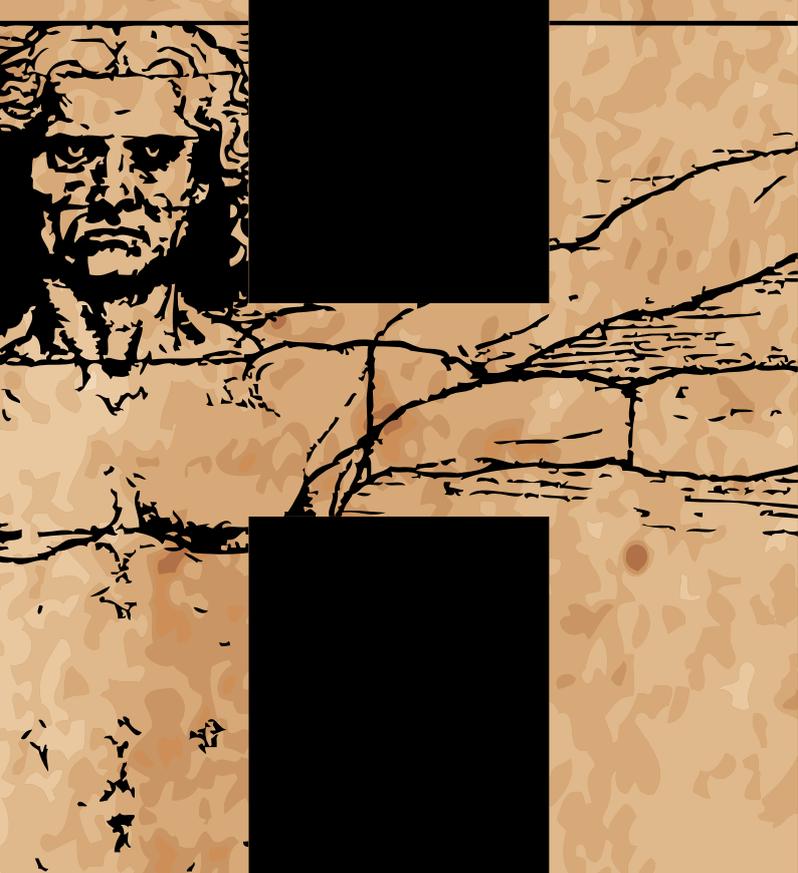# Humanities

GCSE 2012

Humanities

Specification

J445

Version 1

April 2012

Accredited

OCR

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Contents

Unit B031	Written paper
Cross-curricular Themes	2 hrs – 100 marks
	50% of the qualification
	Question paper:
	5 sections, candidates answer all questions

+

Unit B032	Written paper
Application of Knowledge	1 hr 15 mins – 50 marks
	25% of the qualification
	Question paper:
	3 sections, candidates answer all questions

+

Unit B033	Controlled assessment
Humanities Independent Enquiry	50 marks
	25% of the qualification
	Approx 2000 words

1.2 Guided learning hours

GCSE Humanities requires 120–140 guided learning hours in total.

1.3 Aims and learning outcomes

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

The aims of this specification are to enable candidates to:

- actively engage in the process of humanities to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds

- develop an understanding which is coherent, holistic and extends beyond the remit of any single subject discipline

- develop an awareness of how people of different cultures and societies relate to each other and the world in which we live, now and in the past

- explore ways in which cultural, economic, environmental, historical, moral, political, religious, social, spatial, and spiritual factors interact to shape the world in which we live today

- consider the opportunities and constraints which influence human societies at a range of different levels

- examine issues which affect the nature and quality of human life, including an appreciation of diversity and similarities and differences of attitudes, values and beliefs in society

- develop enquiry, critical thinking and decision-making skills through personal and collaborative investigation of issues that are important, real and relevant to young people and to the world in which they live

- consider the rights and responsibilities they have as individuals and their own contribution to humanity.

1.4 Prior learning

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

2.1   Unit B031: *Cross-curricular Themes*

This unit specifies the overarching themes which form the content for both Units 1 and 2. Through each theme, candidates can explore a broad range of issues affecting the quality of life and the human condition, and examine these issues from a variety of perspectives. The emphasis is on acquiring a broad range of knowledge across the wide spectrum of humanities, extending beyond the confines of any one subject discipline. Key features and characteristics are identified within each theme, although it should be noted that these often cross over from one theme to another. For example, issues of rights and responsibilities and an individual's contribution to humanity may be found within both Citizenship and Religious and Moral issues. These links are what enable candidates to acquire breadth of knowledge within a coherent framework.

Assessment of this unit is focussed on AO1 (Recall, select and communicate their knowledge and understanding of concepts, issues and terminology).

