Queen of Scots; Elizabeth and the rebellion of the Earl of Essex. The achievements of the Elizabethan theatre. The extent to which Elizabeth had achieved her aims by the end of her reign.

#### Key Question 2: What was the importance of religion in Elizabethan England?

##### Focus Points

- Why did Elizabeth regard religion as important?
- How great a threat were the Puritans?
- How great a threat were the Catholics?
- How effective were Elizabeth's policies towards these two groups?
- How effective were Elizabeth's religious policies?

##### Specified Content

The importance of religion in people's lives and in politics during this period. The aims of Elizabeth's religious policies. The Elizabethan Church Settlement. The nature and beliefs of Puritanism. The nature and beliefs of Catholicism. The threat posed by the Puritans; Elizabeth's policies towards them. The threat posed by the Catholics (within and outside England); Elizabeth's policies towards them. The effectiveness of Elizabeth's religious policies by the end of her reign.

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### Key Question 3: Was Elizabethan society a divided society?

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#### Focus Points

- Why were poverty and vagabondage increasing?
  - Why was the government so concerned with poverty and vagabondage?
  - Why were the poor treated in the way they were?
  - Why did different sections of society react towards plays and theatre-going in different ways?
- 

#### Specified Content

The nature of poverty and vagabondage during this period. The reasons for the increase in poverty and vagabondage during this period. The changing attitudes and policies of town councils and the Elizabethan government towards the poor and vagabonds. The effectiveness of these policies. The differing attitudes of the poor, the rich, the Puritans, and the government towards the theatre.

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### Key Question 4: Was England a great power during Elizabeth's reign?

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#### Focus Points

- How successful were the voyages of discovery of English sailors?
  - Was Drake a pirate or a great seaman?
  - How was the English navy able to defeat the Spanish Armada?
  - What contribution did English successes at sea make to the development of England?
- 

#### Specified Content

English voyages of trade and discovery. The activities and achievements of Francis Drake. The defeat of the Spanish Armada. The importance of the voyages of discovery and the victory over the Spanish Armada to the development of England.

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### 3.2.6 Study in Depth 12: Britain, 1815–1851

This Study in Depth focuses on the conflicts between old and new in British society caused by the Industrial Revolution. It encourages candidates to explore the key features and characteristics of the period. Emphasis should be placed on the changing attitudes and expectations of all sections of society, and the role of groups and individuals in bringing about and opposing social, economic, political and cultural change. In teaching this unit, examples should be included, as appropriate, from England, Ireland, Scotland and Wales. The study also offers a contrast between the people and ideas of the early nineteenth century and those of today.

**Key Question 1: How far did the 1832 Reform Act deal with criticisms of the electoral system?**

Focus Points

- What criticisms and justifications of the electoral system were made by different groups?
- In what ways did people agitate for electoral reform (with special reference to Peterloo and its aftermath)?
- Why was the 1832 Reform Act passed when it was?
- How far did the 1832 Reform Act deal with the criticisms of different groups?
- Why did Chartism appear in the late 1830s and 1840s?

Specified Content

The nature of politics and the electoral system in the early nineteenth century. Criticisms and justifications of the electoral system. Working class protest and the reactions of the government, 1815 to 1832, including a case study of Peterloo. The reasons for the passing of the 1832 Reform Act. The effectiveness of the 1832 Reform Act. The causes and nature of Chartism.

**Key Question 2: How were the poor regarded and treated?**

Focus Points

- What kind of lives did the poor live, c.1815 (including a case study of the Swing Riots)?
- How were the poor treated before 1834?
- What were the arguments for replacing the Old Poor Law with the New Poor Law?
- What were the consequences of the New Poor Law?
- Why and with what success did many people emigrate from different parts of Britain during this period?

Specified Content

The nature of poverty in the early nineteenth century, including a case study of the Swing Riots. The different methods of poor relief. The criticisms of the Old Poor Law and changing attitudes towards poverty and the poor, including utilitarianism. The administration of the New Poor Law. Reactions to the New Poor Law. The causes and consequences of emigration.

Key Question 3: How were the living and working conditions of the urban working classes improved during this period?

Focus Points

- What were living conditions of the working classes like in the towns?
- What were working conditions like in factories and coalmines?
- What were the arguments for and against passing legislation to improve these working conditions, including 'laissez faire'?
- How effective were the factory and mine reforms passed during this period?

Specified Content

The impact of industrialisation on living conditions in towns. Working conditions in factories and mines for men, women and children. Changing attitudes towards government intervention in working conditions. The Acts affecting working conditions in factories and mines during this period. The role of groups and individuals in promoting reforms, including Shaftesbury.

Key Question 4: How important were the railways during this period?

Focus Points

- Why, and how, was the Liverpool and Manchester Railway built?
- How did different individuals and groups react to the coming of the railways?
- How did the navvies live and work?
- What were the social, economic, political and cultural impacts of the railways during this period for different groups and for Britain as a whole?

Specified Content

The reasons for the growth of the railway system, including a case study of the Liverpool and Manchester Railway. The role of individuals and groups in the development and building of the railways. The reactions to the railways of different individuals and groups. The social, economic, political and cultural impact of the railways on different groups and on Britain as a whole.



### 3.2.7 Study in Depth 13: The American West, 1840–1895

This Study in Depth concentrates on the way in which the American West was settled and developed by various groups of people between 1840 and 1895, and the impact of this settlement on the Plains Indians. It encourages candidates to explore the key features and characteristics of the period.

Emphasis should be placed on the reasons for the settlement of the American West and the conflicts, which resulted from the clash of different cultures and life-styles, and the consequences of these conflicts. The study also offers a contrast between the people and ideas of the American West during this period and those of today.

#### Key Question 1: How did the Plains Indians live on the Great Plains?

##### Focus Points

- Why did many white Americans at first regard the Great Plains as the 'Great American Desert'?
- How were the Plains Indians able to live on the Great Plains?
- What were the beliefs of the Plains Indians?
- Did all Plains Indians have the same beliefs and the same way of life?

##### Specified Content

The nature of the Great Plains. Attitudes of the Plains Indians towards the 'Great American Desert'. The beliefs and way of life of different Plains Indian tribes, including religious beliefs, medicine men, attitudes towards the land, shelter and hunting, the role of women, family life, political organisation, and warfare.

#### Key Question 2: Why did people settle and stay in the West?

##### Focus Points

- What were the experiences of the first pioneer families in the 1840s when they travelled west?
- Why did the Mormons go west?
- How were the Mormons able to survive the journey and be successful in Salt Lake Valley?
- Why did people move west to become homesteaders in the late 1860s and 1870s?
- How did the homesteaders react to the many problems facing them on the Plains?
- What was life like for women on the homesteads?
- How important were the railroad and the railroad companies in opening up the West?
- How successful were the government and local people in establishing law and order in the mining towns?

## Specified Content

The reasons why the first pioneer families moved west in the 1840s. The experiences of the first pioneer families during the journey west. The Mormons: their origins, their experiences in Salt Lake Valley. The significance of Joseph Smith and Brigham Young. The impact of the railroad and railroad companies. The reasons for the continued settlement of the West in the late 1860s and 1870s including the Homestead Acts, the belief in 'Manifest Destiny' and the hopes and aspirations of the settlers. The problems faced by the homesteaders on their homesteads and their attempts to overcome them. The role of women on the homesteads. Government, law and order; problems and attempted solutions.

## Key Question 3: What were the consequences of the spread of cattle ranching to the Plains?

## Focus Points

- How and why did cattle ranching spread from Texas to the Great Plains?
- What was life like for a cowboy?
- Why were there problems of law and order in the cow towns?
- Why did ranchers and homesteaders come into conflict with each other (with special reference to the Johnson County War)?
- Why had the open range come to an end by the 1890s?

