Accredited

# Humanities

## OCR ADVANCED SUBSIDIARY GCE IN HUMANITIES
**H113**

## OCR ADVANCED GCE IN HUMANITIES
**H513**

## ACCREDITED SPECIFICATION

www.ocr.org.uk/humanities/alevel

OCR

## A UNIQUE NEW QUALIFICATION

**Engaging and inspiring, A Level Humanities encourages students to develop an interdisciplinary way of thinking – and the necessary knowledge, understanding and skills to achieve this.**

## JUST SOME OF THE REASONS TO OFFER A LEVEL HUMANITIES

- Students tackle complex issues which require an interdisciplinary and multi-faceted approach.
- They develop useful skills that are highly valued by employers and Higher Education (HE) alike, such as being able to analyse and evaluate materials in many different contexts.
- They learn how to interrogate, interpret and evaluate information to produce well-structured explanations supported by evidence from a variety of humanities and social sciences disciplines.
- The qualification includes an aesthetic element – using paintings, visual media and literature as sources of evidence.
- It considers your needs too. It's exciting to teach, has a specification with a detailed, clear and easy-to-understand format, and carefully planned support.

## WHO WILL IT SUIT?

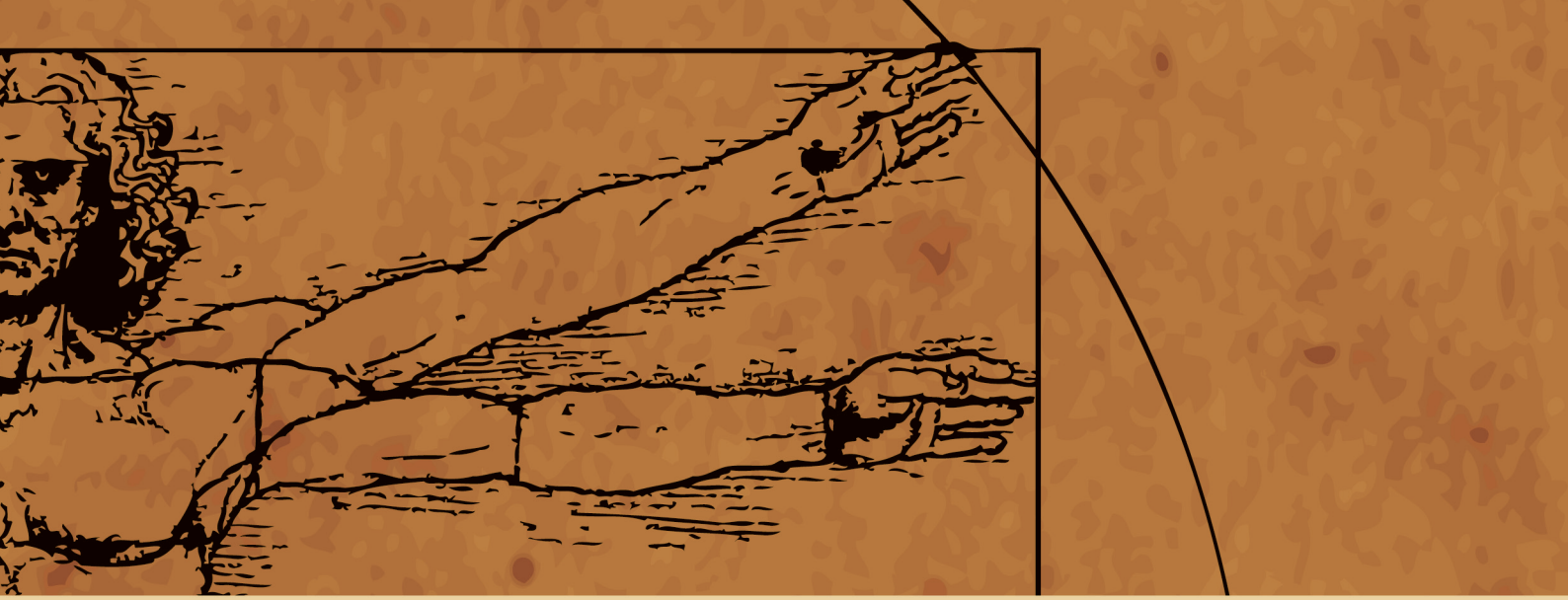
Students can move on to this A Level from a broad range of GCSE subjects, and it's a great choice for anyone who's looking to improve their:

- Ability to approach the analysis of topics in an interdisciplinary way
- Essay writing skills
- Research and enquiry skills
- Broad knowledge of topics within the humanities area.

In particular, it provides students studying Science and Maths with the breadth and vital writing skills needed for HE.

*"It's exciting to teach, has a specification with a detailed, clear and easy-to-understand format, and carefully planned support."*

**www.ocr.org.uk/humanities/alevel**



## A LEVEL HUMANITIES AT A GLANCE

In taking this qualification, students can develop their ability to:

- Analyse and evaluate evidence from a range of disciplines and sources in humanities and social sciences
- Develop analytical concepts with which to make sense of complex processes, issues or evolution of ideas
- Reach their own conclusions as to the quality of evidence presented
- Understand the difference between primary and secondary evidence
- Get to grips with the importance of relevance, credibility and reliability when evaluating evidence
- Understand both past and present as being shaped by both structural processes and human actions
- Develop historical imagination so they understand why certain debates/questions/phenomena were important at certain times
- Effectively present evidence-based conclusions on humanities and social sciences topics in a recognised academic format.

## SUPPORTING YOU ALL THE WAY

Together with teachers and other experts, we've developed a wide range of support to help you teach this specification with confidence.

Our essential free support materials includes:

- A glossary for each unit
- Schemes of work
- Specimen papers.

You can download the specification and all our support materials at **www.ocr.org.uk/humanities/alevel**

## HUMANITIES COMMUNITY

Join our social network community at **www.social.ocr.org.uk** where you can start discussions, ask questions and upload resources.

## OTHER SERVICES

OCR Interchange helps you carry out day-to-day administration functions online, quickly and easily. You can register and enter students online and gain immediate and free access to candidate information at your convenience.

## YOUR CHECKLIST

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

- ☑ Bookmark **www.ocr.org.uk/humanities/alevel**
- ☑ Register for regular updates at **www.ocr.org.uk/updates**
- ☑ Join our e-community for teachers at **www.social.ocr.org.uk**
- ☑ View our support materials at **www.ocr.org.uk/humanities/alevel**

## NEED MORE HELP?

Here's how to contact us for specialist advice

Phone: **01223 553998**

Email: **general.qualifications@ocr.org.uk**

Online: **http://answers.ocr.org.uk**

Fax: **01223 552627**

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

## WHAT TO DO NEXT

Become an approved OCR centre – if your centre is completely new to OCR and has not previously used us for any examinations, visit **www.ocr.org.uk/centreapproval** to become an approved OCR centre.

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Vertical black lines indicate a significant change to the previous printed version.

# 1 Introduction to GCE Humanities

## 1.1 Why choose GCE Humanities?

Building on the knowledge and skills developed in a range of GCSE studies, candidates studying for a GCE in Humanities are encouraged to approach the analysis of topics in an interdisciplinary way. They develop the ability to interrogate, interpret and evaluate a range of information in order to produce well-structured, reasoned explanations supported by evidence from a variety of disciplines across the range of humanities and social sciences.

Most areas of education are structured in terms of subject specialism and there is great strength in this approach. In reality however, most specialist disciplines recognise the contribution other disciplines can make. This qualification encourages candidates, whilst respecting the individual nature of each discipline, to move to an interdisciplinary way of thinking: knowledge, understanding and skills are developed using specific content from a range of humanities and social sciences disciplines, particularly history, geography, art/literature, economics, psychology, sociology, citizenship, government and politics, philosophy, religious studies and law.

The strength of this approach is that it addresses the fact that many issues, both in the past and in the present, involve a high degree of complexity. Candidates trying to make sense of these issues therefore benefit from having access to a broadly based set of skills and techniques. The humanities and social sciences provide precisely these kinds of analytical methods and skills, which are highly valued by employers and higher education alike.

Within each externally examined unit there are topics which define areas of substantive knowledge which candidates will need. The topics do not attempt to give a complete substantive knowledge base for each individual discipline. Rather they have been chosen as being especially suitable for the application of an interdisciplinary approach, using a variety of approaches and types of evidence.

At AS, candidates begin to build the skills of analysis and interpretation by working with defined content areas, dealing with a range of sources of evidence. The content enables candidates to explore aspects of today's society within a well-grounded framework of change through time.

As candidates progress to A2 they are expected to work with increasing independence. In G103 the approach is focussed on recent controversies which allows candidates to undertake their own research and apply their skills and knowledge to analysing complex issues. In G103 there is still a considerable role for direct teaching of the themes, and for teacher guidance, but a key learning outcome at this stage will be a growing independence of thought and ability to apply enquiry skills with minimal support, culminating in the completion of an independently-driven research enquiry in G104.


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## 1.2 Overview of GCE Humanities

### AS units

**Unit 1 - G101**

***Human Society and the Natural World***

50% AS, 25% A2 of the qualification

1 hour 30 minutes written paper
80 marks

+

**Unit 2 - G102**

***People, Community and Power***

50% AS, 25% A2 of the qualification

1 hour 30 minutes written paper
80 marks

### A2 units

**Unit 3 - G103**

***International and Global Controversies***

25% A2 of the qualification

1 hour 30 minutes written paper
80 marks

+

**Unit 4 - G104**

***Interdisciplinary Skills Research Enquiry***

25% A2 of the qualification

Internally assessed – 4000 words
80 marks


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## 1.3 Aims and learning outcomes

Through the study of this qualification candidates will develop their ability to:

- develop analytical concepts with which to make sense of complex processes, issues or the evolution of ideas
- apply relevant knowledge and understanding to reach their own conclusions as to the validity and coherence of evidence presented
- understand the significance of the difference between primary and secondary evidence
- understand the concepts of relevance, credibility and reliability as applied to the evaluation of evidence
- apply the skills of analysis and evaluation critically to evidence and sources from a range of disciplines within the humanities and social sciences
- interrogate evidence rigorously and test the conclusions drawn from it
- gain an understanding of both past and present as being shaped by natural events, structural processes and human agency
- understand that a diversity of actors, institutions and ideologies is intrinsic to the social/political process
- develop historical imagination so that they understand why certain debates/questions/phenomena were important at certain times
- present evidence-based conclusions clearly, cogently and rigorously on a range of humanities and social sciences topics in a recognised academic format
- use and appropriately reference sources including quoting from the work of other authors avoiding plagiarism.

Studying GCE Humanities will:

- allow progression from a broad range of GCSE humanities and social sciences qualifications
- promote an interdisciplinary and multi-faceted approach to complex questions where techniques from a range of disciplines are applicable, as part of a holistic intellectual approach
- offer a qualification that allows candidates to retain breadth in their study
- develop useful transferable skills such as the ability to analyse and evaluate a wide range of materials in a wide range of different contexts – skills which are highly valued by employers and HE alike
- allow candidates to develop some wide ranging and relevant subject specific knowledge across a broadly based disciplinary footprint.