Issues of Citizenship

Candidates should have a knowledge and understanding of the importance of social justice and of protecting human rights with an appreciation of the consequences of the denial of rights and freedoms. They should be able to identify different forms of political organisation at a societal level and understand why some limit democracy. They should have an appreciation of the difference between criminal and civil law coupled with a basic understanding of how law and the criminal justice system works in the United Kingdom. Candidates should develop an outline historical understanding of the development of democracy in the United Kingdom. Candidates should also have an understanding of the complex nature of communities within the United Kingdom, their multiple identities and the impact of this on community cohesion.

2.1.1   Rights and responsibilities

Key concepts:

- human rights and responsibilities
- legal, social and political rights
- human rights legislation
- human rights abuses
- human rights protection
- multiculturalism.

Content:	
	• the development of, and struggle for, justice for all – and Human Rights as a basic human entitlement, now enshrined in national and international law
	• awareness that individuals, organisations and governments have responsibilities to ensure rights are balanced, supported and protected
	• how Human Rights legislation tries, and to what extent it succeeds, in providing protection for victims of armed conflict and children caught up in fighting
	• how rights and needs differ, how rights can compete and conflict, showing how sometimes difficult decisions need to be made to try to maintain a balance
	• the diverse national, regional, ethnic and religious identities which make up groups and communities in the UK
	• a study of how modern Britain produces complex and multiple identities in many citizens, which change over time and space
	• how such complex issues of diversity and identity can affect social cohesion, which in the long term is damaging to society.

2.1.2   Democratic process in the United Kingdom

Key concepts:

- democracy
- ballot
- representative
- referendum
- proportional representation
- dictatorship
- free speech
- active citizenship
- political party
- government
- opposition.

Content:		
	•	Parliamentary democracy in the United Kingdom – including election and role of MPs, role of the Prime Minister, cabinet, opposition, political parties, Scottish Parliament and Welsh Assembly, House of Lords and the Monarch
	•	alternative systems of democracy including the separation of executive, legislature and judicial processes and proportional representation
	•	the rights usually available in a democracy – equality before the law, freedom of speech and writing, freedom of religion, freedom of association, a free press, and free and fair elections
	•	systems of governance which may limit these rights, such as a dictatorship
	•	the importance of citizens being actively involved in all political processes, the use of referenda on issues, for example, involvement in the European Union
	•	the importance of Parliamentary elections and the individual's relationship to the organisation and responsibilities of local government.

2.1.3 Judicial process in the United Kingdom

Key concepts:

* Act of Parliament
* criminal law
* civil law
* trial
* legal precedent
* appeal.

Content:		
	•	role of law including establishing boundaries for citizens' actions, protection of citizens' rights and resolving conflicts between individuals or organisations
	•	process of law-making including the parts played by the Government, Parliament, the European Union, the courts and legal precedent
	•	the difference between criminal and civil law and the operation of these different judicial systems including judges, jury, solicitors, magistrates, barristers
	•	due process of criminal law including the right to a fair trial, the right to legal representation, the assumption of innocence over guilt, and the right to an appeal.

2

Issues of Economic Wellbeing and Financial Capability

Candidates should have a knowledge and understanding of different types of economic activity and the impact on society of changes in economic activity. They should understand why changes in employment patterns and working practices have occurred and know about the consequences of these changes for individuals. They should understand how the modern economy functions in the United Kingdom and be able to place that understanding within a European and global context. Candidates should understand the concept of financial capability in supporting business and the economic wellbeing of the individual. They should be able to identify rights and responsibilities at work and attitudes and values in relation to work and enterprise.

2.1.4 The classification of economic activity and the nature of the modern economy

Key concepts:

- primary industry
- secondary industry
- tertiary industry
- e-commerce.

Content:	• the classification of economic activity
	• reasons for the relative decline of primary and secondary industry in the United Kingdom and European Union
	• changing global industrial patterns with specific reference to the development of manufacturing in less economically developed countries
	• transfers of capital to low-cost production areas by transnational companies – the social and moral dilemmas.

2.1.5 Different types of work and methods of reward

Key concepts:

- employment
- self-employment
- voluntary work
- full time
- part time
- flexible working.

Content:	• changing patterns of employment within the United Kingdom over the last 50 years
	• changes in technology/changes in the organisation of work/the feminisation of the workforce
	• the link between reward and motivation/do people only work for money/the consequences of change for individuals.

2.1.6 Financial capability

Key concepts:

- money management
- financial risk
- financial reward
- financial terms
- financial products.

Content:	• money management/income/expenditure/cost benefit/analysis
	• financial decision making/personal budgeting/wages/taxes/credit/debit
	• a range of financial products and services/loans/overdrafts/Hire purchase/mortgage/ISA/savings/investments
	• the financial implications of post-16 options/the importance of financial capability for economic wellbeing of the individual and society.

2.1.7 Rights and responsibilities at work

Key concepts:

- employer
- employee
- contract of employment
- trade union
- negotiation
- arbitration.