## Specified Content

Early cattle ranching in Texas. The reasons for the cattle rails and the development of cow towns. Ranching on the Great Plains. The life and work of the cowboy: myth and reality. The reasons for conflict between the ranchers and the homesteaders, including a case study of the Johnson County War. The end of the open range.

## Key Question 4: Why did white Americans and the Plains Indians find it so difficult to reach a peaceful settlement of their differences?

## Focus Points

- Did all white Americans have the same attitudes towards the Plains Indians?
- Why did white Americans and Plains Indians come into conflict?
- Why did the policy of the American Government towards the Plains Indians change so often between 1840 and 1868?
- Why did the Plains Indians win the Battle of the Little Bighorn?
- How important was the Battle of the Little Bighorn in the eventual defeat of the Plains Indians?
- What was the purpose and effect of the reservations?

## Specified Content

The attitudes of white Americans towards the Plains Indians. The reasons for conflict between white Americans and Plains Indians. The changing policy of the American Government towards the Plains Indians; the reasons for, and consequences of, changes in policy. The causes and consequences of the Plains Wars including the Battle of the Little Bighorn. The impact of the reservations, the life of Plains Indians in the 1890s.

### 3.2.8 Study in Depth 14: Germany, c.1919–1945

This Study in Depth focuses on the reasons for the development of totalitarianism in Germany and its impact. It encourages candidates to explore the key features and characteristics of the period. Emphasis should be placed on how developments in Weimar Germany led to the rise of the Nazi Party and the emergence of a totalitarian regime, the political, social, economic, cultural and religious impact of this regime on the German people and the reactions of different groups and individuals. The study also offers a contrast between the people and ideas of Germany during this period and those of today.

This study does not entail detailed coverage of events of the Second World War.

#### Key Question 1: Was the Weimar Republic doomed from the start?

Focus Points	<ul style="list-style-type: none"> <li>• What continuing impact did the defeat in the First World War and the Treaty of Versailles have on the Weimar Republic?</li> <li>• Why was the Republic so unpopular with many Germans?</li> <li>• How far did life improve for German people between 1924 and 1929?</li> <li>• What were the achievements of the Weimar period?</li> </ul>
Specified Content	The Versailles settlement: German reactions to it, its economic and political consequences. German politics, economy and living standards in the Stresemann era. The culture of the Weimar period.

#### Key Question 2: How was Hitler able to come to power in Germany?

Focus Points	<ul style="list-style-type: none"> <li>• What did the Nazi Party stand for in the 1920s?</li> <li>• Why were the Nazis unsuccessful before, and successful after, 1929?</li> <li>• Who supported the Nazis, and why?</li> <li>• How important was Hitler in the success of the Nazis?</li> </ul>
Specified Content	The early years of the Nazi Party, including the Munich Putsch. Nazi ideas and methods. The roles of Hitler and other Nazi leaders. The impact of the Depression on Germany, the political, economic and social crisis of 1930–1933, the reasons for the Nazis' rise to power. Hitler takes power, 1933. The appeal of National Socialism to different sections of the population. How Hitler took power in 1933.

#### Key Question 3: The Nazi regime: How effectively did the Nazis control Germany, 1933–1945?

Focus Points	<ul style="list-style-type: none"> <li>• How much opposition was there and how effectively did the Nazis deal with it?</li> <li>• How did the Nazis use culture and the mass media to control the people?</li> <li>• Why did the Nazis persecute many groups in German society?</li> <li>• Was Nazi Germany a totalitarian state?</li> </ul>
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## Specified Content

The nature of Nazi rule in Germany: the Enabling Act, removal of opposition, methods of control and repression. The nature and extent of opposition to the regime by different groups and individuals including the churches, youth groups, communists, the army. Nazi policies towards different groups including the churches, trade unions, communists. Anti-Semitism and changing policies towards Jews. The use of culture and the mass media by the Nazis.

## Key Question 4: The Nazi regime: What was it like to live in Nazi Germany?

## Focus Points

- How did young people react to the Nazi regime?
- How successful were Nazi policies towards women and the family?
- Did most people benefit from Nazi rule?
- How did the coming of war change life in Nazi Germany?

## Specified Content

Attempts by the Nazis to appeal to and win the support of youth. Nazi education policies. The reactions of youth to Nazi policies. Nazi policies towards women and the family. Nazi economic policies. Changing standards of living for different groups in Nazi Germany. Impact of the Second World War on Germany. Conversion to war economy. The Final Solution.

### 3.3 Unit A955: *Historical Source Investigation*

This unit focuses on the skills of historical enquiry. It gives candidates opportunities to investigate specific historical questions, problems and issues; use a range of historical sources and reach reasoned conclusions; and analyse and evaluate how the past has been interpreted and represented in different ways. Candidates will be expected to use their knowledge and understanding of the option content to help them comprehend, interpret, evaluate and use sources and historical interpretations and representations. They will also be expected to use their knowledge and understanding, as well as sources, to evaluate an historical issue relating to the period studied.

Candidates study one of the following:

- A Study in British History: Public Health in Britain 1800–1914
- A Study in British History: Protest and Reaction in Britain 1800–1914.

### 3.3.1 A955/21: A Study in British History: Public Health in Britain 1800–1914

The causes, varying pace, effectiveness, significance and changing nature of, and opposition to, public health reform in Britain, should be studied covering the following content:

#### The state of public health in the first half of the nineteenth century

The reasons for the rapid growth of towns and its results: living conditions in towns, poverty, overcrowding, lack of sewerage, drainage and clean supplies of water. Effect on the health of different social classes. Spread of diseases such as cholera, typhoid and typhus. Reasons why nothing was being done.

#### Demands for reform and reaction to these demands

The impact of the work of Edwin Chadwick, John Snow and Sir Joseph Bazalgette. The impact of the cholera epidemics of 1831–1832, 1848, 1853 and 1866, the Great Stink of 1858, germ theory, and the 1867 Reform Act. Reasons for opposition to government intervention: little understanding of causes of disease, the cost to ratepayers, attack on freedom, ideas of self-help and personal responsibility.

#### The beginnings of reform

The causes, terms and effectiveness of the Public Health Acts of 1848 and 1875. Disraeli's reforms: the Artisans' Dwellings Act, the Rivers Pollution Prevention Act and the Food and Drugs Act. The work of Joseph Chamberlain and slum clearance and public health reforms in Birmingham. The development of model villages such as Port Sunlight and Bournville.

#### The need and pressures for further reform

The work of Charles Booth and Seebohm Rowntree on poverty and its effect on health and life expectancy. The workhouse. The evidence about the health of men volunteering for the Boer War. German welfare reforms and economic progress.

#### The Liberal welfare reforms of 1906–1912

The political context: new Liberalism and the threat from the Labour Party and socialism. The roles of Lloyd George and Winston Churchill and Lloyd George's budget of 1910.

Help for the young: free school meals (1906), school medical inspections (1907), school clinics (1912); help for the elderly: pensions (1908); help for the sick and unemployed: labour exchanges (1909), the National Insurance Act of 1911–1912.

### 3.3.2 A955/22: A Study in British History: Protest and Reaction in Britain 1800–1914

The changing context, causes, types, aims, methods, membership, effectiveness and significance of, and reactions to, protest in Britain, should be studied covering the following content:

#### The Luddites 1811–1817

The rise in food prices, wage reductions and the introduction and impact of machines. The beginnings of the Luddite movement in Nottingham in 1811 and the spread to the north of England. The membership of the Luddites and the destruction of mills and machinery. The response of the authorities: the Frame Breaking Act of 1812, the use of troops, the mass trial of 1813, and punishments including executions and transportation. The decline of the movement.

#### The Tolpuddle Martyrs 1833–1836

The repeal of the Combination Laws and the formation of the Grand National Consolidated Trades Union, agitation for parliamentary reform and the fall in agricultural wages. The formation of the Friendly Society of Agricultural Labourers in Dorset. The arrest, trial, conviction and punishment of the labourers. The campaign supporting them and their release. The significance of the Tolpuddle Martyrs.