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## 1.4 Skills developed by the qualification

Candidates following the whole qualification will develop all of these skills. Within each unit particular skills are developed and these are indicated in the overviews.

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

## 1.5 Embedding the interdisciplinary approach

At the start of the AS course it may be helpful to work with candidates on a particular example of a process or event and examine it through a number of 'lenses'. For example, candidates could examine the building of a factory in their local area during the Industrial Revolution, or more recently. They could explore the reasons for the building of that factory and its impact on the local area as historians, geographers, economists, demographers, psychologists, sociologists and so on. This use of different 'lenses' to approach the analysis could help them to understand the wide range of approaches which different disciplines can contribute to exploring a multi-dimensional situation.

## 1.6 Prior learning

No prior knowledge of the subject is required. It is recommended that candidates have attained communication and literacy skills at a level equivalent to GCSE Grade C in English; and numeracy skills at a level equivalent to GCSE Grade C in Mathematics.

## 1.7 Guided learning hours

AS GCE Humanities requires **180** guided learning hours in total.

Advanced GCE Humanities requires **360** guided learning hours in total.

# 2 User content

## 2.1 Summary of content AS units

### Unit G101: *Human Society and the Natural World*

Themes:

- Industrialisation and Urbanisation
- Contact with Nature and the Aesthetic Response to the Natural World
- Natural Resource Depletion, Ecological Damage and Environmental Crisis
- Sustainability

### Unit G102: *People, Community and Power*

Themes:

- Conflict and Coexistence
- Social Movements, Democracy and Power
- Rights, Responsibilities and Justice in Democratic Societies
- Communication and Social Interaction

## 2.2 Summary of content A2 units

### Unit G103: *International and Global Controversies*

Themes:

- Inequalities in Living Standards
- Culture, Media and Identity
- Power, Control and Conflict
- Religion, Ethics and Society

### Unit G104: *Interdisciplinary Skills Research Enquiry*

Candidates will produce a research enquiry which must have an **interdisciplinary approach**. The enquiry may have a local focus but should be placed within a broader context which may be regional, national or international.


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## 2.3 AS unit G101: *Human Society and the Natural World*

### Aims of the unit

This unit is about the way human society and the natural world inter-relate. It explores: changes that human society has made to the natural world; ways that environment has influenced man; attempts to recognise the importance of the natural world and to act appropriately in order to retain the natural heritage.

### Themes

- Industrialisation and Urbanisation
- Contact with Nature and the Aesthetic Response to the Natural World
- Natural Resource Depletion, Ecological Damage and Environmental Crisis
- Sustainability

### Study areas

The unit has an historical dimension starting in the late 18th century with the Industrial Revolution in Britain. Industrialisation followed similar patterns in other countries during the 19th and 20th centuries. 'Industrialisation […] shifted people away from working the land in agricultural settings and urbanisation […] led to larger human settlements that generated living environments largely divorced from natural things' Anthony Giddens (2009) *Sociology* Polity p.157. The significance of technology was a key factor as industrialisation progressed and underpins changes associated with, and following, the Industrial Revolution.

In parallel with this is the aesthetic response to the changed relationship between human society and the natural environment. The recognition of the natural world and its importance is reflected in artistic works and different lifestyles. Different perspectives on human society and the natural world include religious teachings with an eco-centric focus and the importance of the natural world in both practical and aesthetic terms.

By the mid 20th century there was an increasing understanding of the impact of human society on the natural world. Doom laden predictions alongside optimism linked to advances in science and technology led to a range of viewpoints and actions. Environmental awareness on an international scale has led to written publications, international conferences, national and international conservation movements. There is also interest at a local level. Opposing views champion progress with less regard for the natural environment with science and technology acting as the medium to facilitate change and ameliorate damage.

The latter part of the 20th century and the early years of the 21st century have seen increased understanding of global changes in the natural environment with rapid technological changes, for example in global communications, making a significant contribution to this. This has led to research, international protocols, financial incentives and controls in attempts to manage the situation, with sustainability frequently cited as the desired outcome. International co-operation alongside recognition of differences (related to development, wealth, society and culture) has been challenging. However, sustainable initiatives at a local scale continue to grow.


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**Teaching this unit**

Conceptually this unit is based on an understanding of changes taking place through a period of time. It also involves some degree of spatial awareness with studies ranging in scale from local to global. There are links between this unit and unit G102 which will need to be made apparent to candidates to promote coherence in learning.

A wide range of skills will be needed to study this unit. Candidates will need to:

- understand the uses of qualitative research material (e.g. participant observation, personal experience, oral histories, structured interviews, observation, documentary sources, visual sources, audio material) in exploring questions and formulating explanations

- understand a range of quantitative techniques used to collect and interpret data (e.g. data collection methodology, statistical measures and analytical techniques).

The unit will particularly develop skills 3, 4, 5, 6, 7 and 8 listed on page 7. As assessment will be through questions based on previously unseen sources, it will be especially important for candidates to become confident in analysing and evaluating source material in the light of subject specific knowledge.

**The function of expanded content**

The specification is arranged around key ideas which appear in the 'Key concepts, ideas and terms' column. This gives the emphasis and focus of what candidates need to learn. The expanded content is designed to provide material suitable for teaching the concepts, and it also forms the context in which the concepts will be examined.


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## Theme 1 – Industrialisation and Urbanisation

| Topic | Key concepts, ideas and terms | Expanded content |
|---|---|---|
| How the Industrial Revolution in the United Kingdom affected society's relationship with nature. | Industrialisation contributed to rapid change and destruction in the natural world. | Definition of the Industrial Revolution:<br>A mechanised factory system which produced vast quantities at diminishing costs and, over time, was no longer dependent on existing demand, but created its own market. |
| | Factors of production.<br><br>Mechanisation.<br><br>Division of labour.<br>Labour supply.<br><br>Competition. | Factors of production:<br>• capital — machinery, inventions including the factory<br>• labour — labour supply, divisions of labour<br>• land — resources e.g. water, coal, iron<br>• entrepreneurship — innovation, risk-taking and profit. |
| | The key features of the Industrial Revolution.<br><br>Factories not workshops.<br><br>Impact of industrialisation. | Key features of the Industrial Revolution in the United Kingdom:<br>• scale — from small local beginnings to international companies<br>• rate of change — constant technological improvement drove rapid change<br>• high intensity of production and trade (national and international)<br>• new transport systems — canal — railway — ships<br>• growth of capitalism — implications for the natural world.<br><br>Case studies such as the Lower Swansea Valley; the Steel Industry in North Lincolnshire with regard to:<br>• exploitation of land, water, air<br>• pollution<br>• destruction of nature<br>• depletion of resources. |


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| Topic | Key concepts, ideas and terms | Expanded content |
|---|---|---|
| Urbanisation in 19th century United Kingdom. | The Industrial Revolution was accompanied by unprecedented urbanisation. | Key factors that led to urban growth:<br>• late 18th and 19th century population growth<br>• rural change — farming technology and decline of labour requirements; land ownership/tenancy changes; enclosures<br>• demand for labour in factories.<br><br>Development of industrial towns:<br>• from villages<br>• from existing towns<br>• conurbations grew as settlements coalesced. |
| | Rapid urbanisation had significant and immediate social, environmental and economic consequences. | Possible examples to illustrate the process of urbanisation and its impact on the natural world:<br>• Birmingham and the 'Black Country'<br>• London<br>• Manchester<br>• Newcastle and Tyneside<br>• West Yorkshire<br>• Glasgow<br>• Dundee<br>• Cardiff and the Valleys.<br><br>Social, environmental and economic consequences:<br>• impact on rural areas<br>• characteristics of industrial towns and cities including physical, economic and social/cultural characteristics. |


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## Theme 2 – Contact with Nature and the Aesthetic response to the Natural World

| Topic | Key concepts, ideas and terms | Expanded content |
|---|---|---|
| The effect of industrialisation and urbanisation in terms of everyday contact with nature. | Industrialisation and urbanisation has led to many people being estranged from natural cycles. | Natural cycles:<br>• seasons — effect on weather, daylight, availability of food and water<br>• cycles of arable farming and animal husbandry such as farming year, changing work patterns, outdoor work, community activities reflecting farming year such as harvest supper<br>• dependence on nature due to weather, pests, diseases, blight. |
| | Effects of this separation from nature. Changes in food. | Changes related to urbanisation:<br>• different diet<br>• reliance on market (money) for food rather than growing own food<br>• medium scale/large scale suppliers of food replace home/local produce.<br><br>21st century food supplies:<br>• 'natural' or 'unnatural'<br>• 'processed' or 'fresh'.<br><br>Knowledge of examples reflecting these changes. |
| | Continuing human need for space/ countryside. | Lifestyle choices linked to the human need for links with the natural world such as:<br>• the arts and crafts movement of the 19th and early 20th century in Britain<br>• 20th century communes/green living<br>• 20th century movement of some city people from urban to rural living<br>• leisure and recreation for urban dwellers in open spaces (rural areas, parks etc.) from the start of the 20th century. |


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| Topic | Key concepts, ideas and terms | Expanded content |
|---|---|---|
| How the natural world and people's relationship with it is understood and expressed. | The value of the natural world as a source of emotional and spiritual fulfilment. | Qualities of the natural world that people value:<br>• emotional<br>• spiritual<br>• aesthetic<br>and how these values are expressed in different creative responses in the arts, media and literature. |
| | The power of the natural world to inspire artistic creativity in a range of expressive forms. | Examples of creative work in which authors/artists express their attitudes to the natural world from:<br><br>Arts and media:<br>• visual — rural and urban landscape painting, photography, films landscape gardening and parks, botanic gardens, botanical painting<br>• music — popular music, 'pastoral' music, tone poems, folk music<br>• media — nature programmes focussing on the power of the natural world and its beauty, films/videos/photography, journalism, internet.<br><br>Literature:<br>• writings that describe the natural world, the importance of the natural world, man's interaction with the natural world, the way the natural world affects the senses; movements such as romanticism. |
| | Creative works as sources of evidence. | How reliable creative works are as sources of evidence. The influence of:<br>• purpose of the work<br>• values/attitudes of the author/artist. |
| | Religious beliefs and spiritual ideas that describe human society's relationship with and understanding of the natural world. | Ideas and beliefs which explain the importance of the natural world such as:<br>• religious teachings (such as the environment as a gift from God)<br>• conservation ethics<br>• deep ecology<br>• Lovelock's, 'Gaia hypothesis'<br>• eco-holism. |