Content:	• the rights and responsibilities of employers and employees
	• the importance of the contract of employment
	• the functions of trade unions/the reasons for joining or not joining trade unions
	• the ways in which trade unions seek to influence employers and Government.

Environmental Issues

Candidates should have knowledge and understanding of the historical development and potential threats posed by climate change. They should have an understanding of the different strategies that could be used to deal with these threats at an individual and societal and global level. Candidates should develop an understanding of the different approaches to resource use and management to create improved environmental sustainability; detailed examples should focus on local level initiatives.

2.1.8   Climate change and its consequences

Key concepts:

- environmental issues
- sustainability
- climate change
- pressure group
- human environmental impact
- environmental legislation.

Content:	• the issues involved in the causes of climate change and the impacts that urbanisation and industrialisation have had upon it
	• an historical perspective on the development of climate change as a potentially important issue
	• difficulties of projecting controversial ideas into the future and the consequent problems this causes for planners
	• climate change is complex and contradictory and views are often dictated by vested interest, containing bias as a consequence.

2.1.9   Resource management and the need for increased sustainability

Key concepts:

- renewable resources
- environmental footprint
- recycling
- finite resources
- environmental consequences of future economic development
- Local Agenda 21.

Content	•	how developed countries need to evolve lifestyles that are more sustainable, and the consequences of environmentally damaging growth in developing countries
	•	managing scarce finite resources; contrasting the economic and environmental implications of a sustainable scheme for reducing human impacts on the environment
	•	waste management, identifying a range of methods available to lessen human impact on the environment – including reduce, reuse, recycling and energy use reduction
	•	study of an initiative to improve the environment of a local community in cost–benefit terms
	•	purpose and implications of Local Agenda 21 from local to global scale.

Religious and Moral Issues

Candidates should have an understanding of the nature of religious belief and its significance for the lives of individuals. Following QCA, and SACRE (Standard Advisory Councils on Religious Education) guidelines, they should explore fundamental questions of meaning from the perspective of Christianity and one other principal world religion; however assessment will focus broadly on the issues and concepts, and will not refer to specific named religions. Candidates, in their answers, should refer to the religions they have studied. They should understand how religious beliefs can affect people's values and their attitudes to moral issues. Candidates should develop the skills of analysis, reflection and enquiry as well as the sensitivity to consider other people's beliefs, traditions and points of view.

This section of the specification should include material from Christianity and from one of Buddhism, Hinduism, Islam, Judaism, and Sikhism. Candidates should be given opportunities throughout this section to analyse, interpret, and evaluate different viewpoints, arguments and evidence put forward by religious and non-religious sources, and be able to come to an informed, rational, and imaginative personal choice.

The Key Concepts and Terms specified usually apply to all principal religions. However, teachers will appreciate the difficulty of listing concepts appropriate to every religion specified by local SACREs, and should select their own concepts, as appropriate, when preparing this section of the specification.

2.1.10 Nature of God

Key concepts:

- omnipotence
- theism
- pluralism
- atheism
- heaven
- creation.

Content:	•	who/what is God? What do religious people mean when they use the word 'God'?
	•	what different beliefs do religions have about God/Gods?
	•	where is God? – up there, out there, in here?
	•	why do many people believe in God? (Design argument, First Cause argument, Mystical experiences).

2.1.11 The nature of belief

Key concepts:

* worship
* religious festivals
* ritual, ceremony
* holy scripture
* revelation
* authority.

Content:	•	the ways in which worship takes place in religious buildings and privately at home
	•	the meaning of important religious festivals
	•	ceremonies and beliefs associated with 'Rites of Passage'
	•	authority and revelation associated with beliefs about Holy Scripture.

2.1.12 Religion and personal relationships

Key concepts:

* religious laws, e.g. Ten Commandments/Golden Rule
* tolerance
* prejudice
* equality.

Content:	•	the ways in which religious belief can influence relationships within the family, e.g. parent–child, child–parent, husband–wife
	•	religious attitudes towards divorce/re-marriage
	•	religious attitudes towards sexual relationships – pre-marital/extra-marital sex, and promiscuity
	•	religious attitudes towards people of other races, religions, and gender.

2.1.13 Religious beliefs about good and evil

Key concepts:

- natural/moral evil
- human/animal suffering
- stewardship/responsibility
- rewards/punishment.

Content:	
	• religious beliefs about why there is suffering in the world
	• the difference between natural and moral evil
	• what the religious attitude is towards overcoming/coping with suffering
	• the link between a person's response to suffering and the idea of post-mortem reward/punishment.

2.1.14 Religious belief and modern dilemmas

Key concepts:

- science v. religion
- ethics
- warfare
- wealth/poverty.

Content:	
	• religious and non-religious viewpoints about the origin of the universe and human beings
	• differences both within religions and outside of religion towards issues such as abortion and euthanasia
	• religious and non-religious attitudes to war, violence, and pacifism
	• religious and non-religious attitudes towards the poor and needy (use of money/giving to charity).