#### The Rebecca Riots 1839–1844

Tenant farmers and poverty in rural south Wales, falling income, the tollgates and trusts and the transporting of lime, the workhouses, and the payment of tithes. The composition and activities of the rioters. The use of troops by the government. The punishment of the rioters. The results of the riots: the Royal Commission and the Turnpikes Act of 1844.

#### The Match Girls Strike 1888

Working conditions and dangers in the Bryant and May match factory. Other grievances of the workers. The role of Annie Besant. The immediate causes of the strike. The organisation and conduct of the strike and the formation of a union. The public campaign in support of the strikers. Negotiations and the concessions by the owners. The ending of the strike.

#### The Suffragists and Suffragettes 1897–1914

The social, economic and political position of women in the 1890s. Millicent Fawcett and the work of the National Union of Women's Suffrage Societies. The reasons for the formation of the Women's Social and Political Union in 1903. The contribution of the Pankhursts. The activities of the suffragettes, including use of violence and hunger strikes. The reaction of the authorities including imprisonment and the Cat and Mouse Act (1913). The reaction of the media and the public. The ending of the campaign in 1914. The effectiveness of suffragists and suffragettes.

## 4.1 Overview of the assessment in GCSE History A

For GCSE History A candidates must take units A953, A954 and A955.

### GCSE History A (Schools History Project) J415

#### Unit A953: *History Around Us OR Modern World Study controlled assessment*

25% of the total GCSE  
Controlled assessment  
50 marks  
2000 words

Candidates must complete **one** controlled assessment task from a choice of **two**.  
The completed task should be **2000 words** in total. Work that exceeds this word limit will not be assessed.  
This unit is internally assessed and externally moderated.

#### Unit A954: *Study in Development and Study in Depth*

45% of the total GCSE  
2 hour written paper  
81 marks

Candidates must attempt **one** component for Unit A954. Each component (11/12/13/14) will include questions on **both** Studies in Development and **one** Study in Depth. Candidates must answer questions on **one** Study in Development, plus those on the chosen Study in Depth.

##### Studies in Development

Medicine through Time  
Crime and Punishment through Time

##### Studies in Depth

Elizabethan England  
Britain, 1815–1851  
The American West, 1840–1895  
Germany, c.1919–1945

Unit A954 is divided into **two** sections.

**Section A:** tests the chosen Study in Development.

- A compulsory source-based question is set on the chosen Study in Development. The question is structured into two parts and carries a total of 15 marks.
- There are three structured questions on the chosen Study in Development of which candidates must answer one. Each question is structured into three parts and carries a total of 20 marks.

**Section B:** tests the Study in Depth.

- There is one compulsory source-based question structured into two or three parts and carrying a total of 20 marks.
- There are two structured questions of which candidates must answer one. Each question is structured into three parts and carries a total of 20 marks.

This paper carries an additional 6 marks for Spelling, Punctuation and Grammar.

This unit is externally assessed.

**Unit A955: Historical Source Investigation**

30% of the total GCSE  
1 hour 30 mins written paper  
53 marks

Candidates must attempt one option: either A Study in British History: Public Health in Britain 1800–1914 or A Study in British History: Protest and Reaction in Britain 1800–1914. Each option will consist of an historical source investigation.

There will be five questions. Candidates must answer all questions. Four questions will be set on a range of source materials. The final question will be thematic, focusing on the period studied. Over a period of several years, OCR expects to include the full range of source material such as written sources, cartoons, woodcuts, paintings and statistics.

This paper carries an additional 3 marks for Spelling, Punctuation and Grammar.

This unit is externally assessed.

**4.2 Assessment Objectives (AOs)**

Candidates are expected to demonstrate their ability to:

<b>AO1</b>	Recall, select, use and communicate their knowledge and understanding of history.
<b>AO2</b>	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> <li>key concepts: causation, consequence, continuity, change and significance within an historical context</li> <li>key features and characteristics of the periods studied and the relationships between them.</li> </ul>
<b>AO3</b>	Understand, analyse and evaluate: <ul style="list-style-type: none"> <li>a range of source material as part of an historical enquiry</li> <li>how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.</li> </ul>

**4.2.1 AO weightings – GCSE History A**

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit A953: <i>History Around Us</i> OR <i>Modern World Study</i> <i>controlled assessment</i>	5	7.5	12.5	25%
Unit A954: <i>Study in Development and Study in Depth</i>	18	18	9	45%
Unit A955: <i>Historical Source Investigation</i>	12	6	12	30%
<b>Total</b>	<b>35%</b>	<b>31.5%</b>	<b>33.5%</b>	<b>100%</b>



### 4.3 Grading and awarding grades

GCSE results are awarded on the scale A\* to G. Units are awarded a\* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Most GCSEs are unitised schemes. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 41/50.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
25%	50	45	40	35	30	25	20	15	10	0
30%	60	54	48	42	36	30	24	18	12	0
45%	90	81	72	63	54	45	36	27	18	0

A candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale:

Qualification	Maximum Uniform Mark	Qualification Grade								
		A*	A	B	C	D	E	F	G	U
GCSE	200	180	160	140	120	100	80	60	40	0

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

A candidate's uniform mark for each paper will be combined with the uniform mark for the controlled assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

## 4.4 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; 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.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

### 4.4.1 Grade F

Candidates recall, select and organise some relevant historical knowledge to show some basic understanding of historical periods, themes and topics studied. They communicate their ideas using everyday language.

They demonstrate their understanding of the past through description of reasons, results and changes in relation to the events, people and issues studied. They provide limited descriptions of events, issues or periods, including characteristic ideas, beliefs and attitudes.

They understand sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions.

They identify some differences between ways in which events, people or issues have been represented and interpreted, and may identify some of the reasons for these.

### 4.4.2 Grade C

Candidates recall, select, organise and deploy historical knowledge with accuracy and relevance. They show sound understanding of the historical periods, themes and topics studied. They communicate their ideas using historical terminology appropriately.

They demonstrate their understanding of the past through structured descriptions and explanations of the main concepts, features and characteristics of the periods studied. Their descriptions are accurate and their explanations show understanding of relevant causes, consequences and changes.

They evaluate and use critically a range of sources of information in an historical context to investigate historical questions, problems or issues and, with some limited guidance, to reach reasoned conclusions.

They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, and provide an appropriate consideration of their value in the historical context.

### 4.4.3 Grade A

Candidates recall, select, organise and deploy detailed historical knowledge effectively and with consistency. They show a thorough understanding of the historical periods, themes and topics studied. They communicate their ideas using historical terms accurately and appropriately.

They demonstrate their understanding of the past through developed, reasoned and well substantiated explanations. They make perceptive analyses of the key concepts, features and characteristics of the periods studied, and the interrelationships between them.

They evaluate and use critically a wide range of sources of information in an historical context to investigate historical questions, problems or issues independently, and to reach reasoned and substantiated conclusions.

They recognise and provide reasoned comments on how and why events, people and issues have been interpreted and represented in different ways, and provide a well developed consideration of their value in relation to their historical context.

#### 4.5 Quality of written communication and the assessment of spelling, punctuation and grammar

*Quality of written communication* is assessed in all units and is integrated in the marking criteria.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- present information in a form that suits its purpose
- use an appropriate style of writing and, where applicable, specialist terminology.

In the external assessments for units A954 and A955 questions marked with a pencil (✎) will carry additional marks for spelling, punctuation and grammar.

This section provides general guidance on the delivery of controlled assessment: what controlled assessment tasks are, when and how they are available; how to plan and manage controlled assessment and what controls must be applied throughout the process. More support can be found on the [OCR website](#).

The controlled assessment unit has been designed to be completed over a period of approximately 12–14 weeks. The unit consists of two parts:

- the programme of study (approximately 8–10 weeks)
- the completion of the task under controlled conditions (8 hours – approximately 4 weeks).

