




GCSE

History

Session: 2000
Type: Syllabus
Code: 1607



**General Certificate of
Secondary Education
Syllabus**

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GENERAL INFORMATION

AVAILABILITY

This syllabus will be examined by OCR in the Summer of the year(s) shown on the cover.

Details of the provision of Autumn examinations are given in the GCSE Syllabus Synopses booklet.

EXCLUSIONS

In any one examination series, candidates entering for this syllabus may not in addition enter for any other OCR GCSE examination with the same certification title.

Details of any other exclusions are given in the syllabus.

ENTRIES

All candidates, including private candidates, must be entered by a Centre registered with OCR.

All candidates must meet the full requirements of this syllabus and must therefore have any coursework/assessed practical work authenticated and assessed by an approved Centre.

RESULTS

Results will be reported on the 8-point scale of grades A*, A, B, C, D, E, F and G.

SPELLING, PUNCTUATION AND GRAMMAR

The assessment of spelling, punctuation and grammar is a requirement of most syllabuses. Where components are affected, details are given in an appendix to the syllabus.

COURSEWORK ASSESSMENT

Where the syllabus includes assessment of coursework, in accordance with the GCSE & A/AS Code of Practice, teachers are required to show how the marks have been awarded in relation to the marking criteria defined in the syllabus.

OTHER PUBLICATIONS

Other publications such as past papers and mark schemes can be purchased from OCR. A copy of the publications order form is available on request.

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**HISTORY SYLLABUS B
(MODERN WORLD)
SYLLABUS CODE 1607**

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SYLLABUS SUMMARY

This syllabus has been devised in accordance with Qualifications and Curriculum Authority Regulations for GCSE syllabuses and the Subject Criteria for History.

The syllabus is designed to allow candidates to gain, through a study of the main developments in international relations since 1919, an historical perspective on some of the main issues facing the contemporary world. As a contrast, by requiring the study in greater depth of the history of the individual countries 'in the round' over a shorter period of time, the syllabus also enhances students' understanding of societies different in time and place from our own.

Scheme of Assessment

Component	Name	Duration	Weighting
11–14	Paper 1	2 hours	45%
2	Paper 2	1 hour 30 mins	30%
3	Coursework	–	25%

All candidates take the same components: Paper 1 (i.e. any **one** of Components 11–14), Paper 2 and Coursework. All grades (G – A*) are available.

Syllabus Content

The syllabus content consists of a compulsory Core and a range of optional Depth Studies from which three (one for Paper 1 and two for coursework) must be studied.

For centres in **Northern Ireland**, the requirements of the Northern Ireland programme of study can be met by a course consisting of the core, and three Depth Studies, one of which must be **Britain and the First World War, 1914–18**, on which coursework set in a Northern Ireland context must be produced. In developing schemes of work for, and in the delivery of a course based on this syllabus, teaching must fulfil the statutory requirements to promote, through the teaching of contributory subjects, the objectives of the educational (cross-curricular) themes.

The Core:

International relations, 1919–c.1989

Depth Studies:

- A. Germany, 1918–1945
- B. Russia, 1905–1941
- C. The USA, 1919–1941
- D. China, 1945–c.1990
- E. Britain and the First World War, 1914–18
- F. South Africa, 1945–1994
- G. Israel and the Arab-Israeli Conflict, 1945–c.1994

[Topics A, B, C and D only will be tested on Paper 1.]

Question Paper Requirements

Paper 1 is divided into three sections. Sections A and B test the Core Content. Section A has two source-based questions; candidates must answer one of these. Section B has four structured questions; candidates must answer one question. Section C tests the chosen Depth Study. Three structured questions will be set, of which candidates must answer two. Paper 2 consists of a source-based investigation of an historical issue taken from the Core Content. The syllabus for each year will specify the broad area from which the specific topic for the paper will be drawn.

Coursework Requirements

Coursework must be produced on two of the Depth Studies. These must be different Depth Studies from that studied for Paper 1. Candidates must complete two coursework assignments, one on each of the two chosen Depth Studies. It should be possible for candidates to satisfy the coursework requirements by writing no more than 2000 words.

HISTORY SYLLABUS B (THE MODERN WORLD, 1914 – THE PRESENT DAY) SYLLABUS CODE 1607

1 INTRODUCTION

This syllabus has been devised in accordance with the QCA Regulations for GCSE syllabuses and Subject Criteria for History.

It meets the requirements of the Northern Ireland GCSE Regulations and criteria for History, and of the programme of study for History at Key Stage 4.

This subject will be shown on the GCSE certificate as HISTORY.

In any one examination series, candidates entered for this subject may not, in addition, enter for any other OCR Full or Short Course examination with the same certification title.

2 SYLLABUS AIMS

This course gives candidates the opportunity to:

- acquire knowledge and understanding of the human past;
- investigate historical events, changes, people and issues;
- develop understanding of how the past has been represented and interpreted;
- use historical sources critically in their historical context;
- draw conclusions and appreciate that these and other historical conclusions are liable to reassessment in the light of new or reinterpreted evidence.

It should be noted that not all of these aims can be translated readily into assessment objectives.

3 ASSESSMENT OBJECTIVES

Candidates must demonstrate the ability to:

Objective 1

recall, select, organise and deploy knowledge of the syllabus content.