Issues of Health and Welfare

Candidates should have a knowledge and understanding of the potential threats to health and welfare. They should have an understanding of the different strategies that could be used to deal with these threats at both an individual and societal level. Candidates should develop an outline historical understanding of the different approaches to health and welfare in the United Kingdom as well as an understanding of the differences in health and welfare in different places.

2.1.15 Maintaining a healthy lifestyle

Key concepts:

- diet

- personal hygiene

- exercise

- stress management

- substance abuse.

Content:	• the benefits and risks of health and lifestyle choices
	• the consequences for physical and mental development of these choices
	• the effects of toxic substances – including atmospheric pollutants, radiation, alcohol and drugs – on human development
	• the characteristics of emotional and mental health
	• the causes, symptoms and treatment of some mental and emotional health disorders.

2.1.16 The importance of sex education for social, moral and cultural development

Key concepts:

- responsibility

- partnership

- conception

- contraception.

Content:	• the purpose and focus of sex education in the United Kingdom
	• the sources of sex education and its effectiveness
	• the joint responsibilities of parents, medical authorities and voluntary agencies for sex education
	• the debate about where prime responsibility lies
	• the importance of sex education for women and men.

2.1.17 Health and safety at work and in the environment

Key concepts:

- protection
- prevention
- legislation
- voluntary code.

Content:	
	• the potential risks to health and safety in the workplace
	• ways of reducing health and safety risks in the home
	• the purpose, focus and effectiveness of health and safety legislation
	• the effectiveness of voluntary codes of practice in the wider environment
	• the case for and against legislation to reinforce voluntary codes.

2.1.18 Differences in health and health care in countries with contrasting levels of economic development

Key concepts:

- life expectancy
- infant mortality
- preventative medicine
- malnutrition
- diseases of poverty
- diseases of affluence.

Content:	
	• different ways of measuring the health of a nation
	• different risks to physical and mental health in countries with contrasting levels of economic development
	• different patterns of health care in the contrasting countries
	• ways of improving health and health care in less economically developed countries (LEDCs).

2.1.19 The development of welfare provision in the United Kingdom

Key concepts:

- Welfare State
- means test
- private provision
- National Insurance
- universal benefit.

Content:	
	• the insurance principle and the foundations of the Welfare State
	• the reconstruction of post-war Britain in 1945
	• poverty today and criticisms of state welfare
	• the advantages and disadvantages of state intervention in welfare provision.

2.2 Unit B032: *Application of Knowledge*

Candidates should be able to use, analyse and interpret a range of evidence from Humanities relating to the content of Unit B031. The evidence for candidates to use will be drawn from the areas of content in Unit B031: *Cross-curricular Themes*. Again, the emphasis is on breadth of understanding and identifying common aspects within the range of humanities subjects. Study of the humanities methodology gives a coherent framework to understand the commonality of approach across the disciplines.

After studying this unit candidates should:

- be able to apply their knowledge and understanding to content derived from across the broad spectrum of humanities subjects

- know about the sources of evidence for social research, examining issues which affect the nature and quality of human life

- understand the types of evidence found within humanities and evaluate it in relation to its reliability and validity

- be familiar with different research methods and their practical application to the study of the various factors which influence human behaviour and attitudes

- be confident in presenting information coherently and be able to evaluate their research.

The assessment of this unit is strongly focussed on AO2 (Apply their knowledge and understanding in familiar and unfamiliar contexts).

2.2.1 Different types and forms of evidence

Candidates should have a knowledge of:

- primary and secondary sources

- official statistics

- quantitative and qualitative methods of enquiry.

Content:	•	knowledge and use of the different types and forms of evidence available in social research, including:

- official statistics and records

- visual sources such as paintings, cartoons and photographs

- personal documents such as letters, diaries and autobiographies

- media information such as news reports, magazine articles and advertisements.

- knowledge and use of methods of collecting primary data and knowledge of associated problems, including:

  - experiments

  - questionnaires

  - structured interviews

  - in-depth interviews

  - observation and participant observation.

2.2.2 Using and evaluating evidence

Candidates should have a knowledge of:

- reliability
- validity
- significance
- triangulation
- sampling
- trend.

Content:	•	knowledge, understanding and use of ways to interpret evidence; judge its reliability, validity and significance in relation to particular enquiries
	•	the use of different types of sampling and their operation
	•	the identification and use of patterns, trends and significance in data
	•	knowledge and use of the terminology used to present and evaluate evidence in a clear and convincing manner.

2.2.3 Managing an enquiry

Candidates should have a knowledge of:

- hypothesis
- indicator
- pilot study
- sampling
- control
- variable.