### Teaching and learning

Candidates need to take part in a taught programme of study before commencing the controlled assessment task. This programme of study will be devised by the centre and will be based on one of the following options:

- *History Around Us*
- *Modern World Study*.

The purpose of the programme of study is to provide candidates with a broad coverage of the content, skills and understanding that will be required by the controlled assessment task. It must offer a broad coverage of the topic and should not be narrowly targeted on the task. To ensure a broad programme of study each option has a number of issues, outlined in Section 3.1 that should be covered during the teaching of the chosen topic. All centres are required to submit their [programme of study](#) for approval through the consultancy service prior to delivering the course.

**Teaching and learning should not focus directly on the controlled assessment question.** Class notes that address the question directly should not be issued nor should candidates be allowed to ‘practise’ on the question. It is acceptable, however, to allow candidates to work on similar questions that are focused on other sites or current issues from the programme of study.

When the tasks are published (see below Section 5.1 Controlled assessment tasks) they should be given immediately to the teacher responsible for GCSE History A. This will provide the history teachers with an opportunity to make any necessary but minor adjustments to the programme of study for that year, such as, for example, the selection of suitable ‘practice’ tasks.

When all necessary teaching and learning has taken place and teachers feel that candidates are ready for assessment, candidates can be given the appropriate controlled assessment task during the week before the 8 hour controlled assessment commences.

## 5.1 Controlled assessment tasks

All controlled assessment tasks are set by OCR. Each year two tasks will be set, one for each option: *History Around Us* and the *Modern World Study*.

Controlled assessment tasks will be available on OCR’s secure website, Interchange, at least 18 months before the examination series for certification. Tasks will be different each year. Guidance on how to access controlled assessment tasks from Interchange is available on the [OCR website](#).

Centres must ensure that candidates undertake a task applicable to the correct year of the examination by checking carefully the examination dates on the tasks on Interchange.

### Contextualising the controlled assessment tasks

The OCR set tasks will be content free. Centres have to contextualise the chosen task so that it is suitable for the programme of study their candidates have followed. In all cases, this will be limited to the inserting of appropriate names, places, sites, topics, events or dates, and will be subject to approval by OCR through the consultancy service. See Section 3.1.1 for examples of how to contextualise a task.

Controlled assessment tasks may be contextualised by centres in ways that will not put at risk the opportunity for candidates to meet the assessment criteria, including the chance to gain marks at the highest level. The tasks should therefore be contextualised to ensure they allow candidates to demonstrate evidence of all three assessment objectives. The key skills and understanding being assessed will be:

- knowledge and understanding of the key features of the topic studied
- the ability to select relevant knowledge and information and to make decisions about what to leave out
- the ability to plan a well organised and well focused answer, and use knowledge and information in a relevant way to answer a question
- understanding of relevant concepts such as change, cause, significance
- the ability to make links and understand interrelationships
- the ability to use sources critically and to support arguments and conclusions with evidence
- understanding different representations and interpretations and why people, societies, events, themes or issues have been represented and interpreted in different ways.

A previous year's task may NOT be re-submitted in the following examination series.

The task should be given to candidates during the week before the 8 hours controlled assessment commences.

**Use of OCR's controlled assessment consultancy service in order to confirm suitability of the final title and the programme of study is compulsory.**

## 5.2 Planning and managing controlled assessment

The control for the completion of the task is defined by a time limit of 8 hours. It is anticipated that candidates will spend a total of 8 hours in producing the assessment work for this unit. Candidates should be allowed sufficient time to complete the tasks.

Suggested steps and timings are included below, with guidance on regulatory controls at each step of the process. Teachers must ensure that the control requirements indicated below are met throughout the process.

### 5.2.1 Preparation: in lesson time the week before the controlled assessment commences (informal supervision)

The task should be given to candidates towards the end of the programme of study in the week before the 8 hours under controlled conditions begins. Candidates should be allowed to spend this time on some preliminary and general planning. Informal supervision ensures that the work of the individual candidates is recorded accurately and that plagiarism does not take place. Assessable outcomes may be informed by group work, but must be an individual response.

It is suggested that when candidates are given the task they are also provided with one sheet of A4 paper on which they could do this planning. The paper should be blank except for five or six bullet points. Candidates should be allowed to use these bullet points for some preliminary planning and should be allowed to bring the sheet in with them at the beginning of the 8 hours. If this is all they are allowed to bring in at the beginning of the 8 hours, it makes it easy for candidates to follow, and easy for the teacher to check.

### 5.2.2 Producing the final piece of work: 8 hours (formal supervision)

It is expected that the completion of the task during the 8 hours will take place during normal history lessons and in the candidates' normal classroom, although other rooms may be used, for example, computer rooms. The 8 hours will therefore be spread over several weeks of lessons.

**Candidates must be under direct teacher supervision during these 8 hours.** They must complete all their work under these supervised conditions. They are not allowed to work on their answers outside the 8 hours and may not take work out, or bring work in, at the end or beginning of lessons.

It is not necessary for candidates to work in silence during the 8 hours; this is for the teacher to decide. However, if candidates are allowed to talk, the teacher must ensure that they are not discussing the task. Some teachers might decide to allow some talk during the planning stage but to insist on silence when final answers are being written up.

**During the 8 hours, candidates should have access to all the materials the teacher decides are necessary and sufficient for completing the task.** These will normally be materials that have been produced or used during the programme of study: for example, class work completed during the programme of study, notes made during a visit (for example, to a battlefield), the collection of primary and secondary sources provided by the teacher, text books, reference books, and material downloaded from websites.

These materials must **not** be selected by the teacher so that they all have direct relevance to the task. They should consist of the materials used during the teaching programme leaving candidates with decisions to make about selection in terms of what is, and what is not, relevant to the task.

Materials for use during the 8 hours must be handed in at the end of each session and given out again at the beginning of the next session. Once the 8 hours have started, candidates may **not** bring any further materials into the session(s).

**Teachers must produce a list of the resources** used for the task to be submitted at the same time as the moderated sample; see Section 5.3.7 Moderation. Teachers must also ensure that they make an additional copy of any sources provided to the candidates as these must also be submitted at the same time as the moderated sample.

**Once submitted for assessment, all candidates' work, including the preparatory notes on the A4 sheet, taken into the 8 hours of formal supervision, must be retained securely within the centre until results are issued and it is certain that no Result Enquiry or Appeal procedure is required.**

Candidates should be encouraged to spend 4 hours on research, making notes, planning what they are going to write and then drafting it. They should be encouraged to select from materials the teacher decides are necessary and sufficient for completing the task as explained above. They should not at this stage be researching from further materials or searching the internet for material. The internet should be used during the teaching and learning programme only.

During the research phase candidates can be given support and guidance. The teacher has two tasks during this time:

- to provide support and guidance. Candidates are expected to reach their own judgements and conclusions but teachers can provide general support by ensuring that candidates understand what is expected of them. This could involve reading the guidance for candidates to the class. Candidates can show their work in progress to the teacher who can respond in a general way by indicating general issues, for example, the work is irrelevant or too descriptive. However, the teacher is not allowed to indicate which parts of the work contain these faults, nor can s/he explain how to improve the work. Teachers are not allowed to provide sub-headings, writing frames, model answers or to work through answers in detail. Some candidates will benefit from help with time-management. This is allowed; for example, it is acceptable for teachers to suggest to candidates that they have not much time left and need to move on to a final draft
- to ensure that candidates are working individually and that the completed work they hand in at the end of 8 hours is their own work. This can be done most effectively by the teacher being familiar with the progress that individual candidates are making.

The final piece of work should be **2000 words** in total. Work that exceeds this word limit will not be assessed. Candidates should be encouraged to develop the skill of writing with precision and succinctness. Headings included within the body of the materials presented by the candidate should be included in the word count, but footnotes, figures, tables, diagrams, charts and appendices should not be included.

