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History

GCSE 2012 History B (Modern World) Short Course

Specification

J117

Version 1

April 2012



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1 Introduction to GCSE (Short Course) in History B

1.1 Overview of GCSE (Short Course) in History B

Unit A981 <i>Aspects of International Relations 1919-2005</i>	Written Paper 1 hour 45 mins – 56 marks 50% of the qualification Question Paper: 3 sections, candidates answer questions from 1 section.
+	
Unit A982 <i>British Historical Enquiry</i>	Controlled assessment 50 marks 50% of the qualification Approx 2000 words

Please note that the total marks for unit A981 now incorporate additional marks for spelling, punctuation and grammar. Please see section 3.5 for further information.

1.2 Guided learning hours

GCSE (Short Course) in History B requires 60–70 guided learning hours in total.

1.3 Aims and learning outcomes

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

GCSE specifications in history must enable candidates to:

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

1.4 Prior learning

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

2.1 Unit A981: *Aspects of International Relations, 1919–2005*

This unit consists of a three-part core on *Aspects of International Relations, 1919–2005*. Candidates must study **one** part.

The specified content is defined through a number of Key Questions and Focus Points. The Key Questions define the topics as well as encouraging an issues-based and investigative approach to the content. Focus Points indicate the issues that need to be addressed in each Key Question. Candidates will be expected to demonstrate understanding of the Key Questions and Focus Points using knowledge of relevant historical examples.

Core Content: *Aspects of International Relations, 1919–2005*

Section A: The Inter-War Years, 1919–1939

Key Question 1: Were the Peace Treaties of 1919–1923 fair?

Focus Points

- What were the motives and aims of the Big Three at Versailles?
- Why did the victors not get everything they wanted?
- What were the immediate reactions to the peace settlement?
- Could the treaties be justified at the time?

Specified Content

The Peace Treaties of 1919–1923 (Versailles, St. Germain, Trianon, Sevres and Lausanne); the roles of individuals such as Wilson, Clemenceau and Lloyd George in the peacemaking process; the immediate reactions to, and opinions about, the treaties, especially in Britain, France, Germany and the USA.

Key Question 2: To what extent was the League of Nations a success?

Focus Points

- What were the aims of the League?
- How successful was the League in the 1920s?
- How far did weaknesses in the League's organisation make failure inevitable?
- How far did the Depression make the work of the League more difficult?
- Why did the League fail over Manchuria and Abyssinia?

Specified Content

The aims of the League, its strengths and weaknesses in structure and organisation; successes and failures in peacekeeping during the 1920s; disarmament; the work of the Court of International Justice; the ILO and the Special Commissions; the impact of the World Depression on the work of the League after 1929; the failures of the League in Manchuria and Abyssinia.

Key Question 3: Why had international peace collapsed by 1939?

Focus Points	<ul style="list-style-type: none"> • What were the long-term consequences of the Peace Treaties of 1919–1923? • What were the consequences of the failures of the League in the 1930s? • How far was Hitler's foreign policy to blame for the outbreak of war in 1939? • Was the policy of appeasement justified? • How important was the Nazi-Soviet Pact? • Why did Britain and France declare war on Germany in September 1939?
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Specified Content	The collapse of international order in the 1930s; the increasing militarism of Germany, Italy and Japan; Hitler's foreign policy up to 1939; the Saar, remilitarisation of the Rhineland, Austria, Czechoslovakia and Poland; the Nazi-Soviet Pact; appeasement and the outbreak of war in September 1939.
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Section B: The Cold War, 1945–1975

Key Question 4: Who was to blame for the Cold War?

Focus Points	<ul style="list-style-type: none"> • Why did the USA-USSR alliance begin to break down in 1945? • How had the USSR gained control of Eastern Europe by 1948? • How did the USA react to Soviet expansionism? • Who was more to blame for the start of the Cold War, the USA or the USSR?
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Specified Content	The origins of the Cold War; the 1945 summit conferences including the parts played by Churchill, Roosevelt, Stalin and Truman, and the breakdown of the USA-USSR alliance in 1945–6; Soviet expansion in Eastern Europe; the Iron Curtain; the Truman Doctrine and the Marshall Plan; the Berlin Blockade and its immediate consequences.
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Key Question 5: Who won the Cuban Missile Crisis?

