

General Certificate of Secondary Education

A953CA

History A: Schools History Project

History Around Us OR Modern World Study
Controlled Assessment tasks

Specimen Controlled Assessment Material

INSTRUCTIONS TO TEACHERS

- Please refer to Section 5 of the History A: Schools History Project specification for instructions on completing Controlled Assessment tasks.
- Each task can be contextualised appropriately to suit those resources available in the area local to the centre.

This document consists of **2** printed pages.

Complete **ONE** of the following tasks.

Task 1: History Around Us

This task tests Assessment Objectives 1 (15 marks), 2 (20 marks) and 3 (15 marks).

- 1 'The site you have studied was typical of Xs at the time'. How far do you agree with this statement?

Use the sources you have researched, and your knowledge of the site and its historical background to support and explain your answer.

[50]

OR

Task 2: Modern World Study

This task tests Assessment Objectives 1 (15 marks), 2 (20 marks) and 3 (15 marks).

- 2 Explain how important X has been in creating the present situation in Y.

Use the sources you have researched, and your knowledge of Y, to support and explain your answer.

[50]

General Certificate of Secondary Education

HISTORY A

History Around Us OR Modern World Study Controlled
Assessment Tasks

Specimen Controlled Assessment Guidance

The maximum mark for this unit is **50**.

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Task 1: History Around Us

Guidance for candidates:

- You need to select from all the information you have that which will be most useful for answering this question.
- Then you need to plan your answer - the notes below will help you do this.
- Remember - the most important thing you must do is answer the question. Do not just write about your site.
- Describe and explain the main physical features of the site you have studied (this could include the geographical position of the site as well as the site itself).
- Explain the role that your site played in local and/or national events.
- You can now move to the most important part of the answer - compare your site with typical Xs at the time. You can compare them physically and also in terms of the roles that they played. In what ways was your site different and in what ways was it similar to other Xs?
- Throughout your answer you should try and explain how useful the evidence at the site, and other sources, have been in helping you answer the question.
- Try to support your arguments with evidence from the sources. Remember to evaluate the sources you use, e.g. you might want to explain the limitations of the site or of other sources.
- Your site has probably been interpreted and represented in different ways - you should try and bring these different interpretations and representations into your answer.
- Make sure you use your knowledge of the period in which your site was built and operated, and your knowledge of other sites of a similar type to support your answer.
- You should try and reach a conclusion at the end - was your site more similar or more different to other Xs? Make sure you support your conclusion with evidence.
- You should aim to write about 2000 words.
- And remember - make sure you have answered the question!

Task 2: Modern World Study**Guidance for candidates:**

- You need to select from all the information you have that which will be most useful for answering this question.
- Then you need to plan your answer - the notes below will help you do this.
- Remember - the most important thing you must do is answer the question. Do not just write about your Modern World Study.
- Explain the main features of the situation in Y today - e.g. what is happening, what are the main issues, what are the problems, what is being done to improve the situation?
- You can now move to the most important part of the answer - you need to explain how X has contributed to the situation today - how important has X been? How? Have there been other people or factors that have been more or less important?
- Make sure you do not simply describe what has happened. You need to develop some arguments about how important X has been.
- Throughout your answer you should try and explain how useful the sources you have used have been in helping you answer the question.
- Try and support your arguments with evidence from the sources. Remember to evaluate the sources you use. In a Modern World Study many of them will be written from a particular viewpoint.
- The situation in X will have been interpreted and represented in different ways - you should try and bring these different interpretations and representations into your answer.
- You should try and reach a conclusion at the end - how important was X in creating the situation in Y today? Make sure you support your conclusion with evidence.
- You should aim to write about 2000 words.
- And remember - make sure you have answered the question!

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A953: Specimen Controlled Assessment Task

Specimen Instructions for Teachers

The maximum mark for this task is **50**.

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INSTRUCTIONS FOR TEACHERS

Candidates can complete the chosen task at any time during the course of study. It is expected, however, that candidates will complete the task immediately following the completion of the relevant learning programme:

Either

- History Around Us: candidates should have visited and studied a historical site and studied a range of supporting sources including different representations and interpretations of the site. They should also have studied the historical context of the site and compared it with other sites of a similar type.

Or

- Modern World Study: candidates should have studied an important issue that is in the news during their course of study. The learning programme should focus on (i) what has been happening recently, and (ii) how a study of the previous 50 years (approximately) helps an understanding of what is happening today.

It is important that the learning programme is designed to allow candidates to acquire and develop the relevant knowledge, understanding and skills. Teachers should take note of the targets for each task and study the requirements of the mark scheme before planning the learning programme.

It is expected that candidates will complete the task in normal lesson time over a number of weeks. It is recommended that candidates are allowed eight hours to complete the task. It is expected that candidates will use four hours for preparation. This might include: research, selecting relevant material, note taking, planning and drafting. The writing-up of the final piece of work should take about four hours.

It is the responsibility of Centre staff to ensure that the work that candidates produce is their own individual work. It should be completed under direct teacher supervision. Detailed guidance on the controls that should be set in place are given in Section 5 of the specification.

The task will need to be adapted so that it is relevant to the historical content of the learning programme followed by the candidates:

History Around Us: a type of site such as castles needs to be put in place of 'Xs'.

Modern World Study: a person, group, event or development needs to be put in place of 'X' and the title of the Modern World Study needs to be put in place of 'Y'.