Objective 2

describe, analyse and explain:

- the events, changes and issues studied;

- the key features and characteristics of the periods, people, societies or situations studied.

Objective 3

in relation to the historical context:

- comprehend, analyse and evaluate representations and interpretations of the events, people and issues studied;
- comprehend, interpret, evaluate and use a range of sources of information of different types.

4 SCHEME OF ASSESSMENT

- 4.1** All candidates take the same components: Paper 1, Paper 2 and Coursework. All grades (G to A*) are available.

The relationship between the assessment objectives and the components of the scheme of assessment is shown in the following grid.

	Paper 1	Paper 2	Coursework	Total
Objectives 1 and 2	42.5%	7.5%	12.5%	62.5%
Objective 3	2.5%	22.5%	12.5%	37.5%
Total	45%	30%	25%	100%

4.2 Question Papers

Paper 1 (2 hours)

Candidates must be entered for **one** of the following Paper 1 components. All four components include questions on the Core content and **one** Depth Study.

Component	Depth Study
1607/11	Paper 1 (A: Germany, 1918–1945)
1607/12	Paper 1 (B: Russia, 1905–1941)
1607/13	Paper 1 (C: The USA, 1919–1941)
1607/14	Paper 1 (D: China, 1945–1990)

This paper will be divided into three sections. There will be a total of 70 marks (45%).

Sections A and B will test the Core Content. In Section A there will be two source-based questions of which candidates must answer one. Each question will have two parts and will carry 10 marks. The first part

will test Objective 3, and the second Objectives 1/2. In Section B there will be four structured questions, testing Objectives 1/2, of which candidates must answer one. Each question will be structured into three parts (4, 6, 10 marks).

Section C will test the chosen Depth Study. Three structured questions, testing Objectives 1/2, will be set. Candidates must answer two questions. Each question will be structured into three parts (4, 6, 10 marks).

Paper 2 (1 hour 30 minutes)

There will be a total of 60 marks (30%).

This paper will involve the detailed investigation of an historical issue taken from the Core Content. The syllabus for each year will specify the broad area from which the specific topic for the paper will be drawn. The specific topic will not be specified in advance. There will be several compulsory questions (not fewer than six and not more than nine) set on a range of source material. Candidates will be expected to use their contextual knowledge to help them comprehend, interpret, evaluate and use the sources and historical interpretations and representations they are given.

The topic for examination in 2000 will be taken from the following area of Core Content: '*Opposition to Soviet Power in Eastern Europe, 1948–68*'.

4.3 Coursework

There will be a total of 60 marks (25%).

Candidates must complete **two** coursework assignments (30 marks each), one on each of two Depth Studies. These Depth Studies must be different from the Depth Study chosen for Paper 1.

Assignment 1 will cover the significance of an individual, development, place or event (Objectives 1 and 2).

Assignment 2 will consist of a source-based investigation of an historical issue (Objective 3).

In order that coursework arises from defined and substantial areas of content within the Depth Study, both assignments must address issues which permit students to make use of their broad contextual knowledge of the Study. In Assignment 1, tasks must focus on the idea of *significance*, and this can only be judged adequately in the context of developments over time. In Assignment 2, sources, interpretations and representations used should permit students to explore an historical issue taken from the Depth Study.

Coursework consultants will monitor the suitability of tasks in meeting the above requirements. Teachers must submit coursework to the consultant for approval. When submitting coursework, teachers will be

required to indicate which Depth Study has been chosen for Paper 1 in order that consultants can monitor the requirement that different Depth Studies must be chosen for Paper 1 and for coursework

It should be possible for candidates to satisfy the coursework requirements by writing no more than 2000 words. However, this figure is given only as guidance, and it is recognised that many students are likely to exceed it.

A coursework guide containing further advice on setting and marking coursework, and including approved coursework tasks for teachers who do not wish to set their own, is available from OCR on request.

Appendix A provides guidance on coursework.

4.3.1 Moderation

All coursework is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which postal moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard for the award of marks in coursework 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 submitted to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

In order to ensure that coursework has arisen from a defined course of study, Centres will be required to submit for moderation one candidate's folder of class work on the coursework Depth Studies, as well as the prescribed number of coursework folders.

4.3.2 Minimum Coursework Requirements

If a candidate submits no work for the coursework component, then the candidate should be indicated as being absent from that component on the coursework mark sheets submitted to OCR. If a candidate completes any work for the coursework component then the work should be assessed according to the marking criteria and marking instructions, and the appropriate mark awarded, which may be 0 (zero).

4.3.3 Special Arrangements

For candidates who are unable to complete the full assessment of coursework or whose performance may be adversely affected through no fault of their own, teachers should consult OCR's procedures which can be found in the Handbook for Centres. Applications for special arrangements in such cases should be made as early as possible during the course.

4.3.4 Authentication

The teacher must be able to verify that the work submitted for assessment is the candidate's own work.

4.4 Spelling, Punctuation and Grammar

5% of the marks available within the scheme of assessment will be allocated to the assessment of spelling, punctuation and grammar.

See Appendix B for details of the assessment of spelling, punctuation and grammar.

4.5 Differentiation

In the question papers differentiation will be achieved by the use of levels of response mark schemes to assess candidates' different levels of response to common questions.