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## Theme 3 – Natural Resource Depletion, Ecological Damage and Environmental Crisis

| Topic | Key concepts, ideas and terms | Expanded content |
|---|---|---|
| Changing attitudes to the natural world. | Increasing awareness of the environment has changed human perspectives and approaches over the last 200 years. | Evidence of changes in the perception of the man-environment balance, reflected in human actions from the mid 19th to early 21st centuries.<br><br>Shifts over time:<br>• industrialisation to environmental regeneration/conservation<br>• environmental exploitation to environmental protection<br>• recognition/perception of risk to the natural world through human activities — different attitudes in the early 19th century and in the 21st century. |
| | Population - resource balance.<br><br>Carrying capacity of natural systems.<br><br>Predictions of environmental apocalypse.<br><br>Environmental destruction.<br><br>Understanding whether there is justification for forecasts of ultimate doom for human society. | Understanding the evidence for ecological and environmental damage:<br>• documentation of trends by UN, national governments, NGOs and the scientific community<br>• demographic projections and consequences (population policies)<br>• finite/diminishing resources (food, fuel)<br>• fossil fuels — emissions and consequences (global warming/climate change).<br><br>Examples of results and predicted results of human society's interaction with the natural world:<br>• famine, despite the absence of a global food shortage<br>• water, land and air pollution<br>• depletion of fish stocks<br>• the destruction of habitats<br>• loss of biodiversity<br>• species extinction and decline (statistics from UN reports)<br>• deforestation<br>• desertification<br>• climate change and the predicted collapse of basic environmental services. |


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| Topic | Key concepts, ideas and terms | Expanded content |
|---|---|---|
| | Attitudes to risk. | How people perceive and accommodate known risks in their lives:<br>• weighing up research outcomes<br>• containment measures<br>• technological responses, health and safety legislation<br>• rationalising, ignoring or mis-perceiving risk. |
| | Strategic planning at different scales. | Strategies to cope with environmental risk such as:<br>• international agreements (e.g. The Kyoto protocol, an international agreement to cut greenhouse gas emissions)<br>• national political strategies (e.g. China's one child policy, to limit population growth)<br>• regional protection strategies (e.g. North Sea coastal protection in Netherlands or England). |
| Responses to an increasing awareness of environmental issues. | Fostering values and practices that encourage awareness of the natural world.<br><br>Environmental activism.<br><br><br><br>Environmental protection.<br><br>Environmental conservation. | Awareness of the natural world can be achieved through:<br>• political parties (e.g. Ecology party — Green party)<br>• work of individuals (e.g. David Attenborough, Jonathan Porritt)<br>• work of small/local groups (e.g. local environmental groups)<br>• organisations (e.g. non-government organisations (NGOs) such as WWF).<br><br>Ways of promoting protection of the countryside in the United Kingdom:<br>• national parks (e.g. Brecon Beacons)<br>• areas of outstanding natural beauty (e.g. Mourne)<br>• nature reserves (e.g. Kinder Scout)<br>• sites of special scientific interest (e.g. Allscott settling ponds). |


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## Theme 4 – Sustainability

| Topic | Key concepts, ideas and terms | Expanded content |
|---|---|---|
| Sustainable development and inter-generational justice. | Sustainable development.<br><br>Inter-generational justice:<br>• heritage<br>• inheritance.<br><br>The moral dilemma. | Definition of sustainable development: 'meeting the needs of the present without compromising the ability of future generations to meet their own needs'.<br><br>Impact of The Brundtland Report 1987, 'Our common future':<br>• focus on sustainable development<br>• equity and justice within and between generations<br>• a shared understanding of the long-term goals for human life on earth<br>• led to the 1992 Earth Summit in Rio de Janeiro and the UN Commission on sustainable development.<br><br>The moral dilemma derives from a potential conflict between achieving sustainable development and economic development (plus an acceptable standard of living). |
| | Demands of the economy, society and the environment must be balanced against each other.<br><br>Environmental cost versus material benefits. | Factors that affect sustainability include:<br>• level of development (e.g. UK compared with Kenya)<br>• population size/growth rate compared with available resources (e.g. England in the early 19th century compared with England in the 21st century).<br><br>Economic success and how it is defined: measures of economic success such as GNP/GDP may no longer be as useful as measures related to environmental targets. |
| | Human society may have to rethink its needs by looking at consumerism, well-being and sustainability in the long and short term.<br><br>Consumerism.<br><br>Wellbeing/quality of life. | Debates:<br>• the compatibility of sustainable development with human expectations for a good quality of life<br>• food supplies and sustainability illustrated by the percentage of income spent on food; resource inputs in different foods; factory farming/GM<br>• conservation of wildlife/habitats and impact on food production<br>• use of food growing areas for other 'green' uses (e.g. biofuels). |


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| Topic | Key concepts, ideas and terms | Expanded content |
|---|---|---|
| Sustainability at different scales. | Carbon emissions. | Action to control carbon emissions:<br>• intergovernmental responses: Kyoto, Copenhagen<br>• debates over international/global responsibilities<br>• measures — Carbon footprints; targets for reducing emissions<br>• legislation; carbon trading. |
| | Population change. | Impact of fast population growth on sustainable development<br>• national growth rates<br>• overpopulation/under population. |
| | Waste disposal and recycling. | Rethinking what we do with waste:<br>• recycling schemes in the UK<br>• landfill — UK landfill directive<br>• EU legislation on waste<br>• recycling targets and the use of penalties including impact on local councils. |
| | Environmental citizenship.<br><br>Focus of learning — the variety of ways that people can individually be involved in sustainability. | Sustainability at a local level is underpinned by legislation including Code for Sustainable Homes; Sustainable Communities Act.<br><br>Examples:<br>• local initiatives: preschool/school based activities, changes in urban park design and management, citizen/neighbourhood garden use schemes<br>• food supplies: local sourcing, city farms, guerrilla gardening, school/communal vegetable gardens, promoting access to allotments<br>• energy: energy saving (taking advantage of grants to homes and businesses), off-grid energy supply, renewable energy at a local scale, zero carbon homes. |


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## 2.4 AS unit G102: *People, Community and Power*

### Aims of the unit

The idea of a 'natural' fit between an ethnically homogeneous nation and a national territory is a recent notion in historical terms. The concept of the nation state, with a shared national culture, arose in the 18th and 19th centuries. In contemporary societies religious and ethnic diversity is regarded as the norm. Both of these situations are the result of complex historical processes which are explored in this unit.

### Themes

- Conflict and Coexistence
- Social Movements, Democracy and Power
- Rights, Responsibilities and Justice in Democratic Societies
- Communication and Social Interaction

### Study areas

This unit starts within the origins of nation states, and the processes which have shaped the national boundaries which we see today. This leads to consideration of the phenomenon of nationalism, and the ways in which conflicts between these nation states can be resolved. The final section of this theme considers the diverse nature of current society, historically rooted as it is, and the ways in which peace can be fostered between different groups.

The second theme traces the rise and progress of the social movements which have spread and deepened democracy, starting with universal suffrage and the rise of the trade union movement. The theme then considers prejudice and discrimination more widely, before turning to the struggles against authoritarian regimes and the gradual spread of democracy.

This leads to a third theme exploring the nature of contemporary democracy, and the balancing of rights and responsibilities in modern democratic societies, focussing on the United Kingdom. The theme continues by considering citizens' and governmental responsibilities as the backdrop for an examination of socio-economic inequalities and equality before the law.

The final theme focuses on changing patterns of social interaction with particular reference to the media and pressure groups. The effects of modern communications on the interaction between citizen and state are explored, as well as tensions between principles such as the right to individual privacy versus the right to freedom of the press.

### Teaching this unit

Conceptually this unit is based on an understanding of changes taking place through a period of time. There are links between this unit and unit G101 which will need to be made apparent to candidates to promote coherence in learning.


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A wide range of skills will be needed to study this unit. Candidates will need to:

- understand the uses of qualitative research material (e.g. participant observation, personal experience, oral histories, structured interviews, observation, documentary sources, visual sources, audio material) in exploring questions and formulating explanations
- understand a range of quantitative techniques used to collect and interpret data (e.g. data collection methodology, statistical measures and analytical techniques).

The unit will particularly develop skills 3, 4, 5, 6, 7 and 8 listed on page 7. As assessment will be through questions based on previously unseen sources it will be especially important for candidates to become confident in analysing and evaluating source material in the light of subject specific knowledge.

**The function of expanded content**

The specification is arranged around key ideas which appear in the 'Key concepts, ideas and terms' column. This gives the emphasis and focus of what candidates need to learn. The expanded content is designed to provide material suitable for teaching the concepts, and it also forms the context in which the concepts will be examined.


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## Theme 1 – Conflict and Coexistence

| Topic | Key concepts, ideas and terms | Expanded content |
|---|---|---|
| How nation states emerged and their relationship with conflict. | The origins of the political concepts we use today.<br><br>Nation State.<br><br>Republic.<br><br>Self-determination.<br><br>Monarchy. | Key ideas from the American and French Revolutions of:<br>• nation<br>• republicanism<br>• self-determination<br>• role of Monarchy.<br><br>There is no need for candidates to know the detailed history of these revolutions. The focus of learning is on understanding the concepts listed. |
| | Why the processes of nation state formation can result from or result in conflict.<br><br>Unification.<br><br>Decolonisation.<br><br>Secession.<br><br>Sovereignty.<br><br>Nationalism. | Ways in which nation states can be formed. Examples are:<br><br>19th century unifications in Europe: Germany or Italy where groups of disparate independent states united following earlier conflicts.<br><br>Decolonisation in Africa or Asia after World War II: struggles for independence.<br><br>The secession of independent states which had maintained some national autonomy from the Soviet Union in the 1980s/90s used as a means of ending conflict.<br><br>The focus of learning is on the process of nation state formation, and its relationship with conflict, not the specific detail of examples.<br><br>How nation states foster national identity (e.g. flags, national anthems, standardisation of laws). |


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| Topic | Key concepts, ideas and terms | Expanded content |
|---|---|---|
| Fostering peace between and within nation states. | The organisations that have grown up to foster peace and co-operation.<br><br>Supra-national institutions.<br><br>United Nations.<br><br>European Community. | The role and functions of supra-national institutions.<br><br>• The United Nations — recognition of borders, territories, dispute resolving mechanisms, mechanisms for securing international consensus, peace-keeping-forces. Intergovernmental organisations.<br><br>• The European Union: pan-European policies. |
| | Origins of diversity within modern nation states.<br><br>Diversity.<br><br>Devolution.<br><br>Secularism.<br><br>Multi-culturalism. | Examples of historical processes leading to diversity:<br>• slavery (e.g. USA)<br>• settler migrations (e.g. South Africa)<br>• post war labour shortages (e.g. UK).<br>Candidates do not need detailed knowledge of these examples.<br><br>Ideas which have been used to foster peaceful co-existence and reduce conflict:<br>• devolution (e.g. UK, Spain, Switzerland — to allow a degree of autonomy)<br>• secularist states (e.g. France and US, India — to remove religious conflict)<br>• multi-culturalism: state recognition and provision for ethnic, religious, and linguistic diversity.<br>The focus is on the process, not the detail. |


