GCSE

History A

Session: 2010
Type: Specification
Code: J415

GCSE

History A (Schools History Project)

Contents

Contents

Vertical black lines indicate a significant change to the previous printed version. Changes can be found on pages 8, 27, 29 and 37.

1   About this Qualification

This booklet contains OCR's GCSE specification in History A for teaching from September 2009.

Key features

- A clear progression route to the revised OCR AS/A Level History specifications.

- A Study in Development – either Medicine through Time or Crime and Punishment through Time.

- A range of optional Depth Studies, focussing on key features and characteristics of particular societies over a shorter period

- 25% British element, assessed through A952: Historical Source Investigation.

- Controlled assessment (25%) which requires the completion of one task

This specification requires students to demonstrate knowledge and understanding of:

- **The key individuals, societies, events, developments and issues** identified through key questions and focus points in the Study in Development, the Study in Depth and controlled assessment

- **The key features and characteristics of the periods together with the social, cultural, religious and ethnic diversities of the societies studied and the experiences of people in these societies** in the Study in Development, the Study in Depth and controlled assessment

- **Change and development over a period of time sufficient to demonstrate understanding of the process of change, both long-term and short-term,** through the Study in Development both in medicine and crime punishment, which require study across a wide historical period and a consideration of the degree of development, change and progress or regress

- **History on at least two different scales – such as local, national, European, international and global** – in the Study in Development, the Study in Depth and controlled assessment. For example:
    - **Local** through History Around Us
    - **National** through the Study in Depth
    - **European** through the development of medicine in the Study in Development
    - **International and global** through Modern World History.

- **A study of history in at least two different ways:**
    - Depth in the Study in Depth and History Around Us
    - Outline and thematic in the Development Study
    - Outline and depth in Modern World History.

- **A study of history from a variety of perspectives such as:**
    - **Political** in Modern World History
    - **Economic** in the Study in Depth
    - **Social and cultural** in the Study in Development
    - **Technological and scientific** in the Study in Development
    - **Aesthetic** in History Around Us.

- **A substantial and coherent element of British history** through the assessment of the compulsory British elements in medicine and crime and punishment (The Development of British Medicine and Crime and Punishment in Britain) in unit A952.

The specification contains the opportunity for controlled assessment evidence to be submitted electronically via the OCR Repository.

1.1 GCSE

From September 2009, the GCSE is made up of three mandatory units. Two of these units are externally assessed. The third unit is controlled assessment, which is internally assessed.

A951: *Study in Development and Study in Depth*

A952: *Historical Source Investigation*

A953: *History Around Us OR Modern World Study*

1.2 Qualification Titles and Levels

This qualification is shown on a certificate as:

- OCR GCSE in History A.

This qualification is approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

1.3 Aims and Learning Outcomes

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

GCSE specifications in history must enable candidates to:

- Actively engage in the process of historical enquiry to develop as effective and independent candidates and as critical and reflective thinkers with enquiring minds

- Develop their knowledge and coherent understanding of selected periods, societies and aspects of history

- Develop an awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes

- Develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context

- Organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgements

- Recognise that their historical knowledge, understanding and skills help them understand the present and also provide them with a basis for their role as responsible citizens, as well as for the possible further study of history.

1.4 Prior Learning/Attainment

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

2   Summary of Content

2.1   GCSE Units

Unit A951: *Study in Development and Study in Depth*

There are two parts to the content of this unit: candidates study one Study in Development and one Study in Depth. These are chosen from the list below.

Study in Development (candidates study **one** of these)

- Medicine Through Time

- Crime and Punishment Through Time

Study in Depth (candidates study **one** of these)

- Elizabethan England

- Britain, 1815–1851

- The American West, 1840–1895

- Germany, c.1919–1945

Unit A952: *Historical Source Investigation*

Candidates study one of the following:

- Developments in British Medicine,1200–1945

- Developments in Crime and Punishment in Britain, 1200–1945

Unit A953: Controlled Assessment *History Around Us OR Modern World Study*

Controlled assessment must be based on a taught course covering either History Around Us or a Modern World Study. Candidates must complete one task.

OCR will issue a task for each of History Around Us and the Modern World Study. Centres may make minimal adaptation to the task to suit their centre-specific requirements. These tasks will be renewed each year.

The taught course and the task may be completed at any stage during the course of study.

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

2.2 Entry Codes

J415	History A (Schools History Project) (Certification)
	For a certificate candidates must have taken three **units** as follows**.**
	One from:
	Study in Development and Study in Depth
A951A 11	**Medicine Through Time / Crime and Punishment Through Time Development Study with Elizabethan England Depth Study**
A951B 12	**Medicine Through Time / Crime and Punishment Through Time Development Study with Britain, 1815–1851 Depth Study**
A951C 13	**Medicine Through Time / Crime and Punishment Through Time Development Study with The American West, 1840–1895 Depth Study**
A951D 14	**Medicine Through Time / Crime and Punishment Through Time Development Study with Germany, c.1919–1945 Depth Study**
	and **one** from:
	Historical Source Investigation
A952A 21	**Developments in British Medicine, 1200–1945**
A952B 22	**Developments in Crime and Punishment in Britain, 1200–1945**
	and **one** from:
	Controlled Assessment: History Around Us OR Modern World Study
A953A 01	**OCR Repository**
A953B 02	**Postal Moderation**

3   Content

3.1   A951: *Study in Development and Study in Depth*

The content consists of two Studies in Development from which **one** must be studied, and four Studies in Depth from which **one** must be studied.

3.1.1 Studies in Development

Candidates must study **either** Medicine Through Time **or** Crime and Punishment Through Time.

Candidates will be expected to demonstrate their ability to describe and explain historical change and cause, and analyse different features of historical situations.

3.1.2 Study in Development: Medicine Through Time

This Study in Development examines continuities and changes in the history of medicine. Candidates must study all of the periods identified as they may be assessed on any of them.

This unit focuses, in each of the periods identified below, on a common set of key questions:

- What caused people to be healthy or unhealthy?

- Who provided medical care?

- What caused diagnoses and treatments to remain the same or to change?

- How far did new ideas and treatments affect the majority of the population?

- What ideas did people have about the causes and treatment of illness and injuries?

Candidates should develop a knowledge and understanding of the main developments in the history of medicine.

Medicine in prehistoric times:	- The nature of the evidence - Its values and its problems - Beliefs in spirits and the treatments used by medicine men - Practical knowledge and resulting treatments.
Medicine in the ancient world:	Ancient Egypt: - The development of Egyptian civilisation and its impact on medicine - The co-existence in Egyptian society of spiritual and natural beliefs and treatments - Developments in the understanding of physiology, anatomy and the causes of disease - Egyptian hygiene.