Focus Points	<ul style="list-style-type: none"> • How did the USA react to the Cuban Revolution? • Why did Khrushchev put missiles into Cuba? • Why did Kennedy react as he did? • Who won the Cuban Missile Crisis?
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Specified Content	The Cuban Revolution and the USA's reaction to it; the Bay of Pigs; the events of the Crisis including the roles of Khrushchev and Kennedy; the resolution and the consequences of the Crisis.
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Key Question 6: Why did the USA fail in Vietnam?

Focus Points

- Why did the USA get increasingly involved in Vietnam?
- What were the different ways that the USA and the Communists fought the war?
- Whose tactics were the most effective – the USA's or the Communists'?
- Why did the USA withdraw from Vietnam?

Specified Content

Increasing American involvement in Vietnam under Eisenhower, Kennedy and Johnson; the main events of the war and the tactics used by the two sides; reasons for American withdrawal.

Section C: A New World? 1948-2005

Key Question 7: How secure was the USSR's control over Eastern Europe, 1948–c.1989?

Focus Points

- Why was there opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968, and how did the USSR react to this opposition?
- How similar were events in Hungary in 1956 and in Czechoslovakia in 1968?
- Why was the Berlin Wall built in 1961?
- How important was 'Solidarity'?
- How far was Gorbachev responsible for the collapse of the Soviet Empire?

Specified Content

The nature of Soviet control in Eastern Europe from 1948; the Hungarian Uprising of 1956 and the Soviet reaction; the building of the Berlin Wall in 1961; the 'Prague Spring' of 1968 and the Soviet reaction; 'Solidarity' in Poland; Gorbachev's policies and other factors and the collapse of Soviet control in Eastern Europe, including the fall of the Berlin Wall.

Key Question 8: How effective has terrorism been since 1969?

Focus Points

- What is terrorism, why do people become terrorists, why do people/organisations resort to terrorism?
- Why is terrorism generally condemned? Is terrorism ever justified?
- What roles do religion, nationalism and ideology play in terrorism?
- How different are terrorist groups in their membership, aims, motives and methods?
- How important are the leaders of terrorist groups?
- How have governments reacted to terrorism?
- How effective have terrorist groups been? What explains their success or failure?

Specified Content

The debate about ‘terrorist or freedom fighter’? The aims, methods, and effectiveness of:

(i) the Provisional IRA, 1969–1998; from the emergence of the IRA to the Good Friday Agreement

(ii) the Palestine Liberation Organisation 1969–1993, from Yasser Arafat becoming Chairman to the Oslo Accords: a terrorist organisation?

(iii) Al-Qaeda, from the mid-1980s to 2004. The emergence of Al-Qaeda from the resistance against the Soviet invasion of Afghanistan to the American ‘War on Terror’ post 9/11.

Candidates will not be required to have a detailed knowledge of the history of these three groups but will need to have knowledge of the main events and developments relating to these groups.

Key Question 9: What is the significance of the Iraq War?

Focus Points

- Why did the multi-national force invade Iraq in 2003?
- Was the invasion legal? Why was there opposition in many countries to the invasion?
- How was the invasion completed so quickly?
- What were the consequences of the invasion inside Iraq and internationally?
- Was the invasion of Iraq a success?

Specified Content

The debate over weapons of mass destruction, Saddam Hussein’s human rights record, claims about his links with al-Qaeda, 9/11, spreading democracy, Iraq’s oil, the role of religion within Iraqi society and the divisions within Iraqi society. The roles of the UN, Bush and Blair. Opposition to the invasion in Britain and in other parts of the world. The main events of the invasion. The post-invasion condition of Iraq: breakdown in law and order, the insurgency, the methods used by the Americans and the British against the insurgency. Everyday life for the Iraqi people, human rights abuses. The elections of 2005 and the setting up of the Transitional Government. The international consequences of the Iraq War.

2.2 Unit A982: *British Historical Enquiry*

Candidates must not base their controlled assessment task on content that will be examined in the other unit in the specification.