It is important that the overall nature of the task is not changed.

The guidance for candidates has been designed to help candidates and should be handed to candidates with the adapted versions of the questions.

GCSE

HISTORY A

J415

A953: Specimen Controlled Assessment Task

Specimen Mark Scheme

The maximum mark for these tasks is **50**.

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How to use the mark schemes

- Each band descriptor covers all the relevant assessment objectives.
- The descriptors should be read and applied as a whole.
- Make a best-fit match between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- The extent to which the statements within the band have been achieved
- The quality of written communication.

For example:

- An answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band.
- An answer that meets many of the requirements of the band descriptor but never does so in a convincing manner should be placed in the middle of the band.
- If an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band.

Task 1 and 2		
1	<p>Target: AOs 1, 2 and 3.</p> <p>Band 0: Candidates: Submit no evidence or fail to address the question.</p> <p>Band 1: Candidates:</p> <ul style="list-style-type: none"> • Demonstrate little relevant contextual knowledge • Demonstrate limited ability to select and organise information • Describe a few key features, reasons, results and changes of the societies, events, people and situations studied. The work contains some relevant material but this is not often deployed relevantly and there are no effective comparisons or links • Extract some information from sources • Describe a few surface features of representations and interpretations • The candidate has either written relatively little or it is of some length but the content is not focussed on the task(s). <p>Band 2: Candidates:</p> <ul style="list-style-type: none"> • Demonstrate some, but limited, contextual knowledge • Select and organise some relevant material. This is only sometimes deployed relevantly • Identify and describe key features, reasons, results and changes of the societies, events, people and situations studied but with little awareness of the broad context. There is some structure in the descriptions. Attempts are made at obvious points of comparison or links • Attempt conclusions but these are asserted and not supported • Explicitly uses sources, but these are used uncritically (or attempts at evaluation are basic) and at face value and are not used to support arguments. Can identify some agreements and disagreements between sources • Show understanding of representations and interpretations at a surface level. They can describe some features of the representations and interpretations. Can identify some differences/similarities. Can begin to identify some reasons for these differences although these will not be explained or supported • The work of the candidate lacks precision and succinctness, but the work presented still does not exceed the prescribed word limit. 	<p>[0]</p> <p>[1-12]</p> <p>[13-23]</p>
	<p>Band 3: Candidates:</p> <ul style="list-style-type: none"> • Demonstrate and select some relevant contextual knowledge and mostly deploy it relevantly to support parts of their answers • Select and organise mostly relevant information, much of it deployed relevantly 	<p>[24-33]</p>

	<ul style="list-style-type: none"> • Demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations studied with some awareness of the broad context. They produce structured descriptions and explanations. Reasonable comparisons/links are made and conclusions have some support although these are not always well substantiated 	
	<ul style="list-style-type: none"> • Interpret some sources and make explicit use of sources to support arguments. They begin to evaluate the sources but this is often not integrated into their arguments • Show some understanding of representations and interpretations. They demonstrate the ability to make some inferences from representations and interpretations and to explain the reasons for some of the more obvious differences and similarities between at least two representations and interpretations • The candidate has written with precision or succinctness and has not exceeded the prescribed word limit. 	
	<p>Band 4: Candidates:</p> <ul style="list-style-type: none"> • Select and deploy mostly relevant and accurate contextual knowledge to support parts of their answers • Select a range of relevant information which is generally well-organised and deployed relevantly. They demonstrate a reasonable understanding of the significance of key features, reasons, results and changes of the societies, events, people and situations studied with awareness of the broad context. They have some understanding of interrelationships in the period studied. They can produce developed and reasoned and supported conclusions • Effectively interpret, use and evaluate a range of sources. Evidence is used to support arguments and conclusions • Show a satisfactory understanding of a range of representations and interpretations. They demonstrate the ability to interpret, and infer, from representations and interpretations, and to explain some differences and similarities across several representations and interpretations. Show some understanding of why sites/events/situations/people have been represented and interpreted in different/similar ways. They can make some valid use of at least one of the following in their explanations: purpose, audience, context, medium, access to information • The candidate has written with some precision and succinctness, but has not exceeded the prescribed word limit. 	[34-43]
	<p>Band 5: Candidates:</p> <ul style="list-style-type: none"> • Select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers • Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions. They demonstrate a good understanding of key features, reasons, results and changes of the societies, events, people and situations studied. They demonstrate an awareness of the importance of the broad context and of interrelationships in the period studied. They produce well-developed, well-reasoned and well-supported conclusions 	[44-50]

	<ul style="list-style-type: none">• Effectively and rigorously evaluate and use a broad range of sources in their historical context to investigate and to support effectively arguments and conclusions• Show a good understanding of a range of representations and interpretations. They demonstrate a high level of ability to interpret and infer from, representations and interpretations, and to clearly explain several differences and similarities across a range of representations and interpretations. Show a good understanding of why sites/events/situations/people have been represented and interpreted in different/similar ways. They make good use of some of the following in their explanations: purpose, audience, context, medium, access to information• The candidate has written with precision and succinctness, so that the word limit is not exceeded.	
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Assessment Objectives Grid (included QWC)

	AO1	AO2	AO3	Total
Task 1 and 2	15	20	15	50
Total	15	20	15	50

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