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## Theme 2 – Social Movements, Democracy and Power

| Topic | Key concepts, ideas and terms | Expanded content |
|---|---|---|
| Struggles against prejudice and discrimination in the law and society. | How people come together to institute change.<br><br>Universal suffrage: fight against restrictions on the vote by property, literacy, gender, and age.<br><br>Suffragettes.<br><br>Workers' movements.<br><br>Trade unions. | Aims, actions and impact of major UK movements for political reform and inclusion in 19th century and early 20th century:<br><br>• first wave feminism and the Suffragettes<br>• workers' movements such as Chartists<br>• formation of trade unions. |
| | Social movements which succeeded in bringing about change.<br><br>Civil rights.<br><br>Feminism.<br><br>Discrimination.<br><br>Prejudice. | Aims, actions and impact of social movements in the 1960s and 1970s:<br><br>• the civil rights movement in the US<br>• 2nd wave feminist/women's movements<br>• gay/lesbian movement<br>• disability rights movement.<br><br>Learning should focus on an overview of the impact of these movements linked to the key concepts and bringing about change, not on a detailed history. |


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| Topic | Key concepts, ideas and terms | Expanded content |
|---|---|---|
| Democracy vs authoritarian regimes. | What is meant by an authoritarian regime.<br><br>Authoritarian regimes. | Key characteristics of authoritarian regimes:<br><br>• concentration of power in elites<br>• control of state (the police, army, judiciary) and the media<br>• token elections<br>• outlawing of opposition parties, trade unions and other political groups<br>• use of surveillance and repression (including internal exile, assassination, disappearances, torture, arbitrary arrest and imprisonment). |
| | Growing opposition to authoritarian regimes from the 20th century onwards.<br><br>Human rights.<br><br>Dissidents.<br><br>Political prisoners. | The struggle against authoritarian regimes.<br><br>Establishment of NGOs to support dissidents and political prisoners in authoritarian regimes (e.g. Amnesty International founded 1962).<br><br>Trends of increased numbers of NGOs supporting human rights (link to theme 3).<br><br>Examples of movements opposing authoritarian regimes:<br>• dissidents in the Soviet Union<br>• solidarity and the Catholic Church in Poland<br>• the Mother's Movements in Latin America e.g. Argentina.<br><br>Impact of new digital technologies in opposing authoritarian regimes (e.g. China (link to theme 4)). |


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## Theme 3 – Rights, Responsibilities and Justice in Democratic Societies

| Topic | Key concepts, ideas and terms | Expanded content |
|---|---|---|
| Upholding rights in a democratic society. | Human rights. | Human rights as enshrined in:<br>• Universal Declaration of Human Rights<br>• International regulation e.g. UN High Commissioner for Human Rights<br>• Human Rights Act 1998<br>• European Convention on Human Rights<br>• European Court of Human Rights — effect on UK law. |
| Different types of democracy. | Direct democracy.<br><br>Representative democracy. | Arguments for and against:<br>• direct democracy — decision-making communally by all members of a polity or organisation (either by consensus-building or vote) possible in small-scale societies/organisations such as co-operatives, but also through referenda in large-scale societies<br><br>• representative democracy — decisions affecting a community are not taken by its members, but by people elected for this purpose via party systems and Parliamentary and Presidential systems etc. |
| Citizens' and government's responsibilities. | | Citizens' responsibilities include:<br>• voting<br>• Jury service<br>• act within the law and pay taxes.<br><br>Do citizens have a moral duty to vote?<br>What are the advantages and disadvantages of voluntary and compulsory voting?<br><br>Government responsibilities include:<br>• raising taxation and providing services<br>• providing accessible justice — place of legal aid and the jury system<br>• handling international relations. |


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| Topic | Key concepts, ideas and terms | Expanded content |
|---|---|---|
| Socio-economic inequalities. | Social democratic.<br>Libertarian/neoliberal.<br><br>Veil of ignorance. | Two views on whether taxes should be used to pay for universal welfare services based on different models of human nature:<br>• social democratic (e.g. Sweden, UK post-war)<br>• libertarian/neoliberal (e.g. USA).<br><br>John Rawls, the 'veil of ignorance' as a way of considering the fairness of society.<br><br>J S Mill idea of 'non-harm'. |


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## Theme 4 – Communication and Social Interaction

| Topic | Key concepts, ideas and terms | Expanded content |
|---|---|---|
| Conflicting rights and freedoms in social interaction in an international context. | Striking a balance between competing interests in society. | |
| | Non-harm.<br>Precautionary principle. | J S Mill and the principle of non-harm and the precautionary principle. |
| | Freedom of the press.<br>Freedom of information. | Freedom of the press and freedom of information vs the right to a fair trial (contempt of court). |
| | Right to a fair trial.<br>Right to privacy. | Enshrining of rights in Human Rights Act (e.g. right to freedom of speech).<br><br>Right to individual privacy vs freedom of the press and information. |
| | Civil liberties.<br>National security. | Civil liberties vs state surveillance and national security. |
| | Means of social control in an international context. | |
| | Public opinion. | Public opinion (e.g. adverse reactions to offensive material/violence in films/ material offensive to religious beliefs). |
| | Self-regulation. | Self regulation (e.g. Press Complaints Commission in the UK). |
| | Regulation. | Legal controls:<br>• privacy law/use of injunctions to prevent publication<br>• laws on defamation<br>• laws on obscenity — examples of famous literary trials (e.g. *Lady Chatterley, The Romans in Britain*). |
| | Censorship. | Direct Censorship:<br>• D notices in the UK<br>• state control of the media. |


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| Topic | Key concepts, ideas and terms | Expanded content |
|---|---|---|
| Changing patterns of technology and social interaction. | How advances in technology have affected human behaviour in an international context. | |
| | Citizen journalist. | Recent changes in behaviour related to communication technology:<br>• mobile technologies and changing behaviour in public space<br>• changing relationship between journalist and audience<br>• rise of citizen journalists — issues of who checks content for accuracy, quality, legality. Availability of information vs reliability. |
| | Public interest. | Role of communication technology in relation to:<br>• news (e.g. 24 hour TV news)<br>• investigative work (e.g. exposing negative/criminal behaviour)<br>• promoting views/opinions<br>• disseminating political propaganda<br>• advertising.<br>How far this is in the public interest. |
| | Pressure groups. | Use of technology by pressure groups (e.g. internet to disseminate information). |



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## 2.5 A2 unit G103: *International and Global Controversies*

### Aims of the unit

This unit is about analysing the nature of recent global controversies, reviewing evidence from across a range of disciplines which challenges or supports particular views. The focus is international, with a time frame of the last 25 years.

The unit will develop:

- candidates' intellectual curiosity about current global issues
- the skills and attributes of working independently
- the ability to consider different sides of controversies objectively and to select and analyse relevant evidence from across a range of academic disciplines
- the ability to construct a reasoned argument and reach independent substantiated conclusions
- essay writing skills to present arguments and findings in a clear, coherent way.

### Controversy themes

This is a synoptic unit. Candidates need to recognise the links between different areas of controversy. There will be questions covering each of the following four themes in each examination. Questions will have an international or global focus and may include issues derived from more than one of the controversies within a theme.

### Themes

- Inequalities in Living Standards
- Culture, Media and Identity
- Power, Control and Conflict
- Religion, Ethics and Society

### Teaching this unit

All the topics can be studied with reference to the following key questions:

- What is the current situation?
- Why is this happening?
- What, if any, action needs to be taken?

The unit will contribute especially to the development of Skills 3, 4, 5, 6 and 7 and the written aspects of Skill 9 listed on page 7.


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The examination will require candidates to write **two essays, from a choice of four questions** addressing each of the different controversy themes. Candidates should be prepared to support the arguments and conclusions expressed in their essays using evidence derived from carrying out independent, interdisciplinary research and thorough knowledge and understanding of issues derived from the course. Candidates are expected to use research material and sources already in existence, rather than primary data collection.

Questions will be phrased in an open way which allows candidates to demonstrate knowledge and understanding from a wide range of possible areas.

Teachers can support candidates by offering:

- training in research methods and guidance on potential sources of evidence
- taught content on the background to each controversy
- training in developing an objective approach to different sides of debates and analytical reasoning
- training and practice in writing well-structured academic essays within a time constraint.


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## Controversy Theme 1 – Inequalities in Living Standards

| Controversy area | Scope of the controversy | Expanded content |
|---|---|---|
| Inequalities in wealth. | Global contrasts in wealth.<br><br>There is often a wide disparity between rich and poor nations. What are the nature, causes and consequences of disparities of income/wealth; are there any measures which would address them, and is there any real will to do so? | Areas to consider:<br>• incidence and effects of disparities in income/wealth between nations<br>• factors which give rise to disparities of income/wealth between nations (e.g. differences in balance of economic power and how these have developed)<br>• impact of international aid, loans, debt and fair trade issues on income/wealth of giving/receiving nations and their effectiveness in reducing disparities<br>• whether the developed world is really committed to reducing disparities or if, in reality, its main priority is serving its own interests to the detriment of economically weaker nations. |
| Inequalities in health. | Global contrasts in health.<br><br>In terms of health and longevity, life chances vary dramatically across the world. What are the causes of this? What can/should be done, who should be responsible and what are the chances of success? | Areas to consider:<br>• the overall contrast in health standards and life expectancy between countries in the developed and developing world<br>• the various factors which affect health and life expectancy (especially child mortality), including:<br>– sanitation<br>– access to clean water<br>– adequate and safe nutrition<br>– access to medical care/availability and affordability of medicines<br>• what can/should be done to resolve poor health and high mortality and where does the responsibility lie (national self-help, international government aid, charitable work, commercial philanthropy etc.) and what is the likelihood that disparities will be reduced. |