	Ancient Greece:
	• Asclepios and temple medicine
	• The theory of the four humours and resulting treatments
	• Hippocrates and the clinical method of observation
	• Health and hygiene
	• Developments in knowledge of anatomy and surgery at Alexandria.
	Ancient Rome:
	• Roman medicine and Greek ideas and doctors
	• The Romans and public health
	• Galen's ideas about physiology, anatomy and treatment.
Medicine in the Middle Ages:	• The impact of the collapse of the Roman Empire on medicine
	• The impact of Christianity and Islam on medicine
	• The reasons for the acceptance of Galenic medicine
	• The continuance of supernatural beliefs and treatments
	• Developments in surgery
	• Living conditions and health and hygiene
	• Domestic medicine, childbirth, the role of women
	• Hospitals and caring for the ill.
The medical renaissance and the growth of modern medicine:	• The rebirth of Greek ideas of careful observation of nature
	• Vesalius and advances in knowledge of anatomy
	• Paré and developments in surgery
	• Harvey and developments in physiology
	• The extent of the impact of these developments on the medical treatment of the majority of the population
	• Quacks, the growth of a medical profession and the reduced role of women in medical care
	• Inoculation, Jenner and the development of vaccination.

| Medicine in the nineteenth and twentieth centuries: | Fighting disease:
| | • Pasteur and the development of the germ theory of disease
| | • Koch and developments in bacteriology
| | • Developments in drugs and vaccines
| | • The development of penicillin
| | • The battle against infectious and non-infectious disease
| | • The development of hospitals and caring for the ill, including the contributions of Florence Nightingale and Mary Seacole.
| | Surgery:
| | • Developments in anaesthetics and antiseptics, including the work of Simpson and Lister
| | • Developments in blood transfusion
| | • Modern surgery, transplanting organs and plastic surgery.
| | Public health:
| | • The impact of industrialisation on living conditions and on health and hygiene
| | • The development of public health systems
| | • The reforms of the Liberal governments, 1906–1914
| | • The introduction and impact of the National Health Service
| | • The continuing debate about the provision of health care.

Technical knowledge

Candidates will not be required to explain technological or scientific principles, for example, the circulation of the blood. They will be given credit for explanation only where it is relevant to the historical problem posed in the question.

This Study in Development examines continuities and changes in the history of crime and punishment. Candidates must study all of the periods identified as they may be assessed on any of them.

The unit focuses, in each of the periods identified below, on a common set of key questions:

- What different kinds of crimes (including crimes against the person, crimes against property and crimes against authority) were committed in different periods?

- How has the nature of punishment changed over the period?

- Who determined the laws and punishments?

- How have ideas about the nature of crime, the causes of crime and the nature of punishment changed?

- How effective were law enforcement and punishments in preventing crime?

Candidates should develop a knowledge and understanding of the main developments in the history of crime and punishment.

Crime and punishment in the ancient world:	- The nature of crime and punishment in Rome - The extent to which Roman Law was extended to parts of the Empire - How were subject nations treated by the Romans?
Crime and punishment in the Middle Ages:	- The changing nature of crime and punishment in the Middle Ages - The impact of the fall of the Roman Empire on systems of crime and punishment - Changes in Anglo-Saxon systems of crime prevention, trial and punishment - The co-existence of Anglo-Saxon law and Norman law - Jurisdiction of Church courts - Reforms of the later Middle Ages, including the development of juries and justices of the peace - Attitudes towards women and crime and punishment - Crime and punishment in the village community – the manorial courts - The legend of Robin Hood - Crime and punishment in Islamic societies at the time.

Crime and punishment in early modern Britain:	• The changing nature of crime and punishment
	• The impact of population growth and the development of towns
	• The treatment of vagrants and heretics, the Gunpowder Plot
	• The witch-hunting craze and attitudes towards women
	• The introduction of the 'Bloody Code' in the eighteenth century
	• Eighteenth-century attitudes towards crimes against property, including smuggling, highwaymen and poaching.
Crime and punishment in industrial Britain:	• The impact of industrialisation on crime and punishment
	• Changing ideas about the causes of crime
	• Changing responses to riot and political crime – case studies of Peterloo and the Rebecca Riots
	• Transportation, prisons and prison reform
	• The development of policing
	• Attitudes towards women and crime and punishment
	• Juvenile crime and punishment.
Crime and punishment in the twentieth century:	• Case study of the suffragettes
	• The impact of changes in communication and technology on crime and policing
	• Changing attitudes towards crime and punishment
	• The impact of wars, recessions and prosperity
	• Juvenile crime and punishment.

Candidates must study **one** of the following:

Depth Study 11	Elizabethan England
Depth Study 12	Britain, 1815–1851
Depth Study 13	The American West, 1840–1895
Depth Study 14	Germany, c.1919–1945

The Study in Depth is designed to encourage candidates to develop and enrich their understanding of people and problems in the past through the study of social, economic, political, cultural and religious aspects of a country over a relatively short period of time (approximately 30–50 years).

The content is defined through a number of key questions and focus points. The key questions define the topics as well as encouraging an issues-based and investigative approach to the content. Focus points provide guidance on the issues that need to be addressed in each key question. Candidates will be expected to demonstrate understanding of the key questions and focus points using knowledge of relevant historical examples.

3.1.5 Study in Depth 11: Elizabethan England

This Study in Depth concentrates on various aspects of the government, life and culture of the England of Elizabeth I from 1558 to 1603. It encourages candidates to explore the key features and characteristics of the period. Emphasis should be placed on the contrasts (political, economic, social, religious and cultural) and on regional diversity within the period. The study also offers a contrast between the people and ideas of the Elizabethan period and those of today.

Key Question 1: Was Elizabeth 'Gloriana'?

Focus Points	• How difficult was the situation on Elizabeth's accession?
	• What was Elizabeth's concept of sovereignty and monarchy?
	• How successful was Elizabeth in winning the loyalty of her people?
	• How far did Elizabeth's image reflect reality?
	• Did Elizabeth show weakness and misjudgements in the way she dealt with Mary, Queen of Scots, and the Earl of Essex?
	• Why was the Elizabethan period a great period for the theatre?
	• How far had Elizabeth achieved her aims by the end of her reign?
Specified Content	The political and religious situation on Elizabeth's accession. The character of Elizabeth and her concepts of sovereignty and monarchy. Elizabeth's strengths and weaknesses, and aims as a monarch. The methods used by Elizabeth to win the loyalty of her people. Elizabeth and Mary, Queen of Scots; Elizabeth and the rebellion of the

Earl of Essex. The achievements of the Elizabethan theatre. The extent to which Elizabeth had achieved her aims by the end of her reign.

Key Question 2: What was the importance of religion in Elizabethan England?