Content:	•	knowledge, understanding and use of the process of conducting social research, including:
		- forming a hypothesis
		- deciding on an appropriate strategy;
		- determining appropriate indicators or questions
		- sampling and pilot studies
		- controlling variables
		- analysing and interpreting data
		- presenting findings with evidence using appropriate techniques and terminology
		- evaluating the strategy.

2.2.4 Communicating the results of an enquiry

Candidates should have a knowledge of:

- introduction
- conclusion
- evaluation
- narrative
- evidence
- annotation
- statistical diagram
- referencing
- bibliography
- audience.

Content:	•	knowledge and understanding of the ways information can be communicated in an enquiry report using text, numbers and images, including:
		- the purpose, form and use of an introduction, conclusion, evaluation and bibliography
		- the function, characteristics and use of evidential writing including the use of quotation and referencing
		- the use of annotation in relation to maps, photographs and diagrams
		- the selection and use of statistical diagrams for different purposes, for example, histograms
		- the comparison of totals, including pie charts to assist an understanding of proportions
		- the use of charts and tables to display numerical information
		- the importance of assessing and responding to the needs of different audiences.

In this controlled assessment unit, candidates undertake an enquiry which leads to the production of a written report with a word limit of **about 2,000 words**. This may include material submitted in a variety of media. The report may be submitted in an electronic form (see Appendix A for approved formats).

A new set of Enquiry questions will be set by OCR for each session. The same OCR Controlled Assessment task must **NOT** be used as practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen controlled assessment task as guidance, if they wish to do so. A previous year's task may **NOT** be re-submitted in the following year.

Each year there will be a **choice of ten tasks**, two on each of the five content areas identified for Unit B031. Teachers will select a range of tasks from which their candidates may choose one. In doing so, account should be taken of the capacity of the teacher(s) involved to manage and control the work of candidates. In practice, it is anticipated that candidates will have a very limited choice of tasks available to them. The list of ten tasks will be changed each year.

The set tasks will provide scope for candidates to develop the methodological skills necessary in an investigative enquiry, leading to an evaluation of the validity of the enquiry process and the problems associated with the derivation and substantiation of conclusions from evidence found within the humanities.

It is anticipated that candidates will spend a total of **about 15 hours** in producing the work for this unit. It is suggested that this might be divided into the following stages. Timings are approximate; actual time allocations will depend on the task concerned. Timings are for guidance only. The main control is through word limit (see section 4.2).

- Introduction to the task (teacher led) **1–1.5 hours**

    Includes choice of tasks, possible approaches and sources of evidence, time allocations, programmes of work and deadlines, methods of working, control requirements. The provision of model answers is **not** allowed.

- Research/collection of evidence (see **4.2.1** on control requirements) **3–4 hours**

    May include fieldwork, internet- or paper-based research, questionnaires, etc. Details of sources and evidence collected should be retained for inclusion in portfolio. Teacher provides guidance on any Health and Safety issues and ensures control requirements are met. There is some scope for candidates to work collaboratively in the collection of evidence (but see **4.2.1**).

- Production of enquiry report (see **4.2.2** on control requirements) **5–6 hours**

    Candidate produces first draft of enquiry report. Teacher may provide feedback (see **4.2.2**) and should ensure throughout the process of production that all control requirements are met.

- Redrafting **2–3 hours**

    Candidates are given the opportunity to check, edit and redraft their work prior to submission.

- Task completion/submission **1–2 hours**

    Candidates ensure that their work is complete and complies with control requirements concerning acknowledgement of sources etc. and is ready for final submission. Guidance on presentation is given in section **4.2.3**.The teacher goes through the work with the candidate to ensure that it is suitable for formal authentication and signs off necessary documentation.

Once this process is complete, the work of candidates is assessed by the teacher(s) according to the instructions in **4.3 Marking and moderating controlled assessment** and the marking criteria in section **4.3.4**. The marks must be internally standardised and submitted to OCR prior to external moderation. See sections **4.3.6** and **4.4** for guidance.

3 Assessment of GCSE Humanities

3.1 Overview of the assessment in GCSE Humanities

For GCSE Humanities candidates must take units B031, B032 and B033.

GCSE Humanities J445

Unit B031: *Cross-curricular Themes*

50% of the total GCSE
2 hours written paper
100 marks

This question paper has **five** sections, each relating to an area.

Section A: Issues of Citizenship

Section B: Issues of Economic Wellbeing and Financial Capability

Section C: Environmental Issues

Section D: Religious and Moral Issues

Section E: Issues of Health and Welfare

Candidates answer **all** questions.

This unit is externally assessed.

Unit B032: *Application of Knowledge*

25% of the total GCSE
1 hour 15 mins written paper
50 marks

This question paper has **three** sections:

Section A: Analyse and Interpret Different Types of Evidence

Section B: Using Different Types and Forms of Evidence

Section C: Assess the Reliability and Utility of Evidence and Reach Reasoned Conclusions

Candidates answer **all** questions.