Candidates complete a single task which must be on British history. Candidates will be taught a broad background to the area of study and the relevant skills required. The task will cover all the assessment objectives. This unit will represent 50% of the total marks available for the specification. The task must be based on one of the two options:

- How was British society changed, 1890–1918?
- How far did British society change, 1939–1975?

Candidates should aim to write no more than 2,000 words for the task.

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

OCR will issue new tasks for this unit in the autumn term of each year, for submitting in the following academic year. For instance, tasks will be released in the autumn term of 2012 for submitting in May 2014.

Centres must use the new OCR-issued task each year. It will not be possible to carry forward a task from one academic year to the next.

Candidates must complete one task worth a maximum of 50 marks.

Tasks might be set on issues such as:

- the extent of change in British society over the period studied
- a comparison of how different groups in British society fared during the period studied
- why there was so much change in British society over the period studied.

The task will be marked by the centre using the marking criteria set out in section 4.3.4.

A982/21: British Depth Study, 1890–1918

Key Question: How was British society changed, 1890–1918?

Focus Points

- What were working and living conditions like for the poor in the 1890s?
- How were social reformers reacting to the social problems of the 1890s?
- Why did the Liberal government introduce reforms to help the young, old and unemployed?
- How effective were these reforms?
- What was the social, political and legal position of women in the 1890s?
- What were the arguments for and against female suffrage?
- How effective were the activities of the suffragists and the suffragettes?
- How did women contribute to the war effort?
- How were civilians affected by the war?
- How effective was government propaganda during the war?
- Why were some women given the vote in 1918?
- What was the attitude of the British people at the end of the war towards Germany and the Paris Peace Conference?

Specified Content

Poverty and distress in the 1890s, the work and impact of Charles Booth and Seebohm Rowntree. Reasons for the liberal victory in the 1906 election. Reasons for the liberal reforms for example the extent of poverty, New Liberalism, the roles of Lloyd George and Churchill, the threat from the recently formed Labour party. The Children's Charter, compulsory medical inspections in schools, free medical treatment and free school meals for the poor, the establishment of juvenile courts and borstals. Old age pensions 1909, Labour exchanges 1909, the National Insurance Act 1911. Attempts to reform the Poor Law.

The social, economic and political position of women in the 1890s. The campaign to win women the vote. Millicent Fawcett and the founding of the National Union of Women's Suffrage Societies (NUWSS) in 1897. The Pankhursts and the founding of the Women's Social and Political Union (WSPU) in 1903. The leaders' tactics and activities of the two groups including the use of violence. The effectiveness of the different tactics and the reactions of the authorities including Lloyd George and Asquith. The attempts to get a bill for women's suffrage through Parliament. The situation regarding votes for women in 1914. The contribution of women during the First World War, including women in employment. What happened to the issue of votes for women during the war?

The 1918 Representation of the People Act. Recruiting in the early years of the war. New government powers: the Defence of the Realm Act 1914, conscription, rationing, use of propaganda, and their impact on civilian life. The mood of the British people at the end of the war and the different attitudes about what should happen to Germany.

A982/22: British Depth Study, 1939–1975

Key Question: How far did British society change, 1939–1975?

Focus Points

- What impact did the Second World War have on the British people?
- What immigrants were living in Britain in 1945?
- Why did different groups migrate to Britain between 1948 and 1972?
- What were the experiences of immigrants in Britain?
- What contribution had immigrants made to British society by the early 1970s?
- What was the impact of the National Health Service on people's lives?
- What was life like for most women in the 1950s?
- How were women discriminated against in the 1960s and early 1970s?
- What factors led to changes in the roles of women?
- How much change had taken place for women by 1975?
- What was it like growing up in the 1950s?
- Why were there changes in the lives of teenagers in the 1960s?
- How did teenagers and students behave in the 1960s and early 1970s?
- How far did the lives of all teenagers change in the 1960s and early 1970s?