Focus Points	
	• Why did Elizabeth regard religion as important?
	• How great a threat were the Puritans?
	• How great a threat were the Catholics?
	• How effective were Elizabeth's policies towards these two groups?
	• How effective were Elizabeth's religious policies?
Specified Content	The importance of religion in people's lives and in politics during this period. The aims of Elizabeth's religious policies. The Elizabethan Church Settlement. The nature and beliefs of Puritanism. The nature and beliefs of Catholicism. The threat posed by the Puritans; Elizabeth's policies towards them. The threat posed by the Catholics (within and outside England); Elizabeth's policies towards them. The effectiveness of Elizabeth's religious policies by the end of her reign.

Key Question 3: Was Elizabethan society a divided society?

Focus Points	
	• Why were poverty and vagabondage increasing?
	• Why was the government so concerned with poverty and vagabondage?
	• Why were the poor treated in the way they were?
	• Why did different sections of society react towards plays and theatre-going in different ways?
Specified Content	The nature of poverty and vagabondage during this period. The reasons for the increase in poverty and vagabondage during this period. The changing attitudes and policies of town councils and the Elizabethan government towards the poor and vagabonds. The effectiveness of these policies. The differing attitudes of the poor, the rich, the Puritans, and the government towards the theatre.

Key Question 4: Was England a great power during Elizabeth's reign?

Focus Points	• How successful were the voyages of discovery of English sailors?
	• Was Drake a pirate or a great seaman?
	• How was the English navy able to defeat the Spanish Armada?
	• What contribution did English successes at sea make to the development of England?
Specified Content	English voyages of trade and discovery. The activities and achievements of Francis Drake. The defeat of the Spanish Armada. The importance of the voyages of discovery and the victory over the Spanish Armada to the development of England.

3.1.6 Study in Depth 12: Britain, 1815–1851

This Study in Depth focuses on the conflicts between old and new in British society caused by the Industrial Revolution. It encourages candidates to explore the key features and characteristics of the period. Emphasis should be placed on the changing attitudes and expectations of all sections of society, and the role of groups and individuals in bringing about and opposing social, economic, political and cultural change. In teaching this unit, examples should be included, as appropriate, from England, Ireland, Scotland and Wales. The study also offers a contrast between the people and ideas of the early nineteenth century and those of today.

Key Question 1: How far did the 1832 Reform Act deal with criticisms of the electoral system?

Focus Points	• What criticisms and justifications of the electoral system were made by different groups?
	• How did the ruling classes react to working-class protest (with special reference to Peterloo and its aftermath)?
	• Why was the 1832 Reform Act passed when it was?
	• How far did the 1832 Reform Act deal with the criticisms of different groups?
	• Why did Chartism appear in the late 1830s and 1840s?

Specified Content	The nature of politics and the electoral system in the early nineteenth century. Criticisms and justifications of the electoral system. Working-class protest and the reactions of the government, 1815 to 1832, including a case study of Peterloo. The reasons for the passing of the 1832 Reform Act. The effectiveness of the 1832 Reform Act. The causes and nature of Chartism.

Key Question 2: How were the poor regarded and treated?

Focus Points	• What kind of lives did the poor live, c.1815 (including a case study of the Swing Riots)?
	• How were the poor treated before 1834?
	• What were the arguments for replacing the Old Poor Law with the New Poor Law?
	• What were the consequences of the New Poor Law?
	• Why and with what success did many people emigrate from different parts of Britain during this period?

Specified Content	The nature of poverty in the early nineteenth century, including a case study of the Swing Riots. The different methods of poor relief. The criticisms of the Old Poor Law and changing attitudes towards poverty and the poor, including utilitarianism. The administration of the New Poor Law. Reactions to the New Poor Law. The causes and consequences of emigration.

Key Question 3: How were the living and working conditions of the urban working classes improved during this period?

Focus Points	• What were living conditions of the working classes like in the towns?
	• What were working conditions like in factories and coalmines?
	• What were the arguments for and against passing legislation to improve these working conditions, including 'laissez faire'?
	• How effective were the factory and mine reforms passed during this period?

Specified Content	The impact of industrialisation on living conditions in towns. Working conditions in factories and mines for men, women and children. Changing attitudes towards government intervention in working conditions. The Acts affecting working conditions in factories and mines during this period. The role of groups and individuals in promoting reforms, including Shaftesbury.

Key Question 4: How important were the railways during this period?

Focus Points	• Why, and how, was the Liverpool and Manchester Railway built?
	• How did different individuals and groups react to the coming of the railways?
	• How did the navvies live and work?
	• What were the social, economic, political and cultural impacts of the railways during this period for different groups and for Britain as a whole?

Specified Content	The reasons for the growth of the railway system, including a case study of the Liverpool and Manchester Railway. The role of individuals and groups in the development and building of the railways. The reactions to the railways of different individuals and groups. The social, economic, political and cultural impact of the railways on different groups and on Britain as a whole.

3.1.7 Study in Depth 13: The American West, 1840–1895

This Study in Depth concentrates on the way in which the American West was settled and developed by various groups of people between 1840 and 1895, and the impact of this settlement on the Plains Indians. It encourages candidates to explore the key features and characteristics of the period. Emphasis should be placed on the reasons for the settlement of the American West and the conflicts, which resulted from the clash of different cultures and life-styles, and the consequences of these conflicts. The study also offers a contrast between the people and ideas of the American West during this period and those of today.

Key Question 1: How did the Plains Indians live on the Great Plains?

Focus Points	• Why did many white Americans at first regard the Great Plains as the 'Great American Desert'?
	• How were the Plains Indians able to live on the Great Plains?
	• What were the beliefs of the Plains Indians?
	• Did all Plains Indians have the same beliefs and the same way of life?

Specified Content	The nature of the Great Plains. Attitudes of the Plains Indians towards the 'Great American Desert'. The beliefs and way of life of different Plains Indian tribes, including religious beliefs, medicine men, attitudes towards the land, shelter and hunting, the role of women, family life, political organisation, and warfare.

Key Question 2: Why did people settle and stay in the West?

Focus Points	- What were the experiences of the first pioneer families in the 1840s when they travelled west? - Why did the Mormons go west? - How were the Mormons able to survive the journey and be successful in Salt Lake Valley? - Why did people move west to become homesteaders in the late 1860s and 1870s? - How did the homesteaders react to the many problems facing them on the Plains? - What was life like for women on the homesteads? - How important were the railroad and the railroad companies in opening up the West? - How successful were the government and local people in establishing law and order in the mining towns?
Specified Content	The reasons why the first pioneer families moved west in the 1840s. The experiences of the first pioneer families during the journey west. The Mormons: their origins, their experiences in Salt Lake Valley. The significance of Joseph Smith and Brigham Young. The impact of the railroad and railroad companies. The reasons for the continued settlement of the West in the late 1860s and 1870s including the Homestead Acts, the belief in 'Manifest Destiny' and the hopes and aspirations of the settlers. The problems faced by the homesteaders on their homesteads and their attempts to overcome them. The role of women on the homesteads. Government, law and order; problems and attempted solutions.

Key Question 3: What were the consequences of the spread of cattle ranching to the Plains?