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## Controversy Theme 2 – Culture, Media and Identity

| Controversy area | Scope of the controversy | Expanded content |
|---|---|---|
| Influence and activities of global media monopolies. | The influence of international media empires on society.<br><br>The 21st century is an age of unprecedented levels of communication of all kinds. What are the objectives and effects of the international media? Does mass communication supported by the various media empires benefit human society or divide and subvert it? | Areas to consider:<br>• moulding/subversion of public opinion by dominant media giants vs wide range of attitudes expressed and promoted<br>• intrusive behaviour of international media vs individual privacy (interests of the public vs the public interest)<br>• the effects of exposure to 24 hour continuous news reporting — benefits in terms of raising awareness/empathy (e.g. galvanising action on natural disasters) vs generating complacency/apathy through over-reporting or creating undue panic (e.g. stock market crashes)<br>• reactions to the media and spread of ideas which may be seen as subversive by some (e.g. China's attempts to block internet, religious backlash to perceived blasphemy, demonization of tabloid journalists and paparazzi)<br>• whether the international media is of overall benefit to society in terms of serving humanitarian interests/exposing wrongs or whether it is self-serving and propagates ideas which cause conflict and division. |
| Globalisation, cultural heritage and identity. | The homogenisation of identity and culture.<br><br>Is it possible to retain regional/national identities in an increasingly globalised society? What threats exist to particular cultures and values? What reaction do people have to perceived threats to their national/cultural identity, ways of life or sporting heritages? Is national/regional identity something that should be protected and is this now being recognised? | Areas to consider:<br>• both overt and covert attempts to spread political/economic systems and values (spread of democratic systems and capitalism/collapse of communism and the effectiveness of resistance to perceived imperialism and the erosion of national political/economic identity (e.g. Cuba, China))<br>• effects on minority cultures of globalisation (changing way of life for Inuit and similar minority groups) and the effectiveness of any resistance to change (e.g. adoption/rejection of modern technology, sustainability of traditional ways of life in the face of global interests (e.g. resource extraction/depletion))<br>• effects on sporting heritages of global commercialisation/sponsorship — selective media coverage (to detriment of minority/uncommercial sports?), professionalisation, (over) payment of stars, use of performance enhancing drugs<br>• whether there is evidence of changing attitudes towards the preservation of national and minority cultures — valuing diversity. |



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## Controversy Theme 3 – Power, Control and Conflict

| Controversy area | Scope of the controversy | Expanded content |
|---|---|---|
| International trade and its regulation. | The extent to which free trade can be self-regulating and the issue of fairness in trading relationships.<br><br>The concept of 'free trade' can be contentious. Some would argue that international trade is naturally self-regulatory through market mechanisms but do market mechanisms work in practice? Does the inherent disparity in power between trading nations mean that there must be regulation? Can fair trade be achieved even in a regulated market? | Areas to consider:<br>• the theory behind 'free trade' as a self-regulating mechanism operating through self-interest in the marketplace<br>• the extent to which 'real world' evidence supports the theory including the concept of market failure, its consequences and the issue of who benefits, or otherwise, from unregulated trade<br>• whether nations which espouse the benefits of free trade actually practise it and whether regulation is, in reality, essential<br>• the aims and effectiveness of regulation such as WTO activity, fair trade policies, protectionist measures (tariffs, quotas etc.)<br>• whether fair trade operates effectively in any market. |
| The nature and operation of international political influence and control. | The ethics behind attempts by some nations to exert influence on others.<br><br>The notion of the sovereign state is deeply engrained in political philosophy. Are there any good reasons for nations to intervene in the affairs of other sovereign states? What forms has intervention taken and how far have such measures been effective, principled and justifiable? | Areas to consider:<br>• Legitimacy of reasons/justifications for intervention such as:<br>– disseminating desirable systems of government or preventing the spread of other systems<br>– protection of economic interests<br>– protection of humanitarian interests<br>– protection of political interests/national security/international stability<br>– protection of religious interests.<br><br>• Use and effectiveness of:<br>– diplomacy/campaigning/political activity (negotiation)<br>– sanctions and use of economic power<br>– providing military training/arms supplies to support insurgents or 'friendly' governments<br>– UN interventions and peacekeeping<br>– warfare and the notion of a 'just war' in religion and ethics - what principles are said to apply, and were/are they observed in recent/current conflicts such as:<br>– Balkan wars — Kosovo, Bosnia (1990s)<br>– Afghanistan (2001+)<br>– Iraq (2003+). |


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## Controversy Theme 4 – Religion, Ethics and Society

| Controversy area | Scope of the controversy | Expanded content |
|---|---|---|
| Equality in theory and in practice. | Equality of opportunity in a global context.<br><br>Although many societies across the world espouse the idea of equality of opportunity and the removal of unfair discrimination, is there any universal agreement as to what equality is and what principles should apply? How are equality of opportunity and anti-discrimination principles codified and are they applied in practice? | Areas to consider:<br>• the religious and ethical background to ideas of equality and unfair discrimination<br>• the difficulties of definition (e.g. different ideas of fairness, level playing field, meritocracy, justifiable and unjustifiable discrimination, the relative morality of rival ideals etc.), the contrast between 'equality of opportunity' and 'equality of outcome'<br>• the extent to which there is global agreement on basic principles which should apply to equality of opportunity and the elimination of unfair discrimination<br>• the extent to which equality of opportunity/anti-discrimination principles are applied across the world:<br>– how different societies across the world have codified equal opportunities/anti-discrimination policies in their constitutions or legislation<br>– the extent to which the concepts apply globally to gender, ethnicity, sexuality, disability, religion and culture<br>– whether equal opportunity/anti-discrimination policies are practiced even where codified. |
| Dealing with illegality in a global context. | Challenges of dealing with cross-border issues of criminality and justice.<br><br>Globalisation has affected illegal actions as well as legal ones. How far do nations co-operate to tackle different types of cross-border crime and how effective are they and international crime agencies? Is it altogether too difficult to counter global illegality? | Areas to consider:<br>• role of individual nations and international crime agencies (e.g. Interpol, International Criminal Court) in tackling crime of different kinds<br>• the issues and difficulties associated with tackling:<br>– illegal migrants<br>– trafficking in contraband goods, people, body parts etc.<br>– terrorism<br>– international crime (including organised crime, cyber crime)<br>• the extent of international agreement/disagreement and co-operation on issues relating to what constitutes crime, exchange of intelligence, cross-border arrest, extradition/rendition, prosecution of offenders<br>• whether the remit of the various national and international crime agencies matches the challenges that exist and whether, in any event, it is possible to resolve the problems faced. |



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## 2.6 A2 unit G104: *Interdisciplinary Skills Research Enquiry*

There will be two elements in the assessment: the research log and the research enquiry.

Candidates will produce a research enquiry which must have an **interdisciplinary approach.** The enquiry may have a local focus but should be placed within a broader context which may be regional, national or international.

### Research skills required

Candidates will need to develop a set of inter-related skills from different disciplines which they can bring to bear on their chosen enquiry. These skills are those which underpin the whole of this unit and this qualification. Developing and applying these skills will offer stretch and challenge to all candidates including the most able.

Research enquiry questions should be chosen to demonstrate and develop all of the skills listed below.

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

These skills will have been developed progressively though units G101 and G102 at AS level, and further enhanced through studying unit G103 at A2.

### The purpose of the research log

The research log is a vital part of the assignment. It should be **a working document** not more than 1000 words in length, **completed as the enquiry progresses**, and providing a record of how the research was undertaken. It should record milestones, not every event, and should be evaluative rather than a list of evidence collected. It is the key piece of evidence for demonstrating candidates' research skills.

Candidates should submit a research log for their enquiry that shows evidence of the items listed below.

- Independence of choice of general research area and specific enquiry question. Candidates can use the suggested areas of study in the Guidance as a starting point. They then need to consider the suitability of the question for an interdisciplinary approach and the availability of evidence both primary and secondary.
- Planning/organisation plus modifications and changes. Candidates should demonstrate a plan for their research including milestones for different stages and completion of drafts and how this was adapted as the work progressed.
- Deployment of investigative skills. The log should show what skills of investigation candidates had to employ, and how they used them.
- Independent research. The level of support needed to research the question should be explained and verified by the teacher.
- Work in unfamiliar areas of knowledge. Candidates should show how their enquiry has taken them beyond their own previous work and extended their knowledge and understanding.
- Undertaking a rigorous process of review and evaluation. Candidates should reflect critically on the methodology and outcomes of their work, identify its strengths and weaknesses, and make convincing suggestions for improvement.

**Choice of enquiry topic**

The enquiry topic and question must be chosen and the work carried out independently by the individual candidate. Teachers will be responsible for authentication of the work as the candidate's own.

Each enquiry question should be framed so as to allow the application of approaches and techniques from different disciplines to be applied in investigating issues and reaching conclusions.

There are four key questions which define whether an enquiry question is suitable:

1 Is there a sufficient range of evidence available to research the question effectively and come to an evidenced conclusion?

2 Does the question lend itself to an interdisciplinary approach?

3 Does the question allow the candidate to access all the marking criteria at the highest levels?

4 How does it need to be placed within a broader context?

Guidance on using these key questions in relation to particular enquiry questions can be found in the Guidance for Teachers.

**Focus of the enquiry**

When determining the focus of the enquiry candidates and teachers should consider:

- the scale of the enquiry – local/regional/national/international
- the broader context and connections which relate to the enquiry.


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**Enquiries which focus on change**

Some enquiries may focus on a specific change or series of changes, although this is not required. In determining whether a change has occurred or is occurring as a result of a local event/process, and what the effects are, candidates might focus on the following indicators.

A shift may have occurred in:

- perceptions of individuals and groups/collective identity
- extent/types of social interaction
- social structure and roles/responsibilities within society
- relationships and social cohesion including degrees of tolerance/intolerance
- patterns of culture, beliefs and values
- patterns of economic activity and employment
- well-being (e.g. economic, health) and lifestyles
- land use and settlement patterns
- the rights of individuals
- methods of governance and the exercise of power
- degrees of equality/inequality
- ways in which crime and deviant behaviour are dealt with.

**Methodology**

The enquiry should follow an appropriate research enquiry methodology, examining evidence based on an event, situation or process, to reach conclusions about a question chosen by each individual candidate in consultation with their teacher. A candidate's actual choice of an enquiry topic should be unique to them. Where there are several candidates in a cohort similar areas of enquiry may be used but there needs to be variation in the questions so that each candidate undertakes their own enquiry.

The availability of evidence which can be used should be a major consideration in selecting the topic. There is further guidance on this in the Guidance for Teachers. There is scope for some collaborative work and the levels of control required are laid out below.