Specified Content

Britain as a multi-cultural society in 1939. The experiences and impact of groups such as Italian and German prisoners of war, GIs and Commonwealth soldiers. Immigration from the Caribbean, India, Pakistan and Uganda. The experiences of these immigrants and attitudes towards them. The contribution made to British society by immigrants. The riots in 1958 and the activities of the British National Party (National Front). Legislation relating to immigration and race in the 1960s and early 1970s. Enoch Powell in 1968. The emergence of a multi-cultural society by the mid 1970s.

The changing role and the contribution of women during the Second World War, for example, civil defence, the land, army, factory work, the forces and looking after families. The impact of these changes after the war. Women in the 1950s. Discrimination in the 1960s and early 1970s. The impact of the introduction of the pill, the 'women's lib' movement. Abortion. The 1969 Divorce Law Reform Act, the 1975 Sex Discrimination Act. The extent of the progress made by 1975.

The experiences of children during the Second World War: the Blitz, evacuation, rationing, diet, children's health and education, the absence of fathers. The increasing awareness on the part of the middle classes of the condition of working class children. The Beveridge Report. The creation and impact of the National Health Service. The lives of teenagers in the 1950s, the impact of increased affluence, the impact of American culture on British teenagers. The introduction of comprehensive education and university expansion. Student protests in the 1960s. Youth culture, for example, Mods and Rockers, the growing popularity and impact of rock music, clothes and fashion. Teenagers as consumers. The reactions of the authorities to these changes. The extent to which the lives of all teenagers were changed by the mid 1970s.

3.1 Overview of the assessment in GCSE (Short Course) in History B

For GCSE (Short Course) in History B candidates must take units A981 and A982.

GCSE (Short Course) in History B J117

Unit A981: *Aspects of International Relations, 1919–2005*

50% of the total GCSE

Written paper

1 hour 45 mins

56 marks

This question paper has **three** sections:

Sections A, B and C: Candidates must answer questions from **ONE** of these sections depending on which section of the core content they have studied.

Candidates answer Question 1 and **either** Question 2 **or** Question 3.

- Candidates answer **Section A** if they have studied The Inter-War Years, 1919–1939
- Candidates answer **Section B** if they have studied The Cold War, 1945–1975
- Candidates answer **Section C** if they have studied A New World? 1948–2005

This unit is externally assessed.

Unit A982: *British Historical Enquiry*

50% of the total GCSE

Controlled assessment

Approx 2000 words

50 marks

Candidates' work must be based on one of two options:

- How was British society changed, 1890–1918?
- How far did British society change, 1939–1975?

Candidates must complete **one** task.

This unit is internally assessed and externally moderated.

3.2 Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

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

3.2.1 AO weightings – GCSE (Short Course) in History B

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit A981: <i>Aspects of International Relations, 1919–2005</i>	20	15	15	50%
Unit A982: <i>British Historical Enquiry</i>	10	15	25	50%
Total	30%	30%	40%	100%

3.3 Grading and awarding grades

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

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

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

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

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

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
		a*	a	b	c	d	e	f	g	
50%	50	45	40	35	30	25	20	15	10	0

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

Qualification	Max Uniform Mark	Qualification Grade								U
		A*	A	B	C	D	E	F	G	
GCSE	100	90	80	70	60	50	40	30	20	0

The written paper will have a total weighting of 50% and controlled assessment a weighting of 50%.

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

3.4 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

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

3.4.1 Grade F

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

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

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

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

3.4.2 Grade C

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

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

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

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

3.4.3 Grade A

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

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

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

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

3.5 Quality of written communication and the assessment of spelling, punctuation and grammar

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

Candidates are expected to:

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

In the external assessment for unit A981 questions marked with a pencil (✎) will carry additional marks for spelling, punctuation and grammar.

From **January 2013**, all of the external assessment units will carry additional marks for spelling, punctuation and grammar. The questions will be marked with a pencil (✎).

4 Controlled assessment in GCSE (Short Course) in History B

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

Teaching and Learning

Controlled assessment is designed to be an integral part of teaching and learning. Unit A982 has been designed to be internally assessed, applying the principles of controlled assessment.

Candidates may complete the task at any time during the course of study. It is expected, however, that candidates will complete the task either towards the end of, or immediately after, the completion of the relevant learning programme.

Candidates should have completed a learning programme based on one of the following:

- How was British Society changed, 1890-18?
- How far did British Society change, 1939-75?