Focus Points	• How and why did cattle ranching spread from Texas to the Great Plains?
	• What was life like for a cowboy?
	• Why were there problems of law and order in the cow towns?
	• Why did ranchers and homesteaders come into conflict with each other (with special reference to the Johnson County War)?
	• Why had the open range come to an end by the 1890s?
Specified Content	Early cattle ranching in Texas. The reasons for the cattle rails and the development of cow towns. Ranching on the Great Plains. The life and work of the cowboy: myth and reality. The reasons for conflict between the ranchers and the homesteaders, including a case study of the Johnson County War. The end of the open range.

Key Question 4: Why did white Americans and the Plains Indians find it so difficult to reach a peaceful settlement of their differences?

Focus Points	• Did all white Americans have the same attitudes towards the Plains Indians?
	• Why did white Americans and Plains Indians come into conflict?
	• Why did the policy of the American Government towards the Plains Indians change so often between 1840 and 1868?
	• Why did the Plains Indians win the Battle of the Little Bighorn?
	• How important was the Battle of the Little Bighorn in the eventual defeat of the Plains Indians?
	• What was the purpose and effect of the reservations?
Specified Content	The attitudes of white Americans towards the Plains Indians. The reasons for conflict between white Americans and Plains Indians. The changing policy of the American Government towards the Plains Indians; the reasons for, and consequences of, changes in policy. The causes and consequences of the Plains Wars including the Battle of the Little Bighorn. The impact of the reservations, the life of Plains Indians in the 1890s.

This Study in Depth focuses on the reasons for the development of totalitarianism in Germany and its impact. It encourages candidates to explore the key features and characteristics of the period. Emphasis should be placed on how developments in Weimar Germany led to the rise of the Nazi Party and the emergence of a totalitarian regime, the political, social, economic, cultural and religious impact of this regime on the German people and the reactions of different groups and individuals. The study also offers a contrast between the people and ideas of Germany during this period and those of today.

This study does not entail detailed coverage of events of the Second World War.

Key Question 1: Was the Weimar Republic doomed from the start?

Focus Points	• What continuing impact did the defeat in the First World War and the Treaty of Versailles have on the Weimar Republic?
	• Why was the Republic so unpopular with many Germans?
	• How far did life improve for German people between 1924 and 1929?
	• What were the achievements of the Weimar period?

Specified Content	The Versailles settlement: German reactions to it, its economic and political consequences. German politics, economy and living standards in the Stresemann era. The culture of the Weimar period.

Key Question 2: How was Hitler able to come to power in Germany?

Focus Points	• What did the Nazi Party stand for in the 1920s?
	• Why were the Nazis unsuccessful before and successful after 1929?
	• Who supported the Nazis, and why?
	• How important was Hitler in the success of the Nazis?

Specified Content	The early years of the Nazi Party, including the Munich Putsch. Nazi ideas and methods. The roles of Hitler and other Nazi leaders. The impact of the Depression on Germany, the political, economic and social crisis of 1930–1933, the reasons for the Nazis' rise to power. Hitler takes power, 1933. The appeal of National Socialism to different sections of the population. How Hitler took power in 1933.

Key Question 3(a): The Nazi regime: How effectively did the Nazis control Germany, 1933–1945?

Focus Points	
	• How much opposition was there and how effectively did the Nazis deal with it?
	• 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?

Specified Content	The nature of Nazi rule in Germany: the Enabling Act, removal of opposition, methods of control and repression. The nature and extent of opposition to the regime by different groups and individuals including the churches, youth groups, communists, the army. Nazi policies towards different groups including the churches, trade unions, communists. Anti-Semitism and changing policies towards Jews. The use of culture and the mass media by the Nazis.

Key Question 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 benefit from Nazi rule?
	• How did the coming of war change life in Nazi Germany?

Specified Content	Attempts by the Nazis to appeal to and win the support of youth. Nazi education policies. The reactions of youth to Nazi policies. Nazi policies towards women and the family. Changing standards of living for different groups in Nazi Germany. Impact of the Second World War on Germany. Conversion to war economy. The Final Solution.

3.2 A952: *Historical Source Investigation*

This unit involves a historical enquiry into a series of case studies taken from the content of the chosen study in development. It gives candidates opportunities to investigate specific historical questions, problems and issues; use a range of historical sources and reach reasoned conclusions; and analyse and evaluate how the past has been interpreted and represented in different ways. Candidates will be expected to use their contextual knowledge to help them comprehend, interpret, evaluate and use sources and historical interpretations and representations. The case studies are listed below.

Candidates study one of the following:

- Developments in British Medicine, 1200–1945

- Developments in Crime and Punishment in Britain, 1200–1945

3.2.1 A952/21: Developments in British Medicine, 1200–1945

The case studies cover:

- Public health in the Middle Ages

- The Black Death in England

- Quack doctors

- Jenner and the development of vaccination; opposition to it during the nineteenth century

- Nineteenth-century developments in anaesthetics and antiseptics, including the work of Simpson and Lister

- The development of hospitals and caring for the ill in the nineteenth century, including the contributions of Florence Nightingale and Mary Seacole

- The impact of industrialisation on living conditions and health and hygiene and the development of public health systems in the nineteenth century

- The development of penicillin; the work of Fleming, Florey and Chain and the debate around the importance of their contributions.

3.2.2 A952/22: Developments in Crime and Punishment in Britain, 1200–1945

The case studies cover:

- Attitudes towards women and crime and punishment in the Middle Ages

- Witch-hunting in the seventeenth century

- Smuggling, highwaymen and poaching in the eighteenth century

- Peterloo and the Rebecca Riots

- Transportation, prisons and prison reform in the eighteenth and nineteenth centuries

- The development of policing in the nineteenth century

- The suffragettes

- Changing attitudes towards crime and punishment in the twentieth century.

3.3 A953: *History Around Us OR Modern World Study Controlled Assessment*

Candidates complete a single task based on a taught course covering either History Around Us or a Modern World Study. Candidates will complete one task. This unit represents 25% of the total marks available on the complete specification. It should be possible for candidates to satisfy the controlled assessment requirements by writing no more than 2000 words for the task. However, this figure is given only as guidance and it is recognised that many candidates may do more or less than this.

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

OCR will issue new tasks each year.

Centres can adapt the task so it is suitable for the course of study their candidates have followed. Such adaptations must be limited to the inserting of appropriate names, places or topics into the task. The fundamental nature of the task, ie the nature of the question being asked, cannot be changed. Examples of suitable ways of adapting tasks are given below.

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

The controlled assessment component will be assessed out of 50 marks, of which 25 marks are allocated to AO1 and AO2 and 25 marks are allocated to AO3.

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

There may be some circumstances in which individual candidates cannot visit the site for History Around Us. In this situation, the teacher should explore other possibilities such as using internet websites and library sources or by choosing a Modern World Study. Centres should always consult OCR before making any arrangements.