This unit is externally assessed.

Unit B033: *Humanities Independent Enquiry*

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

Candidates carry out an investigation/enquiry based on a range of approved enquiry topic areas within the specification.

Candidates should produce a written report. This may include material in a range of media.

This unit is internally assessed.

3.2 Assessment Objectives (AOs)

Candidates are expected to demonstrate the following in the context of the content described:

AO1	Recall, select and communicate their knowledge and understanding of concepts, issues and terminology.
AO2	Apply their knowledge and understanding in familiar and unfamiliar contexts.
AO3	Analyse and evaluate information, sources, arguments and interpretations.

3.2.1 AO weightings – GCSE Humanities

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit B031: *Cross-curricular Themes*	45	5	0	50%
Unit B032: *Application of Knowledge*	5	20	0	25%
Unit B033: *Humanities Independent Enquiry*	0	5	20	25%
Total	50%	30%	20%	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 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 marks 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. 40/50.

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

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
25%	50	45	40	35	30	25	20	15	10	0
50%	100	90	80	70	60	50	40	30	20	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								
		A*	A	B	C	D	E	F	G	U
GCSE	200	180	160	140	120	100	80	60	40	0

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

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

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 some relevant knowledge and understanding about human societies, the factors that have impacted on people and societies, and the attitudes and values that shape human behaviour. They demonstrate some basic understanding of terminology.

Candidates understand some key ideas and simple concepts from the specification content. They apply some basic knowledge and understanding in familiar and/or unfamiliar contexts. They understand simple relationships between individuals, individuals and groups, society and the environment, and some consequences when relationships break down.

They present information with limited organisation and identify simple patterns or trends. They identify simple connections between information to make generalisations. They show some awareness of the adequacy of the arguments and/or sources and/or methods of investigation used.

3.4.2 Grade C

Candidates recall sound knowledge and understanding of the key features, characteristics and diversities of the societies studied. They identify and describe the factors that have impacted on people and societies, and the attitudes and values that shape human behaviour. They identify the concepts and issues important to humanity and provide reasons for these. They use terminology appropriately.

They apply knowledge and understanding of different concepts to familiar and unfamiliar contexts. They understand relationships between individuals, individuals and groups, society and the environment, and of the consequences when relationships break down.

They organise and present information in a structured manner, and identify obvious patterns and/ or trends. They construct reasoned arguments. They identify issues and debates, and recognise the main strengths or weaknesses in the arguments. Their evaluation of sources and/or methods of investigation is generally appropriate.

3.4.3 Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of a range of features, characteristics and diversities of the societies studied. They understand the factors that impact on people and their societies, and the attitudes and values that shape human behaviour. They convey a perceptive understanding of the concepts and issues important to humanity. They understand and use terminology accurately.

They apply relevant knowledge and understanding of different concepts to familiar and unfamiliar contexts. They have a discriminating understanding of the complex relationships between individuals, individuals and groups, society and the environment, and of the consequences when relationships break down.

They summarise, organise and present information in an effective and coherent manner to identify patterns and trends. They construct effective arguments and make informed decisions. They examine issues and debates systematically and comment on the strengths and weaknesses of arguments. They analyse and evaluate the sources and methods of investigation used to arrive at substantiated conclusions.

3.5 Quality of written communication

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.

Candidates will be expected to conduct an enquiry that records findings in a coherent and purposeful form using relevant information from the evidence that has been collected. Candidates are expected to write reasoned and valid conclusions that refer to specific evidence in a convincing and evaluative way.

Credit is also given for the quality of written communication within Unit B031: *Cross-curricular Themes* and Unit B032: *Application of Knowledge* as part of the assessment of Objectives 1 and 2. Examiners will focus particularly on the skills demonstrated by candidates in reaching and communicating reasoned conclusions (AO2) and in demonstrating their knowledge and understanding of the specification content (AO1).

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.

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

4.1   Controlled assessment tasks

All controlled assessment tasks are set by OCR.

Each year there will be a choice of 10 tasks, two on each of the five content areas identified for Unit B031. Teachers will select a range of tasks from which their candidates may choose one.

Controlled assessment tasks will be available on Interchange from April the year before the task will be submitted e.g. April 2013 for submission June 2014, and will be replaced each year. 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. It is anticipated that candidates will spend a total of about 15 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.

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) **1-1.5 hours**

Includes choice of tasks, possible approaches and sources of evidence, time allocations, programmes of work and deadlines, methods of working, control requirements.

Research (limited supervision)

Limited supervision means that candidates can undertake this part of the process without direct teacher supervision and outside the centre as required. Candidates are also able to work in collaboration during this stage. However, when producing their final piece of work, candidates must complete and/or evidence all work individually.

•   Research/collection of evidence **3-4 hours**

During the research phase candidates can be given support and guidance.