When supervising tasks, teachers are expected to:

- 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.

Candidates must work independently to produce their own final piece of work.

The table below shows what candidates may and may not be provided with, in the formal controlled assessment sessions:

✓	✗
<ul style="list-style-type: none"> <li>• preparatory notes (A4 sheet of paper with 5/6 bullet points)</li> <li>• class work</li> <li>• text books and print-outs from the internet</li> <li>• photographs</li> <li>• primary sources</li> </ul>	<ul style="list-style-type: none"> <li>• drafts</li> <li>• partly written drafts</li> <li>• the internet</li> </ul>

### 5.2.3 Presentation of the final piece of work

Candidates must observe the following procedures when producing their final piece of work for the controlled assessment tasks:

- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place
- any copied material must be suitably acknowledged
- quotations must be clearly marked and a reference provided wherever possible
- work submitted for moderation or marking must be marked with the:
  - centre number
  - centre name
  - candidate number
  - candidate name
  - unit code and title
  - assignment title.

Also included should be:

- coursework summary form
- centre authentication form.

All forms can be found on the [OCR website](#).

Work submitted in digital format (CD or online) for moderation or marking must be in a suitable file structure as detailed in Appendix A at the end of this specification. Work submitted on paper must be secured by treasury tags.

## 5.3 Marking and moderating controlled assessment

All controlled assessment units are marked by the centre assessor(s) using OCR marking criteria and guidance and are moderated by the OCR-appointed moderator. External moderation is either e-moderation where evidence in a digital format is supplied or postal moderation.

### 5.3.1 Applying the marking criteria

The starting point for marking the tasks is the marking criteria (see Section 5.3.4 Marking criteria for controlled assessment tasks overleaf). The criteria identify levels of performance for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

### 5.3.2 Use of 'best fit' approach to marking criteria

The assessment task(s) for each unit should be marked by teachers according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment criteria, teachers select one of the five band descriptors provided in the marking grid that most closely describes the quality of the work being marked.



Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the band descriptor that best describes the work of the candidate.

To select the most appropriate mark within the band descriptor, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the criteria, the highest mark should be awarded
- where the candidate's work *adequately* meets the criteria, the most appropriate mark in the middle range should be awarded
- where the candidate's work *just* meets the criteria, the lowest mark should be awarded.

Teachers should use the full range of marks available to them and award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the criteria and work which just meets the criteria. For wider mark bands the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

There should be clear evidence that work has been attempted and some work produced. If a candidate submits no work for the internally assessed unit, then the candidate should be indicated as being absent from that unit. If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

The final mark for the candidate for the controlled assessment unit is out of a total of 50.

### 5.3.3 Annotation of candidates' work

Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.

The writing of comments on candidates' work, and coversheet, provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.

### 5.3.4 Marking criteria for controlled assessment tasks

Band 5	AO1: 9–10 marks	AO2: 13–15 marks	AO3: 21–25 marks
<p>Candidates:</p> <ul style="list-style-type: none"> <li>select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers</li> <li>select, organise and deploy effectively and relevantly a wide range of information</li> <li>write with great precision and succinctness, so that they do not exceed the prescribed word limit.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>demonstrate a good understanding of key features, reasons, results and changes of the societies, events, people and situations studied</li> <li>demonstrate a developed awareness of the importance of the broad context and understanding of interrelationships in the period studied</li> <li>produce detailed explanations which make a range of reasonable comparisons and links</li> <li>produce well developed, well reasoned and well supported conclusions.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>effectively and rigorously evaluate and make explicit use of a broad range of sources in their historical context to investigate and to support effectively arguments and conclusions</li> <li>demonstrate a high level of ability to interpret and infer from representations and interpretations</li> <li>show a good understanding of a wide range of representations and interpretations</li> <li>clearly explain a range of differences and similarities across a wide range of representations and interpretations</li> <li>show a good understanding of why sites/events/situations/people have been represented and interpreted in different/similar ways</li> <li>make good use of some of the following in their explanations: purpose, audience, context, medium, access to information.</li> </ul>	<p>AO3: 16–20 marks</p> <p>Candidates:</p> <ul style="list-style-type: none"> <li>effectively interpret and make explicit use of a range of sources to support arguments and conclusions</li> <li>demonstrate the ability to interpret and infer from representations and interpretations</li> <li>show a satisfactory understanding of a range of representations and interpretations</li> <li>explain some differences and similarities across a range of representations and interpretations</li> <li>show a satisfactory understanding of why sites/events/situations/people have been represented and interpreted in different/similar ways</li> <li>make some valid use of at least one of the following in their explanations: purpose, audience, context, medium, access to information.</li> </ul>
<p>Band 4</p> <p>AO1: 7–8 marks</p> <p>Candidates:</p> <ul style="list-style-type: none"> <li>select and deploy mostly relevant and accurate contextual knowledge to support parts of their answers</li> <li>select a range of relevant information which is generally well organised and deployed effectively</li> <li>write with precision and succinctness, so that they do not exceed the prescribed word limit.</li> </ul>	<p>AO2: 10–12 marks</p> <p>Candidates:</p> <ul style="list-style-type: none"> <li>demonstrate a reasonable understanding of the significance of key features, reasons, results and changes of the societies, events, people and situations studied</li> <li>demonstrate an awareness of the broad context and some understanding of interrelationships in the period studied</li> <li>produce explanations which make some reasonable comparisons and links</li> <li>produce generally developed, reasoned and supported conclusions.</li> </ul>		

Band 3	<b>AO1: 5–6 marks</b> Candidates: <ul style="list-style-type: none"> <li>select some relevant contextual knowledge and mostly deploy it relevantly to support parts of their answers</li> <li>select some, mostly relevant, information, which is mostly well organised and deployed</li> <li>write with some precision and succinctness, so that they do not exceed the prescribed word limit.</li> </ul>	<b>AO2: 7–9 marks</b> Candidates: <ul style="list-style-type: none"> <li>demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations studied</li> <li>demonstrate some awareness of the broad context and a limited understanding of interrelationships in the period studied</li> <li>produce explanations which make a few reasonable comparisons or links</li> <li>produce conclusions which have some support although these are not always developed or reasoned</li> </ul>	<b>AO3: 11–15 marks</b> Candidates: <ul style="list-style-type: none"> <li>interpret and make explicit use of some sources to support arguments; they begin to evaluate the sources but this is often not integrated into their arguments</li> <li>demonstrate the ability to make some inferences from representations and interpretations</li> <li>show some understanding of some representations and interpretations</li> <li>explain the reasons for some of the more obvious differences and similarities between at least two representations and interpretations</li> <li>show some understanding of why sites/events/situations/people have been represented and interpreted in different/similar ways</li> <li>make some use of at least one of the following in their explanations: purpose, audience, context, medium, access to information.</li> </ul>
Band 2	<b>AO1: 3–4 marks</b> Candidates: <ul style="list-style-type: none"> <li>demonstrate some, but limited, relevant contextual knowledge</li> <li>select and organise some relevant material: this is only sometimes deployed effectively</li> <li>write with a lack of precision and succinctness, but still do not exceed the word limit.</li> </ul>	<b>AO2: 4–6 marks</b> Candidates: <ul style="list-style-type: none"> <li>demonstrate limited understanding of some of the key features, reasons, results and changes of the societies, events, people and situations studied</li> <li>demonstrate little awareness of the broad context and no awareness of interrelationships in the period studied</li> <li>produce limited explanations which make only obvious points of comparison or links</li> <li>attempt conclusions but these are asserted and not supported.</li> </ul>	<b>AO3: 6–10 marks</b> Candidates: <ul style="list-style-type: none"> <li>make explicit use of a limited number of sources, but these are used without interpretation; evaluation of the sources is very basic and at face value and is not used to support arguments</li> <li>describe some features of the representations and interpretations</li> <li>show understanding of representations and interpretations at a surface level</li> <li>identify some differences or similarities in representations and interpretations and begin to identify some reasons for these though without support or explanation</li> <li>show limited understanding of why sites/events/situations/people have been represented and interpreted in different/similar ways</li> <li>make limited use of at least one of the following in their explanations: purpose, audience, context, medium, access to information.</li> </ul>