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

3.3.1 Task 1: History Around Us

This task will be based on the study of an historical site and its context. It will involve candidates in historical enquiry. They will investigate historical questions, problems or issues and reflect on progress being made. They will use and evaluate a range of historical sources critically in their context and reach reasoned conclusions. The site should be used as evidence but additional sources, for example documentary sources, should also be used. Candidates will also analyse and evaluate how the past has been interpreted and represented in different ways.

Candidates will also study the site in its historical context. This could involve investigating, for example the typicality of the site, the place of the site in the development of, for example castles over time, or the importance of the site locally and nationally.

As a result of undertaking this task, candidates should develop an understanding that:

- Material remains of the past are as important a resource for our understanding of history as the written or pictorial record

- Historical sources are open to different interpretations and need to be evaluated in terms of reliability and utility

- Historical interpretations are based on evidence and may be challenged by new evidence or analysis of existing evidence

- Historical sites can be important in terms of lines of development, for example the development of castles, and can be important in relation to local and national events.

The task will test all assessment objectives. It will require candidates to carry out an historical enquiry using their findings during the visit to the site, a range of other sources, interpretations and representations, and materials relating to the historical context of the site. They will have access to earlier work completed in class and other resources such as books, photographs, primary sources and the internet.

Possible tasks might require candidates to:

- Investigate and evaluate how a site is presented in a guide book

- Explore and reach conclusions about the importance of a site

- Explore and reach conclusions about the typicality of a site

- Investigate and reach conclusions about how a site has been represented in different ways over time.

In completing the task, candidates should use their knowledge and understanding of the site and its context and should support their arguments and conclusions by a critical use of historical sources as evidence.

Centres may insert the specific name of the site into the question title of the task, for example: '"The town of **Ashington** changed dramatically over the period **1750–1900**". How far do you agree? Make sure you support your answer by using a range of sources.'

3.3.2 Task 2: Modern World Study

This task will be based on the study of a current problem or issue in its historical context. It will involve candidates in historical enquiry. They will investigate historical questions, problems or issues and reflect on progress being made. They will use and evaluate a range of historical sources critically in their context and reach reasoned conclusions. A range of sources should be used including newspapers, television and video, books and the internet. Candidates will also analyse and evaluate how the past has been interpreted and represented in different ways.

Candidates should study the historical context of the current problem or issue. This should involve studying the events leading to, and shaping, the problem or issue. It is expected that candidates will study these events in some detail over a period of approximately 50 years although it may be necessary to cover in outline a longer period.

As a result of undertaking this task, candidates should develop an understanding that:

- What is happening in the world around them today can only be understood by a study of the past

- The present and the past are connected

- Historical sources are open to different interpretations and need to be evaluated in terms of

reliability and utility

- Current problems and issues are interpreted and represented in different ways and that these are based on evidence and may be challenged by new evidence or analysis of existing evidence.

The task will test all assessment objectives. It will require candidates to carry out an historical enquiry using their findings from a range of other sources, interpretations and representations. They will have access to earlier work completed in class and other resources such as books, photographs, primary sources and the internet.

Possible tasks might require candidates to:

- Investigate and explain how and why a current problem or issue is interpreted and represented in several different ways

- Explore and explain why a current problem or issue is proving so difficult to deal with

- Investigate and explain how and why a current problem or issue has come about.

In completing the task, candidates should use their knowledge and understanding of the problem or issue and its historical context, and should support their arguments and conclusions by a critical use of historical sources as evidence.

Centres may insert the specific name of the problem or issue into the question title of the task, for example, 'Why has the issue of **Northern Ireland** been so difficult to settle? Make sure you support your answer by using a range of sources.'

4   Scheme of Assessment

4.1   GCSE Scheme of Assessment

GCSE History A (Schools History Project) J415

Unit A951: *Study in Development and Study in Depth*

45% of the total GCSE marks
Written paper
2 hours
75 marks

Candidates must attempt **one** component for Unit A951. Each option (11/12/13/14) will include questions on **both** Studies in Development and **one** Study in Depth. Candidates must answer questions on **one** Study in Development, plus those on the chosen Study in Depth**.**

Studies in Development	**Studies in Depth**
Medicine through Time	Elizabethan England
Crime and Punishment through Time	Britain, 1815–1851
	The American West, 1840–1895
	Germany, c.1919–1945

Unit A951 is divided into **two** sections.

Section A: tests the chosen Study in Development.

- A compulsory source-based question is set on the chosen Study in Development. The question is structured into three parts and carries a total of 15 marks.

- There are three structured questions on the chosen Study in Development of which candidates must answer one. Each question is structured into three parts and carries a total of 20 marks.

Note: In unit A951, questions will not be set on the same case studies as those that are being used in unit A952 in the same examination session. For example, if the Source Investigation Medicine paper is set on Jenner then there will not be a question specifically on Jenner in Unit A951 in that examination session. However, candidates may use their knowledge of Jenner to answer other questions if such knowledge is relevant.

Section B: tests the chosen Study in Depth.

- There is one compulsory source-based question structured into two or three parts and carrying a total of 20 marks.

- There are two structured questions of which candidates must answer one. Each question is structured into three parts and carries a total of 20 marks.

This unit is externally assessed.

Unit A952: Historical Source Investigation

30% of the total GCSE marks
Written paper
1hour 30 minutes
50 marks

Candidates must attempt one option: either Developments in British Medicine, 1200–1945 or Developments in Crime and Punishment in Britain, 1200–1945. Each option will consist of a historical source investigation based on a case study. The case study will be taken from the lists in section 3.2 and will be nominated two years in advance.

There will be six questions set on a range of source material. Candidates must answer all questions. Over a period of several years, OCR expects to include the full range of source material such as written sources, cartoons, woodcuts, paintings and statistics. Candidates must use their contextual knowledge to help them comprehend, interpret, evaluate and use the sources and historical interpretations and representations they are given.

This unit is externally assessed.

Unit A953: History Around Us OR Modern World Study Controlled Assessment

25% of the total GCSE marks
1 task
50 marks

Candidates must complete **one** controlled assessment task from a choice of **two**. Each task may be a single task or structured to include a number of questions requiring shorter answers.

It should be possible for candidates to satisfy the controlled assessment requirements by writing no more than 2,000 words for the task. However, this figure is given only as guidance, and it is recognised that many candidates may do more or less than this.

This unit is internally assessed.

4.2   Entry Options

For certification GCSE candidates must be entered for **three** units as set out below.

Candidates must also be entered for certification to claim their overall GCSE qualification grade. The code for this is: J415.