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

4.1 Controlled assessment tasks

All controlled assessment tasks are set by OCR.

Each year one task will be set, on each option; British Depth Study 1890-1918 and British Depth Study 1939-1975.

Controlled assessment tasks will be available on Interchange from the autumn term of each year, for submitting in the following academic year. For instance, tasks will be released in the autumn term of 2013 for submitting in May 2015. Tasks are only valid for the year indicated on the task booklet. Guidance on how to access controlled assessment tasks from Interchange is available on the [OCR website](#).

Controlled assessment tasks may be contextualised by centres in ways which will not put at risk the opportunity for candidates to meet the Assessment criteria, including the chance to gain marks at the highest level.

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

4.2 Planning and managing controlled assessment

Controlled assessment tasks are available at an early stage to allow planning time. The controlled assessment unit has been designed to be completed over a period of approximately 12-14 weeks. The unit consists of two parts: the programme of study (approximately 8-10 weeks) and the completion of the task under controlled conditions (8 hours – approximately 4 weeks). It is anticipated that candidates will spend a total of about 8 hours in producing the work for this unit. Candidates should be allowed sufficient time to complete the tasks.

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

4.2.1 Preparation

Preparation (informal supervision)

Informal supervision ensures that the work of the individual candidates is recorded accurately and that plagiarism does not take place. Assessable outcomes may be informed by group work, but must be an individual response.

- Introduction to the task (teacher led) in lesson time the week before the controlled assessment commences. This includes general and preliminary planning. Candidates should be provided with a blank A4 sheet of paper to prepare 5/6 bullet points, which can be taken in with them at the beginning of the 8 hours.

4.2.2 Producing the final piece of work

Producing final piece of work (formal supervision)

Formal supervision means under direct teacher supervision: teachers must be able to authenticate the work and there must be acknowledgement and referencing of any sources used. If writing up is carried out over several sessions, work must be collected in between sessions.

- The final piece of work should be about **2000 words** in total. Headings included within the body of the materials presented by the candidate should be included in the word count, but footnotes, figures, tables, diagrams, charts and appendices should not be included.

When supervising tasks, teachers are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

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

4.2.3 Presentation of the final piece of work

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

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

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

4.3 Marking and moderating controlled assessment

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

4.3.1 Applying the marking criteria

The starting point for marking the tasks is the marking criteria (see section 4.3.4 *Marking criteria for controlled assessment tasks*). The criteria identify levels of performance for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

4.3.2 Use of 'best fit' approach to marking criteria

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

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

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

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

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

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

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

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

4.3.3 Annotation of candidates' work

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

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

4.3.4 Marking criteria for controlled assessment tasks

Controlled assessment marking criteria		
	Target: AOs 1, 2 and 3.	
	0 marks = no response or no response worthy of credit	
	<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 • write relatively little or it is of some length but the content is not focussed on the task. 	[1-12]
	<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 • present work that lacks precision and succinctness. 	[13-23]

	<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 • 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 • 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 • write with some precision or succinctness. 	[24-33]
	<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, 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 societies/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 • write with precision or succinctness. 	[34-43]

Band 5: Candidates:**[44-50]**

- 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
- 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. They show a good understanding of why societies/ 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
- write with precision and succinctness.

4.3.5 Authentication of work

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

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 may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

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

4.3.6 Internal standardisation

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

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

4.3.7 Moderation

All work for controlled assessment is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Section 4.3.4 page 24.

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

4.4 Submitting the moderation samples via the OCR Repository

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

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

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

The OCR GCSE (Short Course) in History B unit A982 can be submitted electronically to the OCR Repository via Interchange: please check Section 7.4.1 page 33 for unit entry codes for the OCR Repository.

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

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

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

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

5.1 Free resources available from the OCR website

The following materials will be available on the OCR website:

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

5.2 Other resources

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

5.2.1 Publisher partners

OCR works in close collaboration with publisher partners to ensure you have access to:

- published support materials available when you need them, tailored to OCR specifications
- high quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials.



Heinemann is the publisher partner for OCR GCSE (Short Course) in History B.