In coursework differentiation will be achieved by the setting of common tasks, and the use of levels of response mark schemes to assess candidates' responses to these tasks.

4.6 Awarding of Grades

The question papers will have a total weighting of 75% and the coursework a weighting of 25%.

A candidate's marks for the two papers and coursework, in their appropriate weighting, will be added to give a total mark for the examination. The candidate's grade will be determined by this total mark.

5 SUBJECT CONTENT

The content consists of a compulsory core, and a range of optional Depth Studies from which three must be studied (one for Paper 1 and two for coursework). Content is explained through a number of Key Questions and Focus Points. The Focus Points provide guidance on what is involved in addressing each Key Question. There are times when a Focus Point is used to set the scene for a Key Question, but without apparently bearing on the Key Question itself. This helps to indicate what is required if the Key Question itself is to be addressed adequately. Candidates will be expected to demonstrate understanding of the Key Questions and Focus Points using knowledge of relevant historical examples.

Core Content: International Relations, 1919–c.1989

1 Were the Peace Treaties of 1919–23 fair?

Focus Points:

What were the motives and aims of the Big Three at Versailles?
Why did all of the victors not get everything they wanted?
What was the immediate impact of the peace treaty on Germany up to 1923?
Could the treaties be justified at the time?

Specified Content

The peace treaties of 1919–23 (Versailles, St. Germain, Trianon, Neuilly, Sevres and Lausanne); the roles of individuals such as Wilson, Clemenceau and Lloyd George in the peacemaking process; the impact of the treaties on the defeated countries; contemporary opinions about the treaties.

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

Focus Points:

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?
How successful was the League in the 1930s?

Specified Content

The League of Nations; strengths and weaknesses in its structure and organisation; successes and failures in peacekeeping during the 1920s; the impact of the World Depression on the work of the League after 1929; the failures of the League during the 1930s, including Manchuria and Abyssinia.

3 Why had international peace collapsed by 1939?

Focus Points:

What were the long-term consequences of the peace treaties of 1919–23?
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?

Specified Content

The collapse of international order in the 1930s; the increasing militarism of Germany, Italy and Japan; Hitler's foreign policy to 1939; the Saar, remilitarization of the Rhineland, Austria, Czechoslovakia and Poland; appeasement and the outbreak of war in 1939.

4 Who was to blame for the Cold War?

Focus Points:

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?
What were the consequences of the Berlin Blockade?
Who was more to blame for the start of the Cold War, the USA or the USSR?

Specified Content

The origins of the Cold War; the 1945 summit conferences and the breakdown of the USA-USSR alliance in 1945–6; Soviet expansionism in Eastern Europe to 1948, and American reactions to it; occupation of Germany and the Berlin Blockade.

5 How effectively did the USA contain the spread of Communism?

Focus Points:

This Key Question will be explored through case studies of the following:
America and events in Cuba, 1959–62
American involvement in Vietnam.

Specified Content

Events of the Cold War: case studies of American reactions to the Cuban revolution, including the Missile Crisis and its aftermath, and American involvement in the Vietnam War.

6 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?

What was the significance of 'Solidarity' in Poland for the decline of Soviet influence in Eastern Europe?

How far was Gorbachev responsible for the collapse of Soviet control over Eastern Europe?

Specified Content

Soviet power in Eastern Europe; resistance to Soviet power in Hungary, 1956, and Czechoslovakia, 1968; the Berlin Wall; 'Solidarity' in Poland; Gorbachev and the collapse of the Soviet Empire.

7 How effective has the United Nations Organisation been?

Focus Points:

What are the functions of the UNO?

How far has the organisation of the UNO hindered its effectiveness?

Case studies of the UNO in action: the Korean War and the Congo.

Specified Content

The aims of the UNO, the organisation of the UNO, its agencies and their work. The implications of the growth in membership: admission of 'Third World' nations and China. Case studies on the work of the UNO in Korea (1950–3) and in the Congo (1960–3).

Optional Depth Studies

Candidates must study **one** Depth Study for Paper 1, and **two different** Depth Studies for coursework. Depth Studies A, B, C and D will be examined in Paper 1.

Depth Study A: Germany, 1918–1945

1 Was the Weimar Republic doomed from the start?

Focus Points:

How did Germany emerge from defeat in the 1st World War?
What was the impact of the Treaty of Versailles on the Republic?
To what extent did the Republic recover after 1923?
What were the achievements of the Weimar period?

2 Why was Hitler able to dominate Germany by 1934?

Focus Points:

What did the Nazi Party stand for in the 1920s?
Why did the Nazis have little success before 1930?
Why was Hitler able to become Chancellor by 1933?
How did Hitler consolidate his power in 1933–4?

3(a) The Nazi regime: how effectively did the Nazis control Germany, 1933–45?

Focus Points:

How much opposition was there to the Nazi regime?
How effectively did the Nazis deal with their political opponents?
How did the Nazis use culture and the mass media to control the people?
Why did the Nazis persecute many groups in German society?
Was Nazi Germany a totalitarian state?

3(b) The Nazi regime: what was it like to live in Nazi Germany?