J415	History A (Schools History Project) (Certification)	
	For a certificate candidates must have taken three **units** as follows**:**	
	one from:	
	1. Study in Development and Study in Depth	
A951A	**11**	**Medicine Through Time / Crime and Punishment Through Time Development Study with Elizabethan England Depth Study**
A951B	**12**	**Medicine Through Time / Crime and Punishment Through Time Development Study with Britain, 1815–1851 Depth Study**
A951C	**13**	**Medicine Through Time / Crime and Punishment Through Time Development Study with The American West, 1840–1895 Depth Study**
A951D	**14**	**Medicine Through Time / Crime and Punishment Through Time Development Study with Germany, c.1919–1945 Depth Study**
	and one from:	
	2. Historical Source Investigation	
A952A	**21**	**Developments in British Medicine, 1200–1945**
A952B	**22**	**Developments in Crime and Punishment in Britain, 1200–1945**
	and one from:	
	3. History Around Us OR Modern World Study Controlled Assessment	
A953A	**01**	**OCR Repository**
A953B	**02**	**Postal Moderation**

4.3 Tiers

This scheme of assessment is untiered, covering all of the ability range grades from A* to G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

4.4 Assessment Availability

There are two examination series each year for Units A951 and A952.

There is one examination series each year for Unit A953.

Units A951 and A952 will be assessed from January 2010.

Unit A953 will be assessed from June 2010.

Assessment availability can be summarised as follows:

Unit	January 2010	June 2010	January 2011	June 2011	January 2012 etc
A951	✓	✓	✓	✓	✓
A952	✓	✓	✓	✓	✓
A953	x	✓	x	✓	x

4.5 Assessment Objectives

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

AO1   Recall, Select and Communicate

- Recall, select, use and communicate their knowledge and understanding of history

AO2   Explanation and Analysis

Demonstrate their understanding of the past through explanation and analysis of:

- Key concepts: causation, consequence, continuity, change and significance within an historical context

- Key features and characteristics of the periods studied and the relationships between them.

AO3   Understanding, Analysis and Evaluation

Understand, analyse and evaluate:

- A range of source material as part of an historical enquiry

- How aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.

AO weightings – GCSE

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

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit A951: *Study in Development and Study in Depth*	18	18	9	45%
Unit A952: *Historical Source Investigation*	7	4.5	18.5	30%
Unit A953: *History Around Us OR Modern World Study Controlled Assessment*	7.5	10	7.5	25%
	32.5%	32.5%	35%	100%

4.6 Quality of Written Communication

Quality of written communication is assessed in Unit A951(Study in Development and Study in Depth) and A953 (History Around Us OR Modern World Study) Controlled assessment wherever candidates are required to produce extended written responses.

Candidates are expected to:

- Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

- Present relevant information in a form that suits its purpose

- Use a suitable structure and style of writing.

The quality of written communication covers clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. It is one of the criteria used to determine the place of a response within a level in mark schemes.

5   Controlled Assessment

5.1   The Controlled Assessment Unit

Unit A953 has been designed to be internally assessed, applying the principles of controlled assessment. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach, but the Scheme of Assessment sections of the units include more detail and any specific requirements.

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

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

- History Around Us
- Modern World Study

5.2   Task Setting

5.2.1 The OCR approach

OCR will assume a high level of control in relation to the setting of tasks. Controlled assessment tasks will be published by OCR each year for the controlled assessment unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the assessment task.

5.2.2 Using Controlled Assessment tasks

Centres must use the task that is set by OCR each year. This task can be adapted to allow the usage of local resources available to centres.

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.

5.3   Task Taking

5.3.1 The OCR approach

OCR will assume a high level of control in relation to the taking of the task. The task-taking parameters will be defined for several key controls and the remainder set by centres as outlined below.

5.3.2 Definitions of the controls

(a) **Authenticity control:** Candidates will complete all work for assessment under direct teacher supervision except as outlined below. For GCSE History most, but not all, work for assessment will be under direct teacher supervision, for example, it is acceptable for some aspects of exploration to be outside the direct supervision of the teacher but the teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

(b) **Feedback control:** Feedback to candidates will be encouraged but tightly defined. Within GCSE History, OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed. 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 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.

(c) **Time control:** The time recommended for candidates to complete the assessment task is eight hours. OCR recommends four hours as an appropriate amount of time for candidates to carry out the necessary preparation for the task: research, note taking, planning and drafting. The writing-up of the final piece of work for the task is recommended at a further four hours. The teaching time for the study unit is in addition to these recommendations. The teaching of the unit should develop the candidates' knowledge and understanding and historical skills. There is a word limit of 2000 words: headings included within the body of the material presented by the candidate should be included in the word count but footnotes, figures, tables, diagrams, charts and appendices should not be included.

Controlled assessment work should be supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre, for example, making notes during a site visit. But it is likely the use or application of this material will be undertaken under direct teacher supervision. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure.

(d) **Collaboration control:** Candidates must complete all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual candidate.

(e) **Resource control:** Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. For most units, basic workshop, laboratory or workplace equipment will be adequate; however, for specific units the use of specialist equipment and software will be required to enable the candidate to achieve fully.

5.3.3 Quality assuring the controls

It is the responsibility of the Head of centre to ensure that the controls set out in the specification and the individual units are imposed.

5.3.4 Completing the tasks

Candidates should be allowed sufficient time to complete the task. It is suggested that evidence is produced in several sessions, each focussing on a specific task within the overall task or scenario. These may be interspersed with opportunities to learn sector knowledge and develop appropriate practical skills.

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for teachers to provide writing frames, model answers or to work through answers in detail.

Candidates may use information from any relevant source to help them with producing evidence for the task unless there are restrictions on any evidence or resources to be used. 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 used directly from a source is appropriately and rigorously referenced.

5.3.5 Presentation of work

Candidates must observe certain procedures in the production of controlled assessments.

- 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
   – task title

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix C.

5.4   Task Marking

5.4.1 The OCR approach

OCR will assume a medium level of control in relation to the marking of task. All controlled assessed units will be marked by the centre assessor(s) using awarding body marking criteria and guidance; and will be moderated by the OCR appointed moderator. External moderation will take the form of postal moderation or e-moderation via the OCR-Repository where evidence in a digital format is submitted.

5.4.2 Applying the assessment criteria

The starting point for marking the task is the mark scheme in Appendix B. This contains levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. The descriptor for each band covers all of the assessment objectives. 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.

5.4.3 Use of 'best fit' approach to marking criteria

The assessment task should be marked by the teacher according to the given assessment criteria using a 'best fit' approach. For each of the assessment objectives, one of the descriptors provided in the mark scheme that most closely describes the quality of the work being marked should be selected.

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 descriptor that best describes the work of the candidate.

To select the most appropriate mark within the 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.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work that fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'.

5.4.4 Authentication

Teachers/course tutors 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/course tutor 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/course tutor 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. The candidate section of this handbook provides some guidance on referencing and reminds

candidates that the work they submit must be their own and that they 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.

5.4.5 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.

5.4.6 Moderation

All work is marked by the teacher and internally standardised by the centre. Centres must check the OCR website for submission dates, after which moderation takes place in accordance with OCR procedures. 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.