The report should not exceed **3000 words,** and the research log should not exceed **1000 words.**

**Developing the skills required**

The enquiry skills will have been developed through the AS units and through unit G103. These will form the foundation of the skills required in unit G104. However, candidates will still need explicit training in how to carry out the enquiry. The following timings are suggested:


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| | |
|---|---|
| **Stage 1** | **Introduction:** Teacher-led introduction to undertaking a research enquiry with:<br>• explicit teaching of methodology and how to approach the enquiry<br>• explicit teaching on how to present the enquiry<br>• guidance on the purpose and use of the research log.<br><br>**9-10 hours in several sessions and at appropriate points in the enquiry cycle. This teaching is essential in order that candidates can undertake the enquiry successfully.**<br>**High level of supervision: all work carried out under direct teacher supervision.** |
| **Stage 2** | **Generation of topic:** Investigation with each candidate of whether a suitable range of evidence is available and whether an interdisciplinary approach can be taken.<br><br>It is expected that teachers will provide detailed guidance to candidates in relation to the purpose and requirements of the task. Advice can include:<br>• discussion and guidance on an appropriate and effective enquiry question<br>• recommended reading related to the chosen area of study<br>• possible structure for the enquiry<br>• resolving practical problems (e.g. re fieldwork or collecting primary data)<br>• help with time planning<br>• monitoring of progress.<br><br>**3-5 hours**<br>**Medium level of supervision: candidates are under direct teacher supervision and may work in groups to discuss suitable types of topic. Candidates' personal choices of topic are discussed with the teacher individually to assess suitability.** |
| **Stage 3** | **Research:** Research and selection of relevant evidence including collecting primary data if relevant<br><br>**9-10 hours**<br>**Low level of supervision: candidates carry out research independently. Informal contact with the teacher enables monitoring of progress. It is permissible for candidates to carry out their individual data collection within the setting of a group activity (e.g. a field trip).** |
| **Stage 4** | **First draft:** Review, analysis and interpretation of evidence leading to first draft by candidate of enquiry report<br><br>**30 hours**<br>**Low level of supervision: candidates carry out work on their first draft independently. Informal contact with the teacher enables monitoring of progress.** |


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| | |
|---|---|
| **Stage 5** | **Review of first draft by teacher and candidate**:<br><br>**What the candidate should do:**<br>• identify whether any further evidence is required and how this will be obtained<br>• ensure tight formulation of conclusions<br>• check conclusions are related specifically to evidence presented.<br><br>**What teachers can do:**<br>• review and discuss the work<br>• advise on the appropriateness of the question and approaches and range of evidence used.<br><br>**What teachers cannot do:**<br>• give detailed advice to individuals or groups on how the work can be improved to meet the assessment criteria<br>• give detailed indication of errors or omissions<br>• provide templates, outlines, headings or writing frames.<br><br>**5 hours**<br>**Medium level of supervision: candidates liaise with the teacher to review their first draft in line with the guidance above.** |
| **Stage 6** | **Re-draft** of enquiry report<br><br>**10 hours**<br>**Low level of supervision: candidates re-draft their report independently.** |
| **Stage 7** | **Review and evaluation:** Reflection and written evaluation of how effective enquiry has been at answering the question posed.<br><br>**5 hours**<br>**Low level of supervision: candidates review and evaluate their enquiry independently.** |
| **Stage 8** | **References:** Bibliography, footnotes, checking tables, data, graphs, attributions of sources.<br><br>**5 hours**<br>**Low level of supervision: candidates carry out referencing work independently.**<br><br>**Centre authenticates the work as the candidate's own. During stages 6 to 8 there should be sufficient informal contact between the teacher and candidate to enable confident authentication.** |

**Assessment**

The research enquiry will be internally assessed and externally moderated by OCR. Assessment criteria relate to assessment objectives AO2 and AO3 (see section 3.6).

**AO2** Apply knowledge and understanding to analyse, interpret and evaluate evidence in a range of forms from across the humanities and social sciences disciplines **20 marks**.

**AO3** Demonstrate independent research skills, using relevant methods from across the range of humanities and social sciences critically and appropriately to investigate unfamiliar issues, reach evidenced conclusions and communicate findings effectively **60 marks**.

**20 marks will be allocated to the research log (AO3) and 60 marks to the enquiry report (20 AO2 marks and 40 AO3 marks).**


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## Assessment criteria for A2 Unit G104: *Interdisciplinary Skills Research Enquiry and Research Log*

| | **AO2** Apply knowledge and understanding to analyse, interpret and evaluate evidence in a range of forms from across the humanities and social sciences disciplines. | **AO3** Demonstrate independent research skills, using relevant methods from across the range of humanities and social sciences critically and appropriately to investigate unfamiliar issues, reach evidenced conclusions and communicate findings effectively.<br><br>**60 marks** | | |
|---|---|---|---|---|
| | **AO2 Enquiry**<br><br>**20 marks** | **AO3 (1) Research log**<br><br>**Demonstrate independent research skills.**<br><br>**20 marks** | **AO3 (2) Enquiry**<br><br>**Use relevant methods from across the range of humanities and social sciences critically and appropriately to investigate unfamiliar issues.**<br>**20 marks** | **AO3 (3) Enquiry**<br><br>**Reach evidenced conclusions and communicate findings effectively.**<br><br>**20 marks** |
| **Level 3** | • Applied an excellent range of knowledge and understanding.<br>• Selected and analysed information from an extensive range of different types of sources.<br>• Demonstrated a high level of ability in evaluating and interpreting evidence reflecting all the different aspects of the enquiry.<br>• High level evaluation of strengths and limitations of evidence, with very effective use of comparison.<br><br>**[15-20 marks]** | • Demonstrated complete independence in their choice of question.<br>• Required no assistance in planning and organisation of their work.<br>• Demonstrated excellence in their ability to research independently.<br>• Undertook a significant amount of work in unfamiliar contexts.<br>• Completed in agreed timescale.<br><br>**[15-20 marks]** | • Utilised very effectively a wide range of relevant methodologies.<br>• Demonstrated a highly effective interdisciplinary approach.<br>• Demonstrated a high level of investigative skills in dealing with unfamiliar issues.<br>• Enquiry employs an explicit strategy which is highly appropriate and fully coherent.<br><br>**[15-20 marks]** | • Produced a written report of high quality.<br>• Findings communicated in a coherent, effective manner with a close relationship between the enquiry and evidence collected.<br>• Produced valid well evidenced conclusions based on thorough evaluation of wide range of evidence.<br>• Described and evaluated methodology fully and accurately, analysing deficiencies and making convincing suggestions for improvement.<br>• Spelling, punctuation and grammar accurate; meaning is very clear.<br><br>**[15-20 marks]** |



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| | | | | |
|---|---|---|---|---|
| **Level 2** | • Applied an adequate range of knowledge and understanding.<br>• Selected, analysed and collated relevant information from a range of different types of sources.<br>• Demonstrated ability in evaluating and interpreting evidence related to most aspects of the enquiry.<br>• Sound evaluation of strengths and limitations of evidence making use of comparison.<br>**[7-14 marks]** | • Demonstrated independence in their choice of question.<br>• Required minimal assistance in the planning and organisation of their work.<br>• Demonstrated ability in independent research.<br>• Completed, with only minor variations, in agreed timescale.<br>• Undertook some work in unfamiliar contexts.<br>**[7-14 marks]** | • Utilised effectively a range of relevant methodologies.<br>• Demonstrated a sound interdisciplinary approach.<br>• Demonstrated sound investigative skills in dealing with unfamiliar issues.<br>• Enquiry employs an explicit strategy which is appropriate, well-organised and generally coherent.<br>**[7-14 marks]** | • Produced a written report of sound quality;<br>• Findings clear, accurate showing understanding of the uses of different methods of presentation.<br>• Produced valid evidenced conclusions supported by specific evidence.<br>• Described methodology fully and accurately with reasons for choice of methods and analysis of strengths and weaknesses.<br>• Spelling, punctuation and grammar usually accurate and meaning generally clear.<br>**[7-14 marks]** |
| **Level 1** | • Applied a limited range of knowledge and understanding;<br>• Selected, analysed and collated mostly relevant information from a limited range of different types of sources.<br>• Demonstrated limited ability in evaluating and interpreting evidence which bears on some aspects of the enquiry.<br>• Limited evaluation of strengths and limitations of evidence with little or no comparison.<br>**[1-6 marks]** | • Demonstrated some independence in their choice of question.<br>• Needed assistance in the planning and organisation of their work.<br>• Did limited independent research.<br>• Had difficulties in completing in the agreed timescale.<br>• Undertook a little work in unfamiliar contexts.<br>**[1-6 marks]** | • Utilised in a basic way a limited range of relevant methodologies.<br>• Demonstrated a limited understanding of the interdisciplinary approach.<br>• Demonstrated limited investigative skills in dealing with unfamiliar issues.<br>• Enquiry is underpinned by an implicit strategy, broadly appropriate and with some coherence.<br>**[1-6 marks]** | • Produced a written report of limited quality.<br>• General focus of the enquiry is clear but report/presentation lacks precision.<br>• Produced conclusions of limited quality loosely linked to evidence.<br>• Described research methods largely uncritically with little perception of how to improve.<br>• Spelling, punctuation and grammar have some inaccuracies and meaning not always clear.<br>**[1-6 marks]** |
| **Level 0** | No evidence submitted or response does not address the question. **[0 marks]** | | | |


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**Applying the assessment criteria to marking unit G104**

**Importance of process:**

When undertaking the internal assessment of unit G104 centres need to be aware that a great deal more than just the content needs to be assessed. While the content is of importance for both AO2 and AO3, the process of producing an interdisciplinary skills research enquiry and research log is also vital for assessment.

Candidates have to produce evidence not only of their achievement as a writer of a 'humanities and social sciences' focussed essay/report/investigation, but also provide evidence, in the research log, that they have acquired and utilised the specified skills. Given the amount of time allocated to the independent research enquiry it must be assessed at level three with a similar level of expectation to that of any other A2 unit.

The starting point for marking the task is the grid showing assessment criteria (page 40) which contains levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. The grid is divided in columns according to assessment objectives (AOs) 2 and 3, with AO3 divided into three subdivisions, the first applying to the research log and the second and third to the enquiry. The assessment criteria grid is also divided into four levels (rows), level 0 to level 3, each of which covers all of the assessment objectives. There is a descriptor (group of statements) in the appropriate section of the grid for each level, AO2 and each part of AO3.

**Use of best fit approach to applying the assessment criteria grid:**

The interdisciplinary skills research enquiry and research log completed by each candidate should be marked by the teacher according to the assessment criteria grid using a 'best fit' approach. For AO2 and each part of AO3, one of the descriptors provided in the mark scheme that most closely describes the work being marked should be selected. The descriptors should be read and applied as a whole.

Marking should be positive, rewarding achievement rather than penalising failure or omissions.

The award of marks **must be** directly related to the assessment criteria.

Teachers make a best fit match between the answer and the level descriptors by using their professional judgement in selecting the descriptor that best describes the work of the candidate. One way to do this is to start at the highest level and to work down to the level that matches the candidate's work. The candidate's work does not have to meet all the requirements of a level descriptor before being placed in that level. It will be placed in a particular level when it meets more of the requirements of that level than it meets the requirements of other levels.

Once the level has been decided a decision must be made on the mark within that level.

To select the most appropriate mark within the level descriptor (group of statements), teachers should use the following guidance:

- where the candidate's work *convincingly* meets the descriptor, the highest mark should be awarded


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

If an answer is on the border-line between two levels but it is decided that it fits better the descriptors for the lower of these two levels, then it should be placed near the top of that level.

Note:

*Convincingly* = meets all the statements in the level descriptor but does not meet those in the level above.

*Adequately* = meets most of the statements in the level descriptor or meets all of them, some less well than others.

*Just* = meets some of the statements in the level descriptor or meets all of them less well but is better than the top of the level below.

**Accessing the highest marks:**

**AO2** For the highest marks there has to be a high level of both knowledge and understanding of the disciplines related to the research enquiry. There has to be evidence that a wide range of different types of resources have been utilised and that all material utilised was carefully analysed. There also has to be evidence of genuine ability in both interpreting and evaluating evidence, and that these abilities are clearly signposted in the end product.