Band 1	AO1: 1–2 marks	AO2: 1–3 marks	AO3: 1–5 marks
	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• demonstrate little relevant contextual knowledge</li> <li>• demonstrate limited ability to select and organise information</li> <li>• write relatively little or it is of some length but the content is not focused on the task.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• demonstrate little understanding but are able to describe a few key features, reasons, people and situations studied</li> <li>• demonstrate no awareness of context or inter-relationships in the period studied</li> <li>• produce limited descriptions but with no explanation and no effective comparisons or links</li> <li>• do not include even an attempt at conclusions.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• do not use sources explicitly but some information is extracted from them</li> <li>• describe a few surface features of representations and interpretations</li> <li>• show minimal or no understanding of representations and interpretations</li> <li>• identify a few differences or similarities in representations and interpretations though no reasons are offered for these</li> <li>• show minimal or no understanding of why sites/events/situations/people have been represented and interpreted in different/similar ways</li> <li>• make minimal or no use of any of the following in their explanations: purpose, audience, context, medium, access to information.</li> </ul>

**0 marks = no response or response worthy of credit**

### 5.3.5 Authentication of work

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

The teacher should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Candidates may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

**Please note:** Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign and is available from the [OCR website](#) and [OCR Interchange](#).

To further aid moderators in ensuring that work is authentic, teachers must retain the plan that each candidate takes into the 8 hours of formally supervised planning, research and writing-up and retain all additional work to the task (notes and drafts) completed by the candidates during the 8 hours. This material must be retained securely within the centre until results are issued and it is certain that no Result Enquiry or Appeal procedure is required.

### 5.3.6 Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

### 5.3.7 Moderation

All work for controlled assessment is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for 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 5.3.4 pages 40–42.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's files.

The sample of work which is presented to the moderator for moderation should be accompanied by a full list of all resources and a copy of all sources made available to candidates during the 8 hours of formal supervision.

#### 5.4 Submitting the moderation samples via the OCR Repository

The OCR Repository is a secure website for centres to upload candidate work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidate work for moderation.

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use the Repository to upload files (singly or in bulk) for access by their moderator.

The OCR Repository allows candidates to send evidence in electronic file types that would normally be difficult to submit through postal moderation; for example multimedia or other interactive unit submissions.

The OCR GCSE History A unit A953 can be submitted electronically to the OCR Repository via Interchange: please check Section 8.4.1 page 49 for unit entry codes for the OCR Repository.

There are three ways to load files to the OCR Repository:

1. Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the Candidates tab of the Candidate Overview screen.
2. Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the Candidate Details screen.
3. Centres can load multiple administration files by clicking on 'Upload admin files' in the Administration tab of the Candidate Overview screen.

The OCR Repository is a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

Instructions for how to upload files to OCR using the OCR Repository can be found on [OCR Interchange](#).

## 6.1 Free resources available from the OCR website

The following materials will be available on the [OCR website](#)

- GCSE History A Specification
- [specimen assessment materials for each unit](#)
- [guide to controlled assessment](#)
- [teacher's handbook](#)
- [sample schemes of work and lesson plans](#)

## 6.2 Other resources

OCR offers centres a wealth of high quality published support with a choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

### 6.2.1 Endorsed publications

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's 'Official Publishing Partner' or 'Approved publication' logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification.

## 6.3 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification.

Please see [Event Booker](#) for further information.

## 6.4 OCR support services

### 6.4.1 Active Results

Active Results is available to all centres offering OCR's GCSE History A specifications.

# active**results**

Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools.

Further information on Active Results can be found on the [OCR website](#).

### 6.4.2 OCR Interchange

OCR Interchange has been developed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience. Sign up on the [OCR website](#).



## 7.1 Equality Act information relating to GCSE History A

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed by the regulators in order to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* by the Joint Council [www.jcq.org.uk](http://www.jcq.org.uk).

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in this specification are in line with Ofqual's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of Assessment
Readers	Yes	All written examinations
Scribes	Yes	All written examinations
Practical assistants	Yes	n/a
Word processors	Yes	All written examinations
Transcripts	Yes	All written examinations
Oral language modifiers	Yes	All written examinations
BSL signers	Yes	All written examinations
Modified question papers	Yes	All written examinations
Extra time	Yes	All written examinations

## 7.2 Arrangements for candidates with particular requirements (including Special Consideration)

All candidates with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Candidates who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. As above, centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

## 8 Administration of GCSE History A

The first examination series of this qualification is in **June 2015**. For the **June 2014** examination series, please refer to the previous version of the specification.

### 8.1 Availability of assessment from 2015

There is one examination series available each year in June (all units are available each year in June).

GCSE History A certification is available in June 2015 and each June thereafter.

	Unit A953	Unit A954	Unit A955	Certification availability
June 2015	✓	✓	✓	✓
June 2016	✓	✓	✓	✓

### 8.2 Certification rules

For GCSE History A, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

### 8.3 Rules for re-taking a qualification

Candidates may enter for the qualification an unlimited number of times.

Where a candidate re-takes a qualification, **all** units must be re-entered and all externally assessed units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used to calculate the new qualification grade. Any results previously achieved cannot be re-used.

For the controlled assessment unit, candidates who are re-taking a qualification can choose either to re-take that controlled assessment unit or to carry forward the result for that unit that was used towards the previous certification of the same qualification.

- Where a candidate decides to re-take the controlled assessment, the new result will be the one used to calculate the new qualification grade. Any results previously achieved cannot be re-used.
- Where a candidate decides to carry forward a result for controlled assessment, they must be entered for the controlled assessment unit in the re-take series using the entry code for the carry forward option (see Section 8.4).

For controlled assessment units which are re-taken, portfolios must contain new work only. This means the task taking part of the process must be completed. All task preparation and research work and the original notes can be used again. The original response cannot be taken into the task taking session.

## 8.4 Making entries

### 8.4.1 Unit entries

Centres must be approved to offer OCR qualifications before they can make any entries, including estimated entries. It is recommended that centres apply to OCR to become an approved centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and administrative materials.

**It is essential** that correct unit entry codes are used when making unit entries.

For the controlled assessment unit, centres can decide whether they want to submit candidates' work for moderation through the OCR Repository or by post. Candidates submitting controlled assessment must be entered for the appropriate unit entry code from the table below. Candidates who are re-taking the qualification and who want to carry forward the controlled assessment should be entered using the unit entry code for the carry forward option.

Centres should note that controlled assessment tasks can still be completed at a time which is appropriate to the centre/candidate. However, where tasks change from year to year, centres would have to ensure that candidates had completed the correct task(s) for the year of entry.

Unit entry code	Component code	Assessment method	Unit titles
A953A	01	Moderated via OCR Repository	<i>History Around Us OR Modern World Study</i>
A953B	02	Moderated via Postal moderation	<i>History Around Us OR Modern World Study</i>
A953C	80	Carried forward	<i>History Around Us OR Modern World Study</i>
A954A	11	Written Paper	<i>Study in Development and Study in Depth: with Elizabethan England</i>
A954B	12	Written Paper	<i>Study in Development and Study in Depth: with Britain, 1815–1851</i>
A954C	13	Written Paper	<i>Study in Development and Study in Depth: with The American West, 1840–1895</i>
A954D	14	Written Paper	<i>Study in Development and Study in Depth: with Germany, c.1919–1945</i>
A955A	21	Written Paper	<i>Historical Source Investigation: A Study in British History: Public Health in Britain 1800–1914</i>
A955B	22	Written Paper	<i>Historical Source Investigation: A Study in British History: Protest and Reaction in Britain 1800–1914</i>

### 8.4.2 Certification entries

Candidates must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Centres must enter candidates for:

- GCSE History A certification code J415.