Each candidate's work should have a cover sheet attached to it with the final mark. If the work is to be submitted in digital format this cover sheet should also be submitted electronically within each candidate's files.

5.5   Minimum requirements for Controlled Assessment

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

6   Technical Information

6.1   Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and/or moderator details for controlled assessments.

Please use the table below in conjunction with the table in section 4.2.

For the controlled assessment unit, A953, candidates must be entered for either component 01 or 02. Centres must enter all of their candidates for **the same** component. It is not possible for centres to offer both components within the same series.

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

Option code	Component code	Submission method	Unit title
A953A	01	*OCR Repository*	*History Around Us OR Modern World Study* Controlled Assessment
A953B	02	*Postal moderation*	

For Unit A953 candidates must be entered for either component 01 or 02. Centres must enter all of their candidates for ONE of these components. It is not possible for centres to offer both components within the same series.

6.2   Terminal Rules

Candidates must take at least 40% of the assessment in the same series in which they enter for the full course qualification certification.

If a candidate takes unit A951 (45%) in January, then they must take units A952 (30%) and A953 (25%) in June of the final year in order to meet the terminal rule.

6.3   Unit and Qualification re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE.

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

6.4 Making Qualification Entries

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

Candidates may enter for:

- GCSE certification J415.

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE certification is available for the first time in June 2011, and each January and June thereafter.

6.5 Grading

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.

GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. 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, for example, 41/50.

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

Unit Weighting	Maximum Unit Uniform Mark	a*	a	b	c	d	e	f	g	u
45%	90	81	72	63	54	45	36	27	18	0
30%	60	54	48	42	36	30	24	18	12	0
25%	50	45	40	35	30	25	20	15	10	0

Candidates' uniform marks for each unit are aggregated and grades for the specification are generated on the following Uniform Mark Scale.

Qualification	Max Uniform Mark	A*	A	B	C	D	E	F	G	U
GCSE	200	180	160	140	120	100	80	60	40	0

Awarding Grades

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

A candidate's uniform mark for each unit 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.

6.6   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 (by the Enquiries about Results deadline).

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

6.7   Shelf-Life of Units

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

6.8   Guided Learning Hours

GCSE History A requires 120–140 guided learning hours in total.

6.9   Code of Practice/Common Criteria Requirements/Subject Criteria

This specification complies in all respects with the current *GCSE, GCE and AEA Code of Practice* as available on the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE History.

6.10 Classification Code

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

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

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and 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, for example, from their centre or the institution to which they wish to progress.

6.11 Disability Discrimination Act Information Relating to this Specification

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 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 *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council (www.jcq.org.uk).

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

These access arrangements permissible for use in this specification are in line with QCA's GCSE subject criteria equalities review and are as follows.

	Yes/No	Type of assessment
Readers	Y	All written examinations
Scribes	Y	All written examinations
Practical assistants	Y	Practical assessments
Word processors	Y	All written examinations
Transcripts	Y	All written examinations
BSL signers	Y	All written examinations
Live speaker	Y	All written examinations
MQ papers	Y	All written examinations
Extra time	Y	All written examinations

6.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

6.13 OCR Repository

The OCR Repository allows centres to store controlled assessment electronically and to submit their moderation sample in electronic format.

The OCR GCSE History A Unit A952 can be submitted electronically. Please see Section 6.1 for unit entry codes for the OCR Repository.

More information on the OCR Repository can be found in Appendix C: Guidance for the Production of Controlled Electronic Assessment. Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

7   Other Specification Issues

7.1   Overlap with other Qualifications

The potential for overlap exists between Unit A953 and J623 Religious Studies C (Pilot) (Religion in Today's World) Unit B612 key area 1. Both units can include the study of an historical site.

7.2   Progression from these Qualifications

GCSE qualifications are general qualifications that 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.

7.3   Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

This specification offer opportunities which can contribute to an understanding of these issues in the following way.

They are supported by key questions relating to different communities and cultures in the Development and Depth studies. Examples include: in Elizabethan England, 'What was the importance of religion in Elizabethan times?' and 'Was Elizabethan England a divided society?'; in The American West, 'Why did white Americans find it difficult to reach a peaceful settlement of their differences?'; in Nazi Germany, 'How was Hitler able to come to power in Germany?'; and in History Around Us, candidates may investigate sites of particular religious or social importance. Candidates will also consider varied interpretations and representations of different cultures in the Study in Depth.

7.4   Sustainable Development, Health and Safety Considerations and European Developments Consistent with International Agreements

This specification supports the issues of health and safety and European developments, consistent with current EU agreements, in the following way.

Currently there are no sustainable development issues supported by this spec.

Health and Safety issues can be supported by the Medicine through Time Development Study, for example by studying 'The impact of industrialisation on living conditions and health and hygiene'

and 'Fighting Disease, Surgery and Public Health in the Nineteenth and Twentieth Centuries'. This is also addressed in the Depth Study entitled Britain, 1815–1851 in the question 'How were living and working conditions of the urban working classes improved during this period?'

Environmental issues are relevant to the History Around Us Study. Candidates may consider the impact of tourism and environmental changes on sites of historic interest.

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

The European dimension can be addressed within the Modern World Study, for example, the relationships of any particular case study with Europe and the world. International relations are also considered in Medicine Through Time through the exchange of medical ideas in the nineteenth and twentieth centuries.

7.5 Avoidance of Bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind.

7.6 Language

This specification and associated assessment materials are in English only.

7.7 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
A951	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A952	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A953	✓	✓			✓	✓			✓	✓	✓	✓

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

7.8 ICT

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

This sub-section offers guidance on opportunities for using ICT during the course. Such opportunities may or may not contribute to the provision of evidence for IT skills.

ICT Application/ Development	Opportunities for using ICT during the course
Find things out from a range of sources, select and synthesise information to meet needs.	For a project on local history, candidates access electronic archives, search for and use appropriate websites for museums, government agencies and university departments. Candidates use CD-ROMs and websites to test hypotheses about a given topic such as the nature of Medieval medicine or twenty-first century crime rates. A database showing increasing numbers of Plains Indians on reservations is compared to other historic sources as evidence of the white policy of concentration.
Develop an ability to question the accuracy, bias and plausibility of information researched.	Candidates search for websites to support their Study in Depth revision notes and evaluate each site according to its relevance. Different interpretations are available on the internet for candidates investigating the Modern World Study to compare with their contextual knowledge and consider motives for bias.
Develop ideas using ICT tools; amend and refine work, and enhance its quality and accuracy.	Candidates draft History Around Us site reports, including referenced annotations on electronic images taken from a relevant website or digital camera.
Exchange and share information.	Email projects may be set up for candidates to communicate with each other, their teacher, an expert or students from another centre. This may be particularly relevant to the Modern World Study, for example, researching attitudes in Northern Ireland towards the Peace Talks. Candidates can use email or an electronic notice board to collect and pass on revision notes.