**AO3 (1)** For the highest marks here there has to be convincing evidence that the candidate chose their topic independently and came to their supervisor with both the initial idea and how it could be developed. Only minimal or no assistance was required in translating the initial idea into a viable research project. The candidate must also show a high level of both planning and organisational skills, and deliver the project to an agreed timetable and attend required supervised sessions. The most important criterion in this AO is the ability to research independently, and evidence will have to be provided by the candidate that this has taken place.

**AO3 (2)** It is for this AO that the 'content' is perhaps most important. For the highest marks there has to be evidence of both breadth and depth in use of various relevant methodologies. Investigative skills need to be demonstrated, and these are different from independent research. The candidate's willingness to move firmly outside their normal academic 'comfort zone' needs also to be evidenced.

**AO3 (3)** Content is important here, as the end product has to be of A2/L3 standard. It has to be presented in an appropriate manner; for example the enquiry report will be expected to have the usual table of contents, pagination, references, bibliography and so on. There needs to be an evidenced presentation where the candidate demonstrates not only a high level of knowledge and understanding of the chosen topic, but also can demonstrate their possession of the skills specified above, such as independent research, investigation and organisation. There needs to be candidate-provided evidence that the candidate has effectively reviewed both the process and the outcome of their work, and what they have learned from it.


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# 3 Assessment of GCE Humanities

## 3.1 AS assessment in GCE Humanities

| AS GCE in Humanities (H113) | |
|---|---|
| AS G101: *Human Society and the Natural World* | |
| 50% of the total AS GCE marks<br>1 hour 30 mins written paper<br>80 marks | This question paper:<br>• has a resource insert containing previously unseen material which will be issued with the question paper<br>• uses a mixture of short and extended answers, some testing knowledge and some requiring extended interpretation and analysis of the sources provided<br>• has no choice of questions.<br>Video/aural resources will not be used in the examination. |
| AS G102: *People, Community and Power* | |
| 50% of the total AS GCE marks<br>1 hour 30 mins written paper<br>80 marks | This question paper:<br>• has a resource insert containing previously unseen material which will be issued with the question paper<br>• uses a mixture of short and extended answers, some testing knowledge and some requiring extended interpretation and analysis of the sources provided<br>• has no choice of questions.<br>Video/aural resources will not be used in the examination. |


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## 3.2 Advanced assessment in GCE Humanities

| Advanced GCE in Humanities (H513) | |
|---|---|
| **AS units as above, each unit being 25% of the total Advanced GCE marks, as well as:** | |
| A2 G103: *International and Global Controversies* | |
| 25% of the total Advanced GCE marks<br>1 hour 30 mins written paper<br>80 marks | This question paper:<br>• will require candidates to write **two essays, from a choice of four titles** reflecting each of the four different controversy themes<br>• requires candidates to write essay-style answers<br>• requires candidates to account for the arguments and conclusions expressed in their essays using evidence derived from their studies during the course.<br>This is a synoptic unit. |
| A2 G104: *Interdisciplinary Skills Research Enquiry* | |
| 25% of the total Advanced GCE marks<br>Coursework<br>4000 words<br>80 marks | This coursework:<br>• consists of a candidate-driven independent 3000 word research enquiry accompanied by an assessed research log of 1000 words<br>• will be internally assessed and externally moderated, according to detailed criteria determined by OCR, for both the enquiry and research log<br>• has external moderation carried out by OCR.<br>This is a synoptic unit. |

## 3.3 Unit order

The order in which the unit assessments could be taken is AS units G101 and G102 in the first year of study, leading to an AS GCE award; then A2 units G103 and A2 unit G104, leading to the Advanced GCE award. However, the unit assessments may be taken in any order.

Alternatively, candidates may take a valid combination of unit assessments at the end of their AS GCE or Advanced GCE course in a 'linear' fashion.

## 3.4 Unit options (at AS/A2)

There are no optional units in the AS GCE specification; for AS GCE Humanities candidates must take AS units G101 and G102.

There are no optional units in the Advanced GCE specification; for Advanced GCE Humanities candidates must take AS units G101 and G102; and A2 units G103 and G104.

## 3.5 Synoptic assessment

Synoptic assessment is embedded within both the A2 units.

Candidates need to utilise their knowledge and understanding and the whole 'toolkit' of techniques from across the range of humanities and social sciences to answer wide-ranging questions on global controversies (unit G103) and to undertake an independent research enquiry (unit G104).

They need to work from a range of theoretical perspectives to answer questions on unit G103, employing evidence from a number of disciplines. In the unit G104 research enquiry they need to construct an appropriate methodology for defining and completing a complex task, drawing on the skills and knowledge they have acquired in all the other units in the qualification. They need to demonstrate a high level of independent performance, as a humanities and social sciences practitioner employing an interdisciplinary approach.

## 3.6 Assessment objectives (AO)

Candidates are expected to demonstrate their ability to:

### AO1 Demonstrate knowledge and understanding

Demonstrate knowledge and understanding from across the humanities and social sciences disciplines.

### AO2 Apply knowledge and understanding

Apply knowledge and understanding to analyse, interpret and evaluate evidence in a range of forms from across the humanities and social sciences disciplines.

### AO3 Demonstrate independent research skills

Demonstrate independent research skills, using relevant methods from across the range of humanities and social sciences critically and appropriately to investigate unfamiliar issues, reach evidenced conclusions and communicate findings effectively.


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The relationship between the units and the assessment objectives of the scheme of assessment are shown in the following grids:

### 3.6.1 AO weightings in AS GCE

| Unit | % of AS GCE | | | Total |
|---|---|---|---|---|
| | AO1 | AO2 | AO3 | |
| AS G101: *Human Society and the Natural World* | 20 | 20 | 10 | 50% |
| AS G102: *People, Community and Power* | 20 | 20 | 10 | 50% |
| | 40% | 40% | 20% | 100% |

### 3.6.2 AO weightings in Advanced GCE

| Unit | % of Advanced GCE | | | Total |
|---|---|---|---|---|
| | AO1 | AO2 | AO3 | |
| AS G101: *Human Society and the Natural World* | 10 | 10 | 5 | 25% |
| AS G102: *People, Community and Power* | 10 | 10 | 5 | 25% |
| A2 G103: *International and Global Controversies* | 10 | 10 | 5 | 25% |
| A2 G104: *Interdisciplinary Skills Research Enquiry* | 0 | 5 | 20 | 25% |
| | 30% | 35% | 35% | 100% |

## 3.7 Grading

All GCE units are awarded a-e. The Advanced Subsidiary GCE is awarded on the scale A-E. The Advanced GCE is awarded on the scale A-E with access to an A*. To be awarded an A*, candidates will need to achieve a grade A on their full A Level qualification and at least 90% of the UMS on the aggregate of their A2 units. Grades are reported on certificates. Results for candidates who fail to achieve the minimum grade (E or e) will be recorded as *unclassified* (U or u) and this is **not** certificated.

A Uniform Mark Scale (UMS) enables comparison of candidates' performance across units and across series and enables candidates' scores to be put on a common scale for aggregation purposes. The two-unit AS GCE has a total of 200 *uniform* marks and the four-unit Advanced GCE has a total of 400 *uniform* marks.

OCR converts the candidate's *raw* mark for each unit to a *uniform* mark. The maximum *uniform* mark for any unit depends on that unit's weighting in the specification. In these humanities specifications, the four units of the Advanced GCE specification have UMS weightings of 25% (and the two units of the AS GCE specification have UMS weightings of 50%). The UMS total for each unit is 100. Each unit's *raw* mark grade boundary equates to the *uniform* mark boundary at the same grade. Intermediate marks are converted on a pro-rata basis.

*Uniform* marks correspond to *unit* grades as follows:

| (Advanced GCE) Unit Weighting | Maximum Unit Uniform Mark | Unit Grade | | | | | |
|---|---|---|---|---|---|---|---|
| | | a | b | c | d | e | u |
| 25% | 100 | 100–80 | 79–70 | 69–60 | 59–50 | 49–40 | 39–0 |

OCR adds together the unit *uniform* marks and compares these to pre-set boundaries (see the table below) to arrive at *qualification* grades.

| Qualification | Qualification Grade | | | | | |
|---|---|---|---|---|---|---|
| | A | B | C | D | E | U |
| AS GCE | 200–160 | 159–140 | 139–120 | 119–100 | 99–80 | 79–0 |
| Advanced GCE | 400–320 | 319–280 | 279–240 | 239–200 | 199–160 | 159-0 |

Candidates achieving at least 320 UMS marks in their Advanced GCE, i.e. grade A and who also gain at least 180 UMS in their two A2 units will receive an A* grade.

## 3.8 Performance descriptions

Performance descriptions describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.


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## AS performance descriptions for Humanities

| | Assessment objective 1 | Assessment objective 2 | Assessment objective 3 |
|---|---|---|---|
| **Assessment objectives** | **Demonstrate knowledge and understanding from across the humanities and social sciences disciplines.** | **Apply knowledge and understanding to analyse, interpret and evaluate evidence in a range of forms from across the humanities and social sciences disciplines.** | **Demonstrate independent research skills, using relevant methods from across the range of humanities and social sciences critically and appropriately to investigate unfamiliar issues, reach evidenced conclusions and communicate findings effectively.** |
| **A/B boundary performance descriptions** | Candidates characteristically:<br>a) Recall relevant, accurate knowledge from across the range of humanities and social sciences from the AS specification.<br>b) Show understanding through explanations. | Candidates characteristically:<br>a) Analyse and interpret a range of sources with discrimination.<br>b) Rigorously evaluate the strength and relevance of sources of evidence showing critical insight. | Candidates characteristically:<br>a) Select and use appropriately a range of research and enquiry methods.<br>b) Use sources appropriately to support arguments.<br>c) Reach valid and justified conclusions.<br>d) Communicate findings accurately and coherently, in a well-structured way. |
| **E/U boundary performance descriptions** | Candidates characteristically:<br>a) Recall some knowledge from a limited range of humanities and social sciences from the AS specification.<br>b) Show some evidence of understanding through limited and partial explanations. | Candidates characteristically:<br>a) Analyse and interpret some relevant sources in a limited way.<br>b) Attempt some limited evaluation. | Candidates characteristically:<br>a) Use a limited range of research and enquiry methods, which may not be entirely appropriate.<br>b) Use a small range of sources, not always relevant, as evidence to support limited arguments.<br>c) Reach some limited conclusions.<br>d) Communicate findings which broadly address the task, although this is not always done consistently. |