Teachers **can**:

-        explain the task

-        advise on how the task could be approached

-        advise on resources

-        alert the candidate to key things that must be included in the final piece of work.

Teachers **must not**:

-        comment on or correct the work

-        practise the task with the candidates

-        provide templates, model answers or feedback on drafts.

Research material can include fieldwork, internet- or paper-based research, questionnaires, audio and video files etc. Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

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

- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements

- 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 certain procedures in the production of 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 assessments* below). The criteria identify levels of performance for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

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 objectives/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.

Only one mark per assessment objective/criteria will be entered. The final mark for the candidate for the controlled assessment unit is out of a total of 50 and is found by totalling the marks for each of the marking objective/criteria strands.

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 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

Marks	AO2 [10 marks]	AO3 [40 marks]			
	Reach reasoned conclusions based on a range of evidence AO2c	Apply appropriate research methodology AO3a	Locate, select and organise material relevant to the enquiry AO3b	Record and present findings in a coherent and purposeful form AO3c	Evaluate the research methodology employed in the enquiry AO3d
0 marks = no response or no response worthy of credit					
1–2	The candidate reaches a conclusion linked loosely to some information in the enquiry.	The candidate submits some concrete ideas described in an easily understandable way.	The candidate locates some appropriate information.	The candidate presents some relevant information. Written work is clear enough to allow an understanding of the general focus of the enquiry. The candidate has either written relatively little or it is of some length but the content is not focussed on the task(s). Text is difficult to read with poor spelling and grammar and little punctuation.	The candidate describes the research methods adopted.
3–4	The candidate reaches an acceptable conclusion that is linked to evidence.	The candidate's enquiry has an implicit research strategy underpinning it.	The candidate locates some relevant information from which selections are made.	The candidate uses some appropriate methods to present findings relevant to the research subject. Written communication is clear and uses simple conventions of grammar and punctuation with reasonable accuracy. The meaning is largely clear. The work of the candidate lacks precision and succinctness, but the work presented still does not exceed the prescribed word limit.	The candidate describes the research methods accurately and identifies at least one problem with the methods chosen.

Marks	AO2 [10 marks]	AO3 [40 marks]			
	Reach reasoned conclusions based on a range of evidence AO2c	Apply appropriate research methodology AO3a	Locate, select and organise material relevant to the enquiry AO3b	Record and present findings in a coherent and purposeful form AO3c	Evaluate the research methodology employed in the enquiry AO3d
5–6	The candidate reaches an acceptable conclusion that draws on specific evidence.	The candidate's enquiry is well organised with an explicit and coherent research strategy.	The candidate locates selects and organises relevant information in a coherent way.	The candidate records and presents their findings clearly and accurately, using specific methods, showing an understanding of why some presentation methods are more appropriate than others. Written communication is clear with grammar and punctuation used with reasonable accuracy. The candidate has written with precision or succinctness and has not exceeded the prescribed word limit.	The candidate describes the research methodology fully and accurately giving reasons for their choice, mentioning some strengths and weaknesses.
7–8	The candidate reaches an acceptable and relevant conclusion that uses a selection from evidence within the enquiry to support it.	The candidate produces a well-organised enquiry that is logical and coherent. It has an obvious research-based structure. The content and commentary form a clear picture of what is being recounted.	The candidate locates and selects relevant information and shows an understanding of appropriate techniques for collecting different types of information.	The candidate records and presents their findings showing a well-founded understanding of appropriate methods, applied in a clear, accurate and well-ordered fashion, using technical language in context. Written communication is clear with mostly accurate grammar and punctuation. The candidate has written with some precision and succinctness, but has not exceeded the prescribed word limit.	The candidate describes the research methodology fully and accurately giving reasons for their choice. Strengths and weaknesses are discussed, with some suggestions of alternatives that could be used.

4

Marks	AO2 [10 marks]	AO3 [40 marks]			
	Reach reasoned conclusions based on a range of evidence AO2c	Apply appropriate research methodology AO3a	Locate, select and organise material relevant to the enquiry AO3b	Record and present findings in a coherent and purposeful form AO3c	Evaluate the research methodology employed in the enquiry AO3d
9–10	The candidate reaches an acceptable and relevant conclusion that is based on a thorough evaluation of the range of evidence presented in the enquiry.	The candidate's enquiry is detailed and coherent. An explicit methodology has been applied appropriately. Separate sections are related to the general direction of the enquiry.	The candidate shows a good understanding of the techniques used to collect different types of information. The selection of sources shows an awareness of the need for comparison.	The candidate records and presents their findings in a most appropriate way, paying attention to reader accessibility, with a close relationship to the subject of research and the evidence collected. The enquiry is organised in a coherent and effective manner, consistently applied throughout. Written communication is very clear and precise, using accurate grammar and punctuation. The candidate has written with precision and succinctness, so that the candidate does not exceed the prescribed word limit.	The candidate describes and evaluates the research methodology employed, deficiencies are discussed, with suggestions for positive improvements or the use of alternative valid methodologies.