7.9 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.

Citizenship Programme of Study	Opportunities for teaching citizenship Issues during the course
Understand about the legal and human rights underpinning society.	The provision of government intervention compared to individual responsibility can be debated whilst learning about Medicine or Crime and Punishment Through Time.
The origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom.	Candidates can investigate the origins and effects of religious diversity in sixteenth-century England in the Elizabethan England Depth Study. Nineteenth-century emigration can be explained in the Britain, 1815–1851, Depth Study.
The work of Parliament, government and the courts in making and shaping the law.	Candidates can trace the development of the justice system and government intervention in health or crime issues in the Development studies.
The opportunities for individuals and voluntary groups to bring about social change.	The role of influential individuals and voluntary groups can be studied, for example, the campaigners for social reform in Britain, 1815–1851.
The importance of a free press and the role of the media in society.	Case studies of the influence of the press on public opinion are available in all Depth Studies. Candidates can compare the American press in the 1870s or Nazi control of the media with current examples.
Research a topical issue by analysing information from different sources; show an awareness of the use and abuse of statistics.	Candidates can carry out research for a class debate on contemporary issues in health care or crime and punishment for their Development Study. They can find, compare and evaluate statistics on crime rates or patient waiting lists from government sources.
Express, justify and defend orally and in writing a personal opinion about such issues.	In response to a particular issue, for example a solution to a crime problem in urban areas, candidates can be hot-seated and answer questions from the class.
Contribute to group and class discussion and formal debates.	Many opportunities for such development will arise. Candidates could debate the evidence for and against change in the near future in their Modern World Study.
Use imagination to consider and evaluate other people's experiences and opinions.	Candidates can adopt the role of a character type from their respective Depth Study and present their ideas in a meeting on a specific issue, for example, the solution to the Plains Indian problem in the American West. Unit A952 preparation and the study of a range of secondary sources concerning their Depth Study and Modern World Study will enable candidates to evaluate different interpretations in their specific context.

Appendix A: 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.

Grade F

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

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

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

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

Grade C

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

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

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

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

Grade A

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

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

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

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

Appendix B: Marking Criteria for Controlled Assessments

How to use the mark scheme

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

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

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

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

Controlled Assessment Marking Criteria		
1	**Target: AOs 1, 2 and 3.**	
	Band 0: Candidates: Submit no evidence or fail to address the question.	**[0]**
	Band 1: Candidates: • Demonstrate little relevant contextual knowledge • Demonstrate limited ability to select and organise information • Describe a few key features, reasons, results and changes of the societies, events, people and situations studied. The work contains some relevant material but this is not often deployed relevantly and there are no effective comparisons or links • Extract some information from sources • Describe a few surface features of representations and interpretations • Write relatively little or it is of some length but the content is not focussed on the task.	**[1-12]**
	Band 2: Candidates: • Demonstrate some, but limited, contextual knowledge • Select and organise some relevant material. This is only sometimes deployed relevantly • Identify and describe key features, reasons, results and changes of the societies, events, people and situations studied but with little awareness of the broad context. There is some structure in the descriptions. Attempts are made at obvious points of comparison or links • Attempt conclusions but these are asserted and not supported • Explicitly uses sources, but these are used uncritically (or attempts at evaluation are basic) and at face value and are not used to support arguments. Can identify some agreements and disagreements between sources • Show understanding of representations and interpretations at a surface level. They can describe some features of the representations and interpretations. Can identify some differences/similarities. Can begin to identify some reasons for these differences although these will not be explained or supported • Present work that lacks precision and succinctness.	**[13-23]**
	Band 3: Candidates: • Demonstrate and select some relevant contextual knowledge and mostly deploy it relevantly to support parts of their answers • Select and organise mostly relevant information, much of it deployed relevantly • Demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations studied with some awareness of the broad context. They produce structured descriptions and explanations. Reasonable comparisons/links are made and conclusions have some support although these are not always well substantiated • Interpret some sources and make explicit use of sources to support arguments. They begin to evaluate the sources but this is often not integrated into their arguments	**[24-33]**

		• Show some understanding of representations and interpretations. They demonstrate the ability to make some inferences from representations and interpretations and to explain the reasons for some of the more obvious differences and similarities between at least two representations and interpretations • Write with some precision or succinctness.	
	Band 4: Candidates: • Select and deploy mostly relevant and accurate contextual knowledge to support parts of their answers • Select a range of relevant information which is generally well-organised and deployed relevantly. They demonstrate a reasonable understanding of the significance of key features, reasons, results and changes of the societies, events, people and situations studied with awareness of the broad context. They have some understanding of interrelationships in the period studied. They can produce developed and reasoned and supported conclusions • Effectively interpret, use and evaluate a range of sources. Evidence is used to support arguments and conclusions • Show a satisfactory understanding of a range of representations and interpretations. They demonstrate the ability to interpret and infer from representations and interpretations, and to explain some differences and similarities across several representations and interpretations. Show some understanding of why sites/events/situations/people have been represented and interpreted in different/similar ways. They can make some valid use of at least one of the following in their explanations: purpose, audience, context, medium, access to information • Write with precision and succinctness.	**[34-43]**
	Band 5: Candidates: • Select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers • Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions. They demonstrate a good understanding of key features, reasons, results and changes of the societies, events, people and situations studied. They demonstrate an awareness of the importance of the broad context and of interrelationships in the period studied. They produce well developed, well reasoned and well supported conclusions • Effectively and rigorously evaluate and use a broad range of sources in their historical context to investigate and to support effectively arguments and conclusions • Show a good understanding of a range of representations and interpretations. They demonstrate a high level of ability to interpret and infer from representations and interpretations, and to clearly explain several differences and similarities across a range of representations and interpretations. They show a good understanding of why sites/events/situations/people have been represented and interpreted in different/similar ways. They make good use of some of the following in their explanations: purpose, audience, context, medium, access to information • Write with precision and succinctness.	**[44-50]**

Appendix C: Guidance for the Production of Electronic Controlled Assessment

The controlled assessment in Unit A953 comprises one task. For each candidate, the task forms a controlled assessment portfolio, stored electronically.

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 A953, so that the portfolio is clearly identified as the work of one candidate.

Each candidate's controlled assessment portfolio should be stored in a secure area on the centre 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 digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

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

To ensure compatibility, all files submitted must be in the formats listed below. Word-processed documents or PowerPoint presentations must be converted to HTML or PDF formats before submission. Where new formats become available that might be acceptable, OCR will provide further guidance.

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. 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
PDF (.pdf)
Comma Separated Values (.csv)
Rich text format (.rtf)
Text document (.txt)
Microsoft Office suite
PowerPoint (.ppt)
Word (.doc)
Excel (.xls)
Visio (.vsd)
Project (.mpp)