### 8.5 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken and by the relevant enquiries about results deadline for that series.

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide: 14–19 Qualifications* for further guidance on enquiries about results and deadlines. Copies of the latest versions of these documents can be obtained from the [OCR website](#).

### 8.6 Prohibited qualifications and classification code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 4010.

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.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or from the institution to which they wish to progress.

### 9.1 Overlap with other qualifications

The potential for overlap exists between Unit A954–14 and J418 History B (Modern World) Unit A011.

### 9.2 Progression from this qualification

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

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A\* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

### 9.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

### 9.4 Regulatory requirements

This specification complies in all respects with the current: *General Conditions of Recognition; GCSE, GCE, Principal Learning and Project Code of Practice; GCSE Controlled Assessment regulations* and the *GCSE subject criteria for History*. All documents are available on the [Ofqual website](#).

### 9.5 Language

This specification and associated assessment materials are in English only. Only answers written in English will be assessed.

### 9.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

This specification offers opportunities which can contribute to an understanding of these issues in the following way.

They are supported by key questions relating to different communities and cultures in the Development and Depth studies. Examples include: in Elizabethan England, ‘What was the importance of religion in Elizabethan times?’ and ‘Was Elizabethan England a divided society?’; in The American West, ‘Why did white Americans find it difficult to reach a peaceful settlement of their differences?’; in Nazi Germany, ‘How was Hitler able to come to power in Germany?’; and in History Around Us, candidates may investigate sites of particular religious or social importance. Candidates will also consider varied interpretations and representations of different cultures in the Study in Depth.

### 9.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

This specification supports these issues, consistent with current EU agreements, as outlined below.

Currently there are no sustainable development issues supported by this specification.

Health and Safety issues can be supported by the Medicine through Time Development Study, for example by studying 'The impact of industrialisation on living conditions and health and hygiene' and 'Fighting Disease, Surgery and Public Health in the Twentieth Century'. This is also addressed in the Depth Study entitled Britain, 1815–1851 in the question 'How were living and working conditions of the urban working classes improved during this period?'

Environmental issues are relevant to the History Around Us Study. Candidates may consider the impact of tourism and environmental changes on sites of historic interest.

Safety during fieldwork is paramount and candidates should be involved in Risk Assessment as part of their preparation for controlled assessment.

The European dimension can be addressed within the Modern World Study, for example, the relationships of any particular case study with Europe and the world. International relations are also considered in Medicine Through Time through the exchange of medical ideas in the nineteenth and twentieth centuries.

### 9.8 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance and Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A953	✓	✓			✓	✓			✓	✓	✓	✓
A954	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A955	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

## 9.9 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 history.

This sub-section offers guidance on opportunities for using ICT during the course. Such opportunities may or may not contribute to the provision of evidence for IT skills.

ICT Application/ Development	Opportunities for using ICT during the course
Find things out from a range of sources, select and synthesise information to meet needs.	<p>For a project on local history, candidates access electronic archives, search for and use appropriate websites for museums, government agencies and university departments.</p> <p>Candidates use CD-ROMs and websites to test hypotheses about a given topic such as the nature of Medieval medicine or twenty-first century crime rates.</p> <p>A database showing increasing numbers of Plains Indians on reservations is compared to other historic sources as evidence of the white policy of concentration.</p>
Develop an ability to question the accuracy, bias and plausibility of information researched.	<p>Candidates search for websites to support their Study in Depth revision notes and evaluate each site according to its relevance.</p> <p>Different interpretations are available on the internet for candidates investigating the Modern World Study to compare with their contextual knowledge and consider motives for bias.</p>
Develop ideas using ICT tools; amend and refine work, and enhance its quality and accuracy.	Candidates draft History Around Us site reports, including referenced annotations on electronic images taken from a relevant website or digital camera.
Exchange and share information.	<p>Email projects may be set up for candidates to communicate with each other, their teacher, an expert or students from another centre. This may be particularly relevant to the Modern World Study, for example, researching attitudes in Northern Ireland towards the Peace Talks.</p> <p>Candidates can use email or an electronic notice board to collect and pass on revision notes.</p>

## 9.10 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included 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.

<b>Citizenship Programme of Study</b>	<b>Opportunities for teaching citizenship issues during the course</b>
Understand about the legal and human rights underpinning society.	The provision of government intervention compared to individual responsibility can be debated whilst learning about Medicine or Crime and Punishment Through Time.
The origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom.	Candidates can investigate the origins and effects of religious diversity in sixteenth-century England in the Elizabethan England Depth Study. Nineteenth-century emigration can be explained in the Britain, 1815–1851, Depth Study.
The work of Parliament, government and the courts in making and shaping the law.	Candidates can trace the development of the justice system and government intervention in health or crime issues in the Development studies.
The opportunities for individuals and voluntary groups to bring about social change.	The role of influential individuals and voluntary groups can be studied, for example, the campaigners for social reform in Britain, 1815–1851.
The importance of a free press and the role of the media in society.	Case studies of the influence of the press on public opinion are available in all Depth Studies. Candidates can compare the American press in the 1870s or Nazi control of the media with current examples.
Research a topical issue by analysing information from different sources; show an awareness of the use and abuse of statistics.	Candidates can carry out research for a class debate on contemporary issues in health care or crime and punishment for their Development Study. They can find, compare and evaluate statistics on crime rates or patient waiting lists from government sources.
Express, justify and defend orally and in writing a personal opinion about such issues.	In response to a particular issue, for example a solution to a crime problem in urban areas, candidates can be hot-seated and answer questions from the class.
Contribute to group and class discussion and formal debates.	Many opportunities for such development will arise. Candidates could debate the evidence for and against change in the near future in their Modern World Study.
Use imagination to consider and evaluate other people's experiences and opinions.	Candidates can adopt the role of a character type from their respective Depth Study and present their ideas in a meeting on a specific issue, for example, the solution to the Plains Indian problem in the American West. Preparation and the study of a range of secondary sources concerning their Depth Study and Modern World Study will enable candidates to evaluate different interpretations in their specific context.



## Appendix A: Guidance for the production of electronic controlled assessment

A

### Structure for evidence

A controlled assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code A953, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces an assignment for controlled assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's controlled assessment portfolio should be stored in a secure area on the centre's network. Prior to submitting the controlled assessment portfolio to OCR, the centre should add a folder to the folder tree containing controlled assessment and summary forms.

### Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic controlled assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only Word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed overleaf. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

## Movie formats for digital video evidence

MPEG (\*.mpg)

QuickTime movie (\*.mov)

Macromedia Shockwave (\*.aam)

Macromedia Shockwave (\*.dcr)

Flash (\*.swf)

Windows Media File (\*.wmf)

MPEG Video Layer 4 (\*.mp4)

## Audio or sound formats

MPEG Audio Layer 3 (\*.mp3)

## Graphics formats including photographic evidence

JPEG (\*.jpg)

Graphics file (\*.pcx)

MS bitmap (\*.bmp)

GIF images (\*.gif)

## Animation formats

Macromedia Flash (\*.fla)

## Structured markup formats

XML (\*.xml)

## Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

## Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)