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 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.

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. You 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 and other interactive unit submissions.

The OCR GCSE Humanities Unit B033 can be submitted electronically to the OCR Repository via Interchange: please check Section 7.2.1 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 Humanities Specification
- specimen assessment materials for each unit
- guide to controlled assessment
- teachers' 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 Humanities.

Heinemann produces the following resources for OCR GCSE Humanities:

- OCR GCSE Humanities Student Book – Stephen Radford

ISBN: 978 0 435795 214

Published: October 2009.

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 Humanities specification.

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.

5.4.2   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.

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6.1 Equality Act information relating to GCSE Humanities

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 qualifications 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 QCDA's GCSE subject criteria equalities review and are as follows:

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

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*.

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.

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 Humanities (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 Humanities certification is available in June 2014 and each June thereafter.

	Unit B031	Unit B032	Unit B033	Certification availability
June 2014	✓	✓	✓	✓
June 2015	✓	✓	✓	✓

7.2 Certification rules

For GCSE Humanities, 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 each of the controlled assessment units, 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
B031	01	Written Paper	*Cross-curricular Themes*
B032	01	Written Paper	*Application of Knowledge*
B033A	01	Moderated via OCR Repository	*Humanities Independent Enquiry*
B033B	02	Moderated via postal moderation	*Humanities Independent Enquiry*
B033C	80	Carried forward	*Humanities Independent Enquiry*

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 enter for:

- GCSE Humanities certification code J445.

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 4510.

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 Other information about GCSE Humanities

8.1 Overlap with other qualifications

There is some overlap between the content of this specification and that of specifications in Citizenship, History, Religious Studies, Geography, Sociology, 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 Humanities*. 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 offers opportunities which can contribute to an understanding of these issues in the following topics.

Issue	Opportunities for developing an understanding of the issue during the course
Spiritual issues	Religious and Moral Issues sections 2.1.10, 2.1.13, 2.1.14
Moral issues	Issues of Citizenship section 2.1.1
	Issues of Economic Wellbeing and Financial Capability sections 2.1.7
	Religious and Moral Issues sections 2.1.12, 2.1.13, 2.1.14
	Issues of Health and Welfare section 2.1.16
Ethical issues	Issues of Citizenship section 2.1.1
	Environmental Issues sections 2.1.8, 2.1.9
	Religious and Moral Issues sections 2.1.15, 2.1.16, 2.1.17
Social issues	Issues of Citizenship sections 2.1.1, 2.1.2
	Issues of Economic Wellbeing and Financial Capability sections 2.1.4, 2.1.5
	Environmental Issues sections 2.1.8, 2.1.9
	Issues of Health and Welfare sections 2.1.16, 2.1.18, 2.1.19
Legislative issues	Issues of Citizenship sections 2.1.2, 2.1.3
Economic issues	Issues of Economic Wellbeing and Financial Capability sections 2.1.4
Cultural issues	Issues of Citizenship section 2.1.1

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 specific modules on Health and Welfare and on the Environment within its content. These modules encourage candidates to develop environmental responsibility based upon a sound understanding of the principle of sustainable development.

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

European examples can be used in the specification content in the following topics:

2.1.1 Human rights (including European legislation)

2.1.1 Political rights and responsibilities

2.1.4 The classification of economic activity

2.1.8, 2.1.9 The environmental interdependence of communities and nations.

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
B031	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B032	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B033	✓	✓	✓		✓	✓			✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

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 humanities.

The assessment of this course requires candidates to do the following.

ICT application/development	Opportunities for using ICT during the course
Search and select information	Through the internal assessment
	Through researching case studies in all areas of knowledge
Present combined information	Through the controlled assessment

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 as follows.

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 role and operations of the criminal and civil justice systems	Issues of Citizenship sections 2.1.1, 2.1.2, 2.1.3
The work of Parliament, the Government and the courts in making and shaping the law	Issues of Citizenship sections 2.1.2, 2.1.3
The importance of playing an active part in democratic and electoral processes	Issues of Citizenship section 2.1.2
How the economy functions, including the role of business and financial services	Issues of Economic Wellbeing and Financial Capability section 2.1.4
The opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally	Issues of Citizenship section 2.1.2 Environmental Issues sections 2.1.8, 2.1.9
The importance of a free press	Issues of Citizenship section 2.1.2
The rights and responsibilities of consumers, employers and employees	Issues of Economic Wellbeing and Financial Capability section 2.1.7
The United Kingdom's relations in Europe, including the European Union, and relations with the Commonwealth and United Nations	Issues of Citizenship section 2.1.1
The wider issues and challenges of global interdependence and responsibility, including sustainable development and local Agenda 21	Environmental Issues sections 2.1.8, 2.1.9

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

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 B033, 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 humanities 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.

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