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## A2 performance descriptions for Humanities

| | Assessment objective 1 | Assessment objective 2 | Assessment objective 3 |
|---|---|---|---|
| **Assessment objectives** | **Demonstrate knowledge and understanding from across the humanities and social sciences disciplines.** | **Apply knowledge and understanding to analyse, interpret and evaluate evidence in a range of forms from across the humanities and social sciences disciplines.** | **Demonstrate independent research skills, using relevant methods from across the range of humanities and social sciences critically and appropriately to investigate unfamiliar issues, reach evidenced conclusions and communicate findings effectively.** |
| **A/B boundary performance descriptions** | Candidates characteristically:<br>a) Recall relevant, accurate and detailed knowledge from across the range of humanities and social sciences from the A2 specification.<br>b) Show understanding through thorough explanations. | Candidates characteristically:<br>a) Analyse and interpret a wide range of sources competently and with discrimination.<br>b) Rigorously evaluate the strength and relevance of sources of evidence showing sound critical insight. | Candidates characteristically:<br>a) Select and use appropriately a range of research and enquiry methods.<br>b) Use a wide range of sources competently to support arguments.<br>c) Reach valid and thoroughly justified conclusions.<br>d) Communicate findings fluently, accurately and coherently, in a well-structured way. |
| **E/U boundary performance descriptions** | Candidates characteristically:<br>a) Recall some knowledge from a limited range of humanities and social sciences from the A2 specification.<br>b) Show understanding through limited and partial explanations. | Candidates characteristically:<br>a) Analyse and interpret some relevant sources in a limited way.<br>b) Attempt some limited evaluation. | Candidates characteristically:<br>a) Use a limited range of research and enquiry methods, which may not be entirely appropriate.<br>b) Use sources which are mostly relevant as evidence to support limited arguments.<br>c) Reach some limited conclusions not always linked to evidence.<br>d) Communicate findings which broadly address the task, and are generally consistent. |



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## 3.9 Quality of written communication

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

Candidates need 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 a suitable structure and style of writing.


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# 4 Research enquiry in GCE Humanities

## 4.1 Coursework administration/regulations

### Supervision and authentication

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.

Wherever possible, 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 and teachers must both declare that the work is the candidate's own.

- **Each candidate** must sign a declaration before submitting their work to their teacher. A candidate authentication statement that can be used is available to download from the OCR website. These statements should be retained within the centre until all enquiries about results, malpractice and appeals issues have been resolved. **A mark of zero must be recorded if a candidate cannot confirm the authenticity of their work.**
- **Teachers** are required to declare that the work submitted for internal assessment is the candidate's own work by sending the moderator a centre authentication form (CCS160) for each unit at the same time as the marks. If a centre fails to provide evidence of authentication, **we will set the mark for that candidate(s) to Pending (Q) for that component until authentication can be provided.**

### Submitting marks to OCR

All work for coursework is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR **and** your moderator: refer to the OCR website for submission dates of the marks to OCR.

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

The centre authentication form (CCS160) must be sent to the moderator with the marks.


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### Sample requests

Once the centre has submitted the marks, the exams officer will receive an email requesting a moderation sample. Samples will include work from across the range of attainment of the candidates' work.

The sample of work which is presented to the moderator for moderation must show how the marks have been awarded in relation to the assessment criteria defined in Section 2.6. Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. This is available from the OCR website.

When making entries, the entry option specifies how the sample for each unit is to be submitted. For each of these units, all candidate work must be submitted using the **same entry option**. It is not possible for centres to offer both options for a unit within the same series.

### Submitting moderation samples via post

The sample of candidate work must be posted to the moderator within three days of receiving the request. You should use one of the labels provided to send the candidate work.

We would advise you to keep evidence of work submitted to the moderator, e.g. copies of written work or photographs of practical work. You should also obtain a certificate of posting for all work that is posted to the moderator.

### Submitting moderation samples via the OCR Repository

The OCR Repository, which is accessed via Interchange, is a system which has been created to enable centres to submit candidate work electronically for moderation. It allows centres to upload work for several candidates at once but does not function as an e-portfolio for candidates.

OCR GCE in Humanities unit G104 can be submitted via the OCR Repository.

Once you receive your sample request, you should upload the work to the OCR Repository within three days of receiving the request. Instructions for how to upload files to OCR using the OCR Repository can be found on the OCR website.

It is the centre's responsibility to ensure that any work submitted to OCR electronically is virus-free.

### External moderation

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.

At this stage, if necessary, centres may be required to provide an additional sample of candidate work (if marks are found to be in the wrong order) or carry out some re-marking. Centres who receive such a request should ensure they respond as quickly as possible to ensure their candidates' results are not delayed.


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# 5 Support for GCE Humanities

## 5.1 Free support and training from OCR

OCR recognises that the introduction of new specifications brings challenges for implementation and teaching.

Working in close consultation with teachers, publishers and other experts, centres can expect a high level of support, services and resources for OCR qualifications.

**Essential FREE support materials including:**

- specimen assessment materials and mark schemes
- a glossary for each theme
- detailed schemes of work

**Essential support services including:**

- INSET training
- Interchange — a completely secure, free website to help centres reduce administrative tasks at exam time
- e-alerts — register now for regular updates at www.ocr.org.uk/qualifications/updates
- Active Results — detailed item level analysis of candidate results.

## 5.2 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.


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## 5.3 OCR support services

activeresults

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

Data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- richer and more granular data will be made available to centres including question level data available from e-marking
- you can identify the strengths and weaknesses of individual candidates and your centre's cohort as a whole
- our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the OCR website.

### 5.3.1 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 at https://interchange.ocr.org.uk.

# 6 Equality and inclusion in GCE Humanities

## 6.1 Equalities Act (EA) information relating to GCE Humanities

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

The revised GCE qualifications and subject criteria were reviewed by the regulators to identify whether any of the competencies 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 *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council 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 QCDA's GCE subject criteria equalities review and are as follows:

| | Yes/No | Type of Assessment |
|---|---|---|
| Readers | Yes | All assessments |
| Scribes | Yes | All assessments |
| Practical assistants | Yes | Practical assessments |
| Word processors | Yes | All assessments |
| Transcripts | Yes | All assessments |
| BSL interpreters | Yes | All assessments |
| Oral language modifiers | Yes | All assessments |
| Modified question papers | Yes | All assessments |
| Extra time | Yes | All assessments |

## 6.2 Arrangements for candidates with particular requirements (including special considerations)

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. Centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration.*


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## 7.1 Availability of assessment

There is **one** examination series each year in June.

From 2014, both AS units and A2 units will be assessed in June only.

| | Unit G101 25% 50% (AS) | Unit G102 25% 50% (AS) | Unit G103 25% | Unit G104 25% | Certification availability |
|---|---|---|---|---|---|
| June 2013 | ✓ | ✓ | - | - | (AS) |
| June 2014 | ✓ | ✓ | ✓ | ✓ | ✓ |
| June 2015 | ✓ | ✓ | ✓ | ✓ | ✓ |

## 7.2 Making entries

Centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries.

Submitting entries accurately and on time is crucial to the successful delivery of OCR's services to centres. Entries received after the advertised deadlines can ultimately jeopardise the final production and delivery of results. Therefore, please make sure that you are aware of the entry deadlines, which are available on the OCR website.

### 7.2.1 Making unit entries

Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and/or moderator details for coursework.

**It is essential** that unit entry codes are quoted in all correspondence with OCR.

| Unit entry code | Assessment method | Unit titles |
|---|---|---|
| G101 | Written Paper | *Human Society and the Natural World* |
| G102 | Written Paper | *Power, Community and Power* |
| G103 | Written Paper | *International and Global Controversies* |

**Coursework unit**

For the coursework unit G104, candidates must be entered for either the OCR Repository option or the postal moderation option. Centres must enter all of the candidates for ONE of the options. It is not possible for centres to offer both components within the same series.

| Unit entry code | Component code | Assessment method | Unit titles |
|---|---|---|---|
| G104 A | 01 | Moderated via OCR Repository | *Interdisciplinary Skills Research Enquiry* |
| G104 B | 02 | Moderated via postal moderation | *Interdisciplinary Skills Research Enquiry* |

### 7.2.2 Qualification entries

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

Candidates may enter for:

- AS GCE certification code H113
- Advanced GCE certification code H513.

A candidate who has completed all the units required for the qualification, and who did not request certification at the time of entry, may enter for certification either in the same examination series (within a specified period after publication of results) or in a later series.

AS GCE certification is available from June 2013.

Advanced GCE certification is available from June 2014.

## 7.3 Unit and qualification re-sits

There is no restriction on the number of times a candidate may re-sit each unit before entering for certification for an AS GCE or Advanced GCE.

Candidates may enter for the full qualifications an unlimited number of times.

## 7.4 Enquiries about results

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


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Please refer to the JCQ Post-Results Services booklet and the OCR Admin Guide for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

## 7.5 Shelf-life of units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 7.6 Prohibited qualifications and classification code

Candidates who enter for the OCR GCE Humanities specification may not also enter for any other GCE specification with the certification title *Humanities* in the same examination series. Because of the interdisciplinary nature of the content there is minimal overlap with other subject-specific qualifications.

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

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

The classification code for this specification is 4510.


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# 8 Other information about GCE Humanities

## 8.1 Overlap with other qualifications

There is a small degree of overlap between the content of this specification and that of Advanced GCE in English Literature, Sociology, History, Government and Politics, Critical Thinking, Psychology, Law, Geography, Economics and Media Studies.

## 8.2 Progression from this qualification

This specification provides a suitable foundation for the study of humanities or social sciences or related courses in higher education. Equally, it is suitable as part of a course of general education and also suitable for candidates intending to pursue business careers.

## 8.3 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.

## 8.4 Regulatory requirements

This specification complies in all respects with the current *GCSE, GCE, Principal Learning and Project Code of Practice* as available on the Ofqual website.

## 8.5 Language

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

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

This specification offers many opportunities across all the units to consider these issues. The study of humanities is rooted in explanation of these kinds of issues, and this is reflected in the content of both AS and A2 units.

## 8.7 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.

The specification incorporates a specific module on Sustainability. This module encourages candidates to develop environmental responsibility based upon a sound understanding of the principle of sustainable development.


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## 8.8 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 Level 3. However, the extent to which this evidence fulfils the Key Skills criteria at this level 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 Level 3 for each unit.

| Unit | C | AoN | ICT | WwO | IoLP | PS |
|---|---|---|---|---|---|---|
| G101 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| G102 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| G103 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| G104 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

## 8.9 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. This specification provides candidates with a wide range of appropriate opportunities to use ICT in order to further their study of humanities.

Opportunities for ICT include:

- gathering information from the World Wide Web and CD-ROMs
- using spreadsheets and other software to process data
- using software to present ideas and information on paper and on screen.


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# A Appendix A: Guidance for the production of electronic coursework

## Structure for evidence

A coursework 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 G104, so that the portfolio is clearly identified as the work of one candidate.

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

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

## Data formats for evidence

To ensure compatibility, all files submitted must be in the formats listed below. 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.


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| Accepted file formats |
| --- |
| **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) |

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