Focus Points:

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

Specified Content

The Revolution of 1918 and the establishment of the Republic. The Versailles settlement and German reactions to it. The Weimar constitution, main political divisions, role of the army. Political disorder, 1919–23; economic crises and hyperinflation; the occupation of the Ruhr, 1923. The Stresemann era. Cultural achievements of the Weimar period.

The early years of the Nazi Party; Nazi ideas and methods; the Munich Putsch; the roles of Hitler and other Nazi leaders. The impact of the Depression on Germany; political, economic and social crisis of 1930–33; reasons for Nazis' rise to power; Hitler takes power, the Reichstag Fire and the election of 1933.

Nazi rule in Germany; the Enabling Act; the night of the Long Knives; the death of Hindenburg; removal of opposition; methods of control and repression; use of culture and the mass media. Economic policy including rearmament. Different experiences of Nazi rule; women and young people; anti-semitism, persecution of minorities. Opposition to Nazi rule.

Impact of the Second World War on Germany; conversion to war economy; the Final Solution.

Depth Study B: Russia, 1905–1941

1 Why did the Tsarist regime collapse in 1917?

Focus Points:

How well did the Tsarist regime deal with the difficulties of ruling Russia up to 1914?

How did the Tsar survive the 1905 revolution?

How far was the Tsar weakened by the First World War?

Why was the revolution of March 1917 successful?

2 How did the Bolsheviks gain power, and how did they consolidate their rule?

Focus Points:

How effectively did the Provisional Government rule Russia in 1917?

Why were the Bolsheviks able to seize power in November 1917?

Why did the Bolsheviks win the Civil War?

How far was the New Economic Policy a success?

3 How did Stalin gain and hold on to power?

Focus Points:

Why did Stalin, and not Trotsky, emerge as Lenin's successor?
Why did Stalin launch the 'Purges'?
What methods did Stalin use to control the Soviet Union?
How complete was Stalin's control over the Soviet Union by 1941?

4 What was the impact of Stalin's economic policies?

Focus Points:

Why did Stalin introduce the Five-Year Plans?
Why did Stalin introduce collectivisation?
How successful were Stalin's economic changes?
How were the Soviet people affected by these changes?

Specified Content

The main features of Tsarist rule and Russian society before the First World War; the 1905 revolution and its aftermath; attempts at reform. The First World War and its impact on the Russian people. The March revolution of 1917.

The Provisional Government and the Soviets; the growing power and influence of revolutionary groups. Reasons for the failure of the Provisional Government. The Bolshevik seizure of power; the role of Lenin. The main features of Bolshevik rule; the Civil War and War Communism; reasons for the Bolshevik victory. The Kronstadt Rising and the establishment of the New Economic Policy.

Lenin's death and the struggle for power. Reasons for Stalin's emergence as leader by 1928. Stalin's dictatorship; use of terror, the Purges, propaganda and official culture.

Stalin's economic policies and their impact; the modernisation of Soviet industry, the Five-Year Plans. Collectivisation in agriculture. Life in the Soviet Union; the differing experiences of social groups, ethnic minorities and women.

Depth Study C: The USA, 1919–41

1 How far did the US economy boom in the 1920s?

Focus Points:

On what factors was the economic boom based?
Why did some industries prosper while some did not?
Why did agriculture not share in the prosperity?
Did all Americans benefit from the boom?

2 How far did US society change in the 1920s?

Focus Points:

What were the 'Roaring 20s'?
How widespread was intolerance in US society?
Why was prohibition introduced, and then later repealed?
How far did the roles of women change during the 1920s?

3 What were the causes and consequences of the Wall Street Crash?

Focus Points:

How far was speculation responsible for the Wall Street Crash?
What impact did the Crash have on the economy?
What were the social consequences of the Crash?
Why did Roosevelt win the election of 1932?

4 How successful was the New Deal?

Focus Points:

What was the New Deal as introduced in 1933?
How far did the character of the New Deal change after 1933?
Why did the New Deal encounter opposition?
Why did unemployment persist despite the New Deal?
Did the fact that the New Deal did not solve unemployment mean that it was a failure?

Specified Content

The expansion of the US economy during the 1920s; mass production in the car and consumer durables industries; the fortunes of older industries; the development of credit and hire purchase; the decline of agriculture. Weaknesses in the economy by the late 1920s.

Society in the 1920s; the 'Roaring Twenties'; film and other media; prohibition and gangsterism; race relations, discrimination against black Americans, the Ku Klux Klan; the changing roles of women.

The Wall Street Crash and its financial, economic and social effects. The reaction of President Hoover to the Crash. The Presidential election of 1932; Hoover's and Roosevelt's programmes.

Roosevelt's inauguration and the Hundred Days. The New Deal legislation, the 'alphabetical' agencies and their work, and the economic and social changes they caused. Opposition to the New Deal; the Republicans, the rich, business interests, the Supreme Court, radical critics like Huey Long. The strengths and weaknesses of the New Deal programme in dealing with unemployment and the Depression.

Depth Study D: China, 1945–c.1990

1 Why did China become a Communist state in 1949?

Focus Points:

How far did the Second World War weaken the Nationalist government?

How far did the Second World War strengthen the Communists?

Why was there widespread support for the Communists amongst the peasants?

Why did the Communists win the Civil War?