<b>Accurate(ly)</b>	<i>with precision; without significant error; complies with a standard</i>
<b>Adequate(ly)</b>	<i>meets necessary requirements but does not go beyond this</i>
<b>Analyse</b>	<i>separate information into components to identify characteristics (should be thorough / complete)</i>
<b>Appropriate(ly)</b>	<i>relevant to a purpose / task</i>
<b>Assess</b>	<i>offer a reasoned judgement based on relevant information</i>
<b>Basic</b>	<i>satisfies absolute minimum requirements; covers key issues / features (only)</i>
<b>Brief(ly)</b>	<i>concise/short; without detail, context, examples</i>
<b>Broadly</b>	<i>generally but not completely; serves the purpose but has errors / omissions</i>
<b>Clear</b>	<i>accurate and unambiguous</i>
<b>Coherent</b>	<i>logical and consistent</i>
<b>Comment</b>	<i>present an informed opinion</i>
<b>Competent(ly)</b>	<i>with necessary level of skill / application to achieve intended aims</i>
<b>Comprehensive</b>	<i>without any significant omissions</i>
<b>Confident(ly)</b>	<i>exhibiting certainty / command over subject matter</i>
<b>Contribute</b>	<i>offer ideas / practical input (e.g. to a group activity)</i>
<b>Create / Creative(ly)</b>	<i>produced with degree of originality / synthesis</i>
<b>Critical</b>	<i>incisively assessing truth / accuracy in relation to (e.g.) information</i>
<b>Describe</b>	<i>set out characteristics without elaboration / explanation</i>
<b>Detail(ed)</b>	<i>inclusive of all / most pertinent facts / points</i>
<b>Developed</b>	<i>with elaboration of basic facts, descriptions, explanations</i>
<b>Discuss</b>	<i>present, explain, compare / contrast and evaluate</i>
<b>Effective</b>	<i>produces desired outcome</i>
<b>Evaluate</b>	<i>make a reasoned, qualitative judgement based on relevant information / knowledge / experience</i>
<b>Explain</b>	<i>sets out purposes / reasons</i>
<b>Extensive</b>	<i>far-reaching / comprehensive / thorough</i>
<b>Face-value</b>	<i>superficial / uncritical (e.g. assessment of an apparent fact or situation)</i>
<b>Few</b>	<i>a small number &gt;1 (may indicate incompleteness)</i>
<b>Full(y)</b>	<i>complete / comprehensive</i>
<b>General</b>	<i>pertaining to all / virtually all</i>
<b>Illustrate</b>	<i>provide relevant examples to clarify a point / issue</i>
<b>Independent</b>	<i>without reliance on others (e.g. for information, support / guidance)</i>
<b>In-depth</b>	<i>detailed and thorough; well beyond the basics</i>
<b>Informed</b>	<i>in possession of relevant knowledge / information</i>
<b>Interpret</b>	<i>translate / explain information in a form suited to the audience</i>

<b>Justified</b>	<i>established with appropriate facts / evaluation / reasoning</i>
<b>Limited</b>	<i>some relevant elements present but incomplete / largely inadequate for the purpose</i>
<b>Little</b>	<i>insignificant amount of material presented, possibly haphazard in nature; almost non-existent</i>
<b>Most(ly)</b>	<i>material presented is largely complete and appropriate</i>
<b>Occasional(ly)</b>	<i>appearing infrequently and / or irregularly</i>
<b>Partly</b>	<i>with some missing elements</i>
<b>Range</b>	<i>an array / variety (e.g. of facts, information, approaches)</i>
<b>Reasonable</b>	<i>an honest attempt but not without flaws; of an appropriate quality and type for the task</i>
<b>Relevant</b>	<i>appropriately focused; pertinent to a purpose / task</i>
<b>Simple</b>	<i>unsophisticated; straightforward; uncritical; of a very basic standard</i>
<b>Skilful(ly)</b>	<i>relevant skills used with insight and flexibility</i>
<b>Some</b>	<i>small amount of (relevant) material presented but most elements missing</i>
<b>Sophisticated</b>	<i>advanced, highly skilled approach to a task which includes all relevant elements</i>
<b>Sound</b>	<i>clearly competent with no significant omissions</i>
<b>Substantial</b>	<i>significant in scale and clearly sufficient for the purpose</i>
<b>Thorough</b>	<i>complete and with appropriate attention to detail</i>
<b>Uncritical</b>	<i>without looking beyond appearances</i>
<b>Variety</b>	<i>a range of (e.g.) information, examples, each with distinct / different characteristics</i>
<b>Wholly</b>	<i>entirely</i>
<b>Wide</b>	<i>broad in scope</i>

# Appendix C: Programme of Study Form



## GCSE

### History A (Schools History Project)

#### GCSE (Full Course) J415, Unit A953 Controlled Assessment History Around Us programme of study proposal form

This form must be submitted to OCR before you begin delivering the Historical Enquiry unit, and before 31 January in the year of entry.

Complete this form electronically and return it using either the 'Submit' button at the bottom or by saving and attaching to an email to [coursework.consultancy@ocr.org.uk](mailto:coursework.consultancy@ocr.org.uk).

**Centre Name**

**Centre Number**

**Staff Name**

**Postition at centre**

**Contact email**

**Contact telephone**

Provide the task title in the box below.

Site being studied:

Period of time covered:

**Overview of your proposed programme of study**

Outline the **scope and depth** of your proposed programme based on the information provided in the specification in section 3.1.1.

The programme **must** be wider than the task itself.

How many sources will your candidates be using?  
(This **must be 5 or more**).

Candidates must use a range of source types (**at least 3**).

Select all applicable sources being used and give brief details in the box provided.

Sites and buildings

Artefacts

Pictorial representations

Census or other statistical data

Written primary sources

Historians' accounts

Other

One of the sources above **must be contemporary** to the period being studied.  
Identify which source(s) is/are contemporary.

I confirm that I believe that the collection of sources I have outlined will allow my candidates to access the full range of marks for this unit.

## Information and guidance

Complete all sections of the form electronically.

If you have any concerns about the suitability of any of your sources contact OCR for further guidance.

OCR may, on occasion, require further details of your sources prior to approval.



**History A (Schools History Project)****GCSE (Full Course) J415, Unit A953 Controlled Assessment  
Modern World programme of study proposal form**

This form must be submitted to OCR before you begin delivering the Historical Enquiry unit, and before 31 January in the year of entry.

Complete this form electronically and return it using either the 'Submit' button at the bottom or by saving and attaching to an email to [coursework.consultancy@ocr.org.uk](mailto:coursework.consultancy@ocr.org.uk).

**Centre Name****Centre Number****Staff Name****Position at centre****Contact email****Contact telephone**

Provide the task title in the box below.

Individual or event being studied:

Period of time covered:

**Overview of your proposed programme of study**

Outline the **scope and depth** of your proposed programme based on the information provided in the specification in section 3.1.2.

The programme **must** be wider than the task itself.

How many sources will your candidates be using?  
(This **must be 5 or more**).

Candidates must use a range of source types (**at least 3**).

Select all applicable sources being used and give brief details in the box provided.

Personal accounts

Pictorial representations

Historians' accounts

Cartoons

Media clips

Internet sites

Other

One of the sources above **must be contemporary** to the period being studied.

Identify which source(s) is/are contemporary.

I confirm that I believe that the collection of sources I have outlined will allow my candidates to access the full range of marks for this unit.

## Information and guidance

Complete all sections of the form electronically.

If you have any concerns about the suitability of any of your sources contact OCR for further guidance.

OCR may, on occasion, require further details of your sources prior to approval.







## YOUR CHECKLIST

Our aim is to provide you with all the information and support you need to deliver our specifications.

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- Book your inset training place online at [www.ocreventbooker.org.uk](http://www.ocreventbooker.org.uk)
- Learn more about active results at [www.ocr.org.uk/activeresults](http://www.ocr.org.uk/activeresults)
- Join our History social network community for teachers at [www.social.ocr.org.uk](http://www.social.ocr.org.uk)

## NEED MORE HELP?

Here's how to contact us for specialist advice:

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Online: <http://answers.ocr.org.uk>

Fax: **01223 552627**

Post: **Customer Contact Centre, OCR, Progress House,  
Westwood Business Park, Coventry CV4 8JQ**

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