Heinemann produces the following resources for OCR GCSE (Short Course) in History B:

- Modern World History Student Book with Active Book CD-ROM
ISBN: 978- 0435510 2 2 0
(Available from May 2009)
- Modern World History Teacher Guide with editable CD-ROM
ISBN: 978- 0435510 2 0 6
(Available from June 2009)
- Modern World History Active Teach CD-ROM
ISBN: 978- 0435510 2 1 3
(Available from June 2009)
- Active Revise
ISBN: 978- 0435510 2 3 7
(Available from October 2010).

5.2.2 Endorsed publications

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



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

5.3 Training

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

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

5.4 OCR support services

5.4.1 Active Results

Active Results is available to all centres offering OCR's GCSE (Short Course) in History B specifications.

activeresults

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

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

5.4.2 OCR Interchange

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

6.1 Equality Act information relating to GCSE (Short Course) in History B

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

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

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

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

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

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

6.2 Arrangements for candidates with particular requirements (including Special Consideration)

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

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

7 Administration of GCSE (Short Course) in History B

In December 2011 the GCSE qualification criteria were changed by Ofqual. As a result, all GCSE qualifications have been updated to comply with the new regulations.

The most significant change for all GCSE qualifications is that, from 2014, unitised specifications must require that 100% of the assessment is terminal.

Please note that there are no changes to the terminal rule and re-sit rules for the January 2013 and June 2013 examination series:

- at least 40% of the assessment must be taken in the examination series in which the qualification is certificated
- candidates may re-sit each unit once before certification, i.e. each candidate can have two attempts at a unit before certification.

Please note that from **January 2013**, candidates will be assessed on the quality of their spelling, punctuation and grammar, see Section 3.5 for more information.

For full information on the assessment availability and rules that apply in the January 2013 and June 2013 examination series, please refer to the previous version of this specification [GCSE \(Short Course\) in History B \(July 2009\)](#) available on the website.

The sections below explain in more detail the rules that apply from the June 2014 examination series onwards.

7.1 Availability of assessment from 2014

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

GCSE (Short Course) in History B certification is available in June 2014 and each June thereafter.

	Unit A981	Unit A982	Certification availability
June 2014	✓	✓	✓

7.2 Certification rules

For GCSE (Short Course) in History B, from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

7.3 Rules for re-taking a qualification

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

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

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

- Where a candidate decides to re-take the controlled assessment, the new result will be the one used to calculate the new qualification grade. Any results previously achieved cannot be re-used.
- Where a candidate decides to carry forward a result for controlled assessment, they must be entered for the controlled assessment unit in the re-take series using the entry code for the carry forward option (see section 7.4).

7.4 Making entries

7.4.1 Unit entries

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

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

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

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

Unit entry code	Component code	Assessment method	Unit titles
A981	01	Written paper	<i>Aspects of International Relations 1919-2005</i>
A982A	01	Moderated via OCR Repository	<i>British Historical Enquiry</i>
A982B	02	Moderated via Postal moderation	<i>British Historical Enquiry</i>
A982C	80	Carried forward	<i>British Historical Enquiry</i>

7.4.2 Certification entries

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

Candidates may be entered for the following:

- GCSE (Short Course) in History B certification code J117.

7.5 Enquiries about results

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

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

7.6 Prohibited qualifications and classification code

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

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

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

8.1 Overlap with other qualifications

There is some overlap between the content of this specification and that of specifications in GCSE Citizenship, GCSE History, GCSE Religious Studies, GCSE Geography, GCSE Sociology, GCSE Economics and the GCSE Business Suite. This is inevitable in any broad Humanities programme such as that devised in this specification.

8.2 Progression from this qualification

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

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

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

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 enables candidates to develop their understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues in depth. Spiritual issues are addressed. Moral and ethical issues are addressed in the core content, for example, in evaluating the fairness of the peace treaties of 1919–1923. Social issues are addressed and a range of cultural issues are also addressed by considering the role of culture in society and politics.

Candidates will also consider varied interpretations and representations of different cultures in the controlled assessment.