2 How far had Communist rule changed China by the mid 1960s?

Focus Points:

What changes in agriculture did Communist rule bring?

What was the impact of the Communists' social reforms?

How successful were the Five-Year Plans in increasing production?

Did the Chinese people benefit from Communist rule?

3 What was the impact of Communist rule on China's relations with other countries?

Focus Points:

What have been China's changing relationships with neighbouring states?

Why did China try to improve relations with the USA after 1970?

How far was China established as a superpower by the time of Mao's death?
How far have China's relations with other countries improved since Mao's death?

4 Has Communism produced a cruel dictatorship in China?

Focus Points:

Why did Mao launch the Cultural Revolution?
What was the impact of the Cultural Revolution on China?
Did the death of Mao lead to improvements in the lives of the Chinese people?
How far did economic development in the 1980s also produce social and political change?

Specified Content

The aftermath of the Second World War in China; the outbreak of Civil War; reasons for the victory of the Communists; the establishment of the People's Republic, 1949. The nature of Chinese Communism.

Communist rule in the 1950s and 60s: agrarian reform from 1950; people's courts and the treatment of landlords; establishment of collectives and communes. Industrial developments; the Five-Year Plans; the Great Leap Forward. Social change; the role of women, health, education. Propaganda and the destruction of traditional culture.

Chinese foreign policy: changing relationship with the USSR; relations with other neighbouring countries, Tibet, India, Vietnam, Taiwan. Closer relations with the USA from 1970. Hong Kong. Impact on China's relations with the rest of the world of economic liberalisation since Mao's death.

The Communist Party dictatorship: repression of political opposition, the Hundred Flowers Campaign; treatment of minority groups; the Cultural Revolution; the role and status of Mao; the power struggle after Mao's death and the re-emergence of Deng; the social and political consequences of economic change in the 1980s and 90s.

Depth Study E: Britain and the First World War, 1914–18

1 What was the nature of fighting on the Western Front?

Focus Points:

Why was the war not over by Christmas 1914?
What was it like on the Western Front?
Why was there stalemate on the Western Front?
How was the stalemate broken?

2 What was the significance of the fighting on the other Fronts?

Focus Points:

Why was Gallipoli a failure?
How important was Russia's role in the war?
Why was there no breakthrough in the Balkans or in the Middle East?

3 What was the significance of the war at sea and in the air?

Focus Points:

Why was control of the sea so important?
Who controlled the seas during the war?
What technological advances were made which changed the fighting at sea and in the air?
How important was the war in the air?

4 How did the impact of war on the Home Front change life in Britain?

Focus Points:

How was propaganda used by the government?
How was British society organised to fight the war?
What impact did the war have on the social, economic and political roles of women?
How consistent was support for the war?
How was the war portrayed by the press, government, and poets and artists?

Specified Content

The German invasion of Belgium and Northern France, autumn 1914, to the Battle of the Marne; the role of the BEF. The development of trench warfare on the Western Front; reasons

for stalemate. Soldiers' experiences of war in the trenches. Attempts to break the stalemate; case study of the Somme. Technological innovations including gas and tanks. Reasons for victory in 1918.

Fighting on other fronts; the significance of the Eastern Front; the involvement of British forces at Gallipoli and in the Middle East.

The war at sea; dominance of the British navy, Jutland, the U-boat campaign and its impact, success of the blockade of Germany. The war in the air. Technological change in the war at sea and in the air.

The Home Front; recruitment into the armed forces, conscription; public perceptions of the war, and the use of propaganda; social and economic changes brought by war, women's roles in the war. Impact of the war on civilians; rationing, bombing, conscientious objectors.

Depth Study F: South Africa, 1945–1994

1 How far was 1948 a turning point in South African history?

Focus Points:

What was the nature of society and the economy in South Africa in 1948?

What impact did the Second World War have on South African politics?

Why did the National Party win the 1948 election?

How new was the idea of apartheid, as promoted by the National Party?

2 What was the nature of the apartheid state?

Focus Points:

How was the apartheid system established?

What impact did apartheid have on the people of South Africa?

How effectively was apartheid enforced?

Did all whites support apartheid?

3 How far did apartheid stabilise white minority rule?

How united was the African nationalist opposition?

How significant were individual African nationalist leaders in the struggle against apartheid?

Was government repression of opposition effective?

Did anyone benefit from apartheid?

4 Why did white minority rule come to an end?

Focus Points:

How important were external factors in ending white minority rule?

How important was the continuing resistance to white minority rule?

Why did the dismantling of the apartheid system not enable white minority rule to survive?

How significant were the roles of Mandela and De Klerk in ending white minority rule?

Specified Content

South Africa after the Second World War; the people of South Africa, different races, cultures, the gap between rich and poor. The nature of white minority rule. Changing political expectations amongst blacks and whites. The 1948 election and the victory of the National Party.

The apartheid system; justifications of apartheid; the apartheid laws; the impact of the apartheid system on the different peoples of South Africa. The enforcement of the apartheid system, and repression of opposition, case study on Sharpeville.

Opposition to white minority rule; the campaigns of African nationalist organisations, the roles of leaders including Biko and Mandela in leading resistance, increasing international condemnation of white minority rule.

The collapse of apartheid; impact on the economy of international pressure, increasing internal opposition, cost of involvement in regional wars. Roles of Mandela and De Klerk in ending minority rule, establishment of majority rule by 1994.

Depth Study G: Israel and the Arab-Israeli Conflict, 1945–c.1994

1 How was the Jewish state of Israel established?

Focus Points:

What was the significance of the end of the Second World War for Palestine?

What were the causes of conflict between Jews and Arabs in Palestine?

Why did the Arabs reject UNO plans to partition Palestine?

Why was Israel able to win the war of 1948–9?

2 How was Israel able to survive despite the hostility of its Arab neighbours?

Focus Points:

Why was Israel able to win the wars of 1956, 1967 and 1973?
How significant was superpower involvement in Arab-Israeli conflicts?
Why have Israel's neighbours become more ready to accept her existence?
By the 1990s how far had the problems which existed between Israel and her neighbours been solved?

3 What has been the impact on the Palestinians of the existence of Israel?

Focus Points:

Why were so many Palestinians refugees?
How effective has the PLO been in promoting the Palestinian cause?
Why have Arab states not always supported the Palestinians?
How have international perceptions of the Palestinian cause changed over time?

4 What has been the effect of the Arab-Israeli conflict on life in Israel?

Focus Points:

How has the hostility of her Arab neighbours influenced the lives of the people of Israel?
What has been the political significance of Judaism within Israel?
What differences have existed amongst Israelis about how to treat the Palestinians?
Have Palestinians within Israel and the occupied territories been more or less fortunate than Palestinians in exile?

Specified Content

The Arab and Jewish peoples of Palestine; different cultures, races, languages. The aftermath of the Second World War; Jewish immigration. Jewish nationalism and the ending of the British mandate. Declaration of the state of Israel and the war of 1948–9.

Israel and its Arab neighbours; the Suez War (1956), the Six-Day War (1967), the Yom Kippur War (1973), and Israeli incursions into Lebanon. Moves towards peace; Camp David and subsequent agreements.

The Palestinians; the refugee problem; Palestinian nationalism and the formation of the PLO; activities of the PLO, and international acceptance; the role of Arafat; relations between the PLO and Arab states. Relations with Israel and moves towards the creation of a Palestinian state.

The state of Israel; social organisation, the experiences of men and women in national service, the kibbutz. Relations between Jews and Arabs within Israel and the occupied territories. Problems of new Jewish settlements. Differing viewpoints amongst Israelis on dealing with Arab neighbours.

6 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 specified by the syllabus; 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 examination may be balanced by better performances in others.

Grade F

Candidates recall and deploy some relevant knowledge of the syllabus content.

Candidates identify and describe some reasons, results and changes in relation to the events, personalities and developments studied. They describe a few features of an event, issue or period, including characteristic ideas, beliefs and attitudes.

Candidates identify some differences between ways in which events, people or issues have been represented and interpreted. They comprehend sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions.

Grade C

Candidates recall, select, organise and deploy historical knowledge of the syllabus content to support, generally with accuracy and relevance, their descriptions and explanations of the events, periods and societies studied.

Candidates produce structured descriptions and explanations of the events, people, changes and issues studied. Their descriptions and explanations show understanding of relevant causes, consequences and changes. They also consider and analyse key features and characteristics of the situations, periods and societies studied including the variety of ideas, attitudes and beliefs held by people at the time.

Candidates recognise and comment on how interpretations of events, people and issues have been produced. They evaluate and use critically a range of sources of information to investigate and draw relevant conclusions.

Grade A

Candidates recall, select, organise and deploy historical knowledge of the syllabus content accurately, effectively and with consistency to substantiate arguments and reach historical judgements.

Candidates produce developed, reasoned and well substantiated analyses and explanations which consider the events, changes and issues studied in their wider historical context. They also consider the diversity and interrelationship of the features and ideas, attitudes and beliefs in the periods, societies and situations studied.

Candidates analyse how and why interpretations have been produced and consider their value in relation to their historical context. They evaluate and use critically a range of sources of information in their historical context to investigate issues and reach reasoned and substantiated conclusions.

7 FURTHER INFORMATION AND TRAINING FOR TEACHERS

In support of this syllabus, OCR will make the following materials and services available to teachers:

- specimen question papers and marking guidelines
- coursework guidance materials
- a dedicated subject-specific telephone number
- written advice on coursework proposals
- past question papers and mark schemes after each examination session
- a Report on the Examination, compiled by Principal Examiners and Moderators, after each summer examination session
- individual feedback to each Centre on the moderation of coursework.

If you would like further information about this syllabus, please contact OCR. The address is given on the back cover of this syllabus booklet.

NOTES OF GUIDANCE ON COURSEWORK

1 NATURE AND SETTING OF COURSEWORK

Candidates must complete two assignments, one on each of two Depth Studies. Assignments may consist of a single piece of extended writing or be structured into several tasks.

Coursework must provide candidates with an opportunity to address the appropriate assessment objectives as set out in the Scheme of Assessment.

When setting coursework tasks, teachers should bear in mind the marking criteria set out on pages 28–30 and should ensure that tasks enable candidates of all abilities to show positive achievement in relation to these criteria. This will involve setting common tasks, and using levels of response marking schemes.