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, in the following topics:

Health, safety and environmental issues are addressed in the core content, for example, in the study of the work of the International Labour Organisation in relation to health, safety and environmental issues in the workplace, and the work of the Health Committee in fighting dangerous diseases and educating people about health and sanitation.

Environmental issues are also addressed through candidates' understanding of how past actions, choices and values impact on present and future societies, economies and environments.

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

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

The European dimension is addressed in the core content where both co-operation and conflict between European states are studied. Attempts at co-operation are examined, for example, in the key question, 'To what extent was the League of Nations a success?', while reasons for conflict between European nations are addressed in the key question, 'Why had international peace collapsed by 1939?'

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 Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

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

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A981	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A982	✓	✓			✓	✓			✓	✓	✓	✓

8.9 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of History.

The assessment of this course requires candidates to:

ICT Application/ Development	Opportunities for using ICT during the course
Find things out from a range of sources; select and synthesise information to meet needs.	For controlled assessment candidates access electronic archives, search for and use appropriate websites for museums, government agencies and university departments.
Use a database to search and analyse patterns and test hypotheses effectively.	Candidates use CD-ROMs and websites to test hypotheses about a given topic such as the effectiveness of the League of Nations. Candidates use a database showing changing voting patterns in Germany in the late 1920s and early 1930s to establish patterns in the changing support for the Nazi party.
Develop an ability to question the accuracy, bias and plausibility of information researched.	Candidates evaluate the different interpretations to be found on the internet about, for example, the fall of communism in Europe.
Develop ideas using ICT tools; amend and refine work, and enhance its quality and accuracy.	Candidates may organise and deliver a presentation about, for example, the reasons for America's defeat in the Vietnam War to the rest of the class using PowerPoint.
Use a word-processing package to organise and classify.	Candidates organise and classify different types of causes of the Second World War and produce an annotated causal chain.
Exchange and share information.	E-mail projects may be set up for candidates to communicate with each other, their teacher, an expert or students from another Centre. Ideas and information about topics such as the Cold War, the Vietnam War and the fall of Communism in Europe could be exchanged. Candidates can use e-mail or an electronic notice board to collect and pass on revision notes.

8.10 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory Programme of Study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of:

Citizenship Programme of Study	Opportunities for teaching citizenship issues during the course
The legal and human rights and responsibilities underpinning society and how they relate to citizens, including the operation of the criminal and civil justice systems.	These issues are addressed when studying legal and human rights and responsibilities, for example in the British Depth Study and comparing these with the rights and responsibilities of citizens in a modern democratic state.
The work of Parliament, government and the courts in making and shaping law.	These issues are addressed when studying the making and shaping of laws, for example, by studying the operation of the League of Nations.
The United Kingdom's relations in Europe.	The changing nature of the United Kingdom's relations in Europe through the twentieth century is studied as part of the core content. This contributes to an understanding of the United Kingdom's relations in Europe today.
Opportunities for individuals and voluntary groups to bring about social change.	The role of influential individuals and groups in bringing about change.
Express, justify and defend orally and in writing a personal opinion about such issues.	Candidates can, through the use of hot seating, express, justify and defend their views about, for example, the policy of appeasement or America's involvement in Vietnam.
Contribute to group and class discussion and formal debates.	Working in groups, candidates can prepare arguments in favour and against, for example, the terms of the Treaty of Versailles.
Use imagination to consider, express, explain and evaluate other people's experiences and opinions.	The controlled assessment unit provides many opportunities for candidates to understand the experiences and views of other people.

Appendix A: Guidance for the production of electronic controlled assessment

A

Structure for evidence

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

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code A982, so that the portfolio is clearly identified as the work of one candidate.

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

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

Data formats for evidence

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

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

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

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

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

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)



YOUR CHECKLIST

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

- Bookmark www.ocr.org.uk/gcse2012
- Be among the first to hear about support materials and resources as they become available. Register for email updates at www.ocr.org.uk/updates
- Book your inset training place online at www.ocreventbooker.org.uk
- Learn more about active results at www.ocr.org.uk/activeresults
- Join our History social network community for teachers at www.social.ocr.org.uk

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.

Contact us

Keep up to date with the latest news by registering to receive e-alerts at www.ocr.org.uk/updates

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