Each piece of coursework should be of around 1000 words in length. Candidates should not, however, be penalised for exceeding this. Conversely, for certain candidates it would not be appropriate to require pieces of coursework of this length.

Coursework assignments should be set in the form of a question to be answered, an assertion or hypothesis to be tested, or a problem, issue or controversy to be investigated. In order that coursework arises from defined and substantial areas of content within the Depth Studies, both assignments must address issues which permit students to make use of their broad contextual knowledge of the Studies.

- (i) In Assignment 1 tasks must focus on the idea of *significance*, and this can only be judged in the context of developments over time.
- (ii) In Assignment 2 sources, interpretations and representations used should permit students to explore an historical issue taken from the Depth Study.

Candidates may use a word processor to produce their coursework.

Coursework may be submitted in a variety of media including video tape and audio tape.

2 PRE-MODERATION MONITORING OF COURSEWORK

Many Centres will want guidance and advice to help them devise appropriate coursework assignments. Centres may use assignments from the portfolio of assignments which has been provided by OCR. Alternatively, Centres may devise their own assignments. Coursework consultants have been appointed by OCR to provide advice. Consultants will be responsible for monitoring the suitability of tasks in relation to the assessment objectives and the syllabus content. Submissions to the consultant must include assignments, supporting material (e.g. sources) and marking schemes. They must also include notification of the Depth Study chosen for Paper 1 in order that the consultants can monitor the requirement that different Depth Studies are chosen for Paper 1 and for coursework.

3 DEVISING AND MARKING COURSEWORK ASSIGNMENTS

Identify the topic on which the assignment will be set. The assignment should be taken at the end of the teaching of the Depth Study in order that candidates can make use of their knowledge and understanding of the Study as a whole. The topics for the assignments must have the potential for raising issues which will allow the relevant assessment objective(s) to be covered.

Tasks must be directly targeted at the appropriate assessment objective(s).

Coursework may be in the form of an essay or project. Where these approaches are used candidates will need clear guidance about how to structure and present their work, and about which understandings and skills are being tested. Alternatively, assignments may be structured into a series of shorter tasks. Where this approach is used there must be opportunities provided for some extended writing. It is also important to set open-ended questions which can be responded to at a variety of levels.

Assignment 2 testing Objective 3 must be based around a historical issue or problem which is investigated through a range of different types of sources, interpretations and representations. Structured questions can be used but candidates must at some stage be required to reach and support their own conclusion to the issue or problem.

Levels of response marking schemes must be constructed for each task. These mark schemes should relate to the appropriate assessment objective(s) and the marking criteria set out below. Marking should be positive, rewarding achievement rather than penalising failure. The award of marks must be directly and exclusively linked to the relevant assessment objective(s). No other objectives may be assessed. It is the quality of the candidate's work and not its quantity or presentation which is assessed.

After candidates have completed the assignment the mark scheme should be refined in the light of candidates' responses.

Where two or more teachers in a Centre are involved in the marking of coursework, internal standardisation of marks must take place prior to the submission of mark sheets to OCR.

All assessed work should be annotated to indicate where, in the work, evidence for the marks awarded may be found. Annotations may be made on a cover sheet and/or at the appropriate points in the margins of the work.

4 TEACHER SUPERVISION OF COURSEWORK

OCR does not expect candidates to undertake coursework without guidance and continuing supervision from teachers. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions.

When supervising coursework, teachers are expected to:

- offer candidates advice about how best to approach coursework;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- ensure that the work is completed in accordance with the syllabus requirements and can be assessed in accordance with the specified marking criteria and procedures.

5 PRODUCTION AND PRESENTATION OF COURSEWORK

Candidates must observe certain procedures in the production of coursework:

- any copied material must be suitably acknowledged.
- quotations must be clearly marked and a reference provided wherever possible.
- coursework submitted for moderation must be marked with
 - the Centre number
 - the Centre name
 - the candidate number
 - the candidate name
 - the syllabus code and title
 - the assignment title.

- all coursework submitted for moderation must be kept in a flat card file (not a ring binder).

6 THE ALLOCATION OF MARKS FOR COURSEWORK

Assignment 1 (Objectives 1 and 2)	30 marks
Assignment 2 (Objective 3)	30 marks
Spelling, punctuation and grammar	3 marks
Total for coursework	63 marks

The marking criteria are set out below. The marking criteria for spelling, punctuation and grammar are set out in Appendix B.

7 MARKING CRITERIA FOR COURSEWORK

Marks should be awarded according to the following criteria for each assessment objective. It should be noted that these descriptors are general and refer to a candidate's overall performance in each assessment objective, and therefore should not be used to mark individual tasks. A levels of response marking scheme should be constructed for each task set. The total mark achieved for a particular assessment objective will place the candidate in one of the levels below. The candidate's work should demonstrate the qualities listed in that level. If it does not, the marks will need to be adjusted.

Band marks are given out of a maximum of 10, but can be multiplied to larger totals as required.

Assessment Objectives 1 and 2

Band 1, mark range 1–3

Candidates can select and use some relevant information to construct narratives, descriptions and explanations which are straightforward and accurate but are likely to be relatively brief or limited in scope.

Candidates can describe some of the main events, people and changes, and give a few reasons for, and results of, the main events and changes.

Candidates can describe a few features of an event, issue or period, including, at a basic level, characteristic ideas, beliefs and attitudes.

Band 2, mark range 4–7

Candidates can select, organise and deploy a wider range of relevant information to produce structured narratives, descriptions and explanations which are accurate and reasonably thorough but are nonetheless limited to the more obvious aspects of the matter under consideration.

Candidates can produce structured descriptions and explanations of events, people, changes and issues, and analyse causes and consequences.

Candidates can describe, analyse and explain key features and characteristics of situations, periods, and societies including the variety of ideas, attitudes, and beliefs held by people at the time.

Band 3, mark range 8–10

Candidates can select, organise and deploy an extensive range of relevant information to produce consistently well structured narratives, descriptions and explanations which are thorough and accurate and show appreciation of the wider context of the information.

Candidates can analyse relationships between a wide range of events, people, ideas and changes. Their explanations and analyses of causes and consequences of events and changes are well substantiated and set in their wider historical context.

Candidates can give reasons for the diversity of the features and ideas, attitudes and beliefs in the periods, societies and situations studied, and can explain the interrelationship between them.

Assessment Objective 3

Band 1, mark range 1–3

Using their knowledge and understanding candidates can identify some differences between ways in which events, people or issues have been represented and interpreted.

Using their knowledge and understanding candidates can comprehend sources of information but take them at face value. They can identify those that are useful for particular tasks and can draw simple conclusions.

Band 2, mark range 4–7

Using their knowledge and understanding candidates understand that some events, people or issues have been interpreted differently, can recognise these differences and explain how they have been produced.

Using their knowledge and understanding candidates evaluate and use critically a range of sources of information to investigate issues and draw relevant conclusions.

Band 3, mark range 8–10

Using their knowledge and understanding candidates can analyse how and why differing interpretations of events, people or issues have been produced, and can evaluate these interpretations and make balanced judgements about their value in relation to the historical context.

Using their knowledge and understanding candidates can evaluate and use critically a range of sources of information in their historical context to investigate issues and reach reasoned and substantiated conclusions.

THE ASSESSMENT OF SPELLING, PUNCTUATION AND GRAMMAR

2000

- 1 The assessment of spelling, punctuation and grammar is required in the following components of this syllabus:

Syllabus Code	Component Code	Title
1607	11–14 2 3	Paper 1 Paper 2 Coursework

- 2 The marks for each component will be awarded on the basis of the performance in spelling, punctuation and grammar on the component overall, in accordance with the performance criteria given in paragraph 4 below.
- 3 For the internally assessed component (1607/3), teachers should first assess each candidate's work against the subject specific criteria given in the syllabus on pages 28–30 and award a total mark.

The criteria for spelling, punctuation and grammar should then be applied, and marks added to the total according to the range given below. The coursework forms to be issued by OCR will accommodate the marks awarded for spelling, punctuation and grammar.

4 Application of the Criteria

Allocation of Marks Internally Assessed Component

Below threshold performance 0

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately. 1

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility. 2

High Performance

Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms with precision.

3

UNCLEES

This syllabus meets the History Subject Criteria for selection of content by requiring the study of:

key issues, events, personalities and developments identified through key questions and focus points in both the core and depth studies, for example the core is an outline study of international relations between 1919 and 1989, and charts major **developments** such as the breakdown in international order in the 1930s, and the Cold War after the Second World War. Each of the key questions defines a **key issue**, such as 'To what extent was the League of Nations a success?' Major **events** such as the signing of the peace treaties in 1919–20, the invasion of Manchuria in 1931, and the Cuban Missile Crisis are included, as are the roles of **personalities** such as Lloyd George, Hitler and Gorbachev.

key features and characteristics of the periods, societies, situations specified, and, where appropriate, the social, cultural, religious and ethnic diversity of the societies studied and the experiences of men and women in these societies in the depth studies, for example in the Germany Depth Study, **key features and characteristics** such as political extremism and militarism, and the impact of economic collapse on political life; **social, cultural, religious and ethnic diversity** in contrasting society and culture in the Weimar and Nazi periods, and in the Nazi treatment of ethnic and religious minorities; **the experiences of men and women** throughout the period, but in particular experiences of women in Nazi Germany.

history in two different scales: **international** through the study of international relations, and **national** by offering the opportunity to study in depth a significant period from the history of more than one country, for example Russia, 1905–41 and the USA, 1919–41.

history in two different ways: an **outline** study of developments in international relations from 1919–1989, and studies in **depth** over a shorter period of societies 'in the round', for example the USA, 1919–1941. The core content will therefore be concerned with a single theme (international relations) over a longer period of time than that covered by the Depth Studies. The Depth Studies will be more concerned with the various aspects of political, social, economic and cultural developments in a single society.

history from a variety of perspectives – political, social, economic and cultural – in particular through the Depth Studies: for instance, in the USA, 1919–41, the **political** consequences of the crash, and the differing responses of Republicans and Democrats to the crash; the **social** developments of the 'Roaring Twenties' including changes in the roles of women; the **economic** causes and consequences of the Wall Street Crash; and **cultural** developments such as the impact of motion pictures.

history through a range of sources of information appropriate to the period, as encouraged in coursework, and in preparation for the sources exercise in Paper 2.