

Accredited



# History

## GCSE 2012 History A (Schools History Project)

Specification

J415

Version 1

April 2012



## A FEW GOOD REASONS TO WORK WITH OCR

- You can enjoy the **freedom and excitement** of teaching qualifications which have been developed to help you inspire students of all abilities.
- We've built specifications **with you in mind**, using a clear and easy-to-understand format, making them straightforward for you to deliver.
- Our **clear and sensible assessment** approach means that exam papers and requirements are clearly presented and sensibly structured for you and your students.
- **Pathways for choice** – we have the broadest range of qualifications and our GCSEs provide an ideal foundation for students to progress to more-advanced studies and into the workplace.
- **Working in partnership to support you** – together with teachers we've developed a range of practical help and support to save you time. We provide everything you need to teach our specifications with confidence and ensure your students get as much as possible from our qualifications.
- **A personal service** – as well as providing you with lots of support resources, we're also here to help you with specialist advice, guidance and support for those times when you simply need a more individual service.

## HERE'S HOW TO CONTACT US FOR SPECIALIST ADVICE:

By phone: 01223 553998

By email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

By online: <http://answers.ocr.org.uk>

By fax: 01223 552627

By post: Customer Contact Centre, OCR, Progress House, Westwood Business Park, Coventry CV4 8JQ

**DON'T FORGET** – you can download a copy of this specification and all our support materials at [www.ocr.org.uk/gcse2012](http://www.ocr.org.uk/gcse2012)



# Contents

<b>1. Introduction to GCSE History A</b>	<b>4</b>
1.1 Overview of GCSE History A	4
1.2 Guided learning hours	5
1.3 Aims and learning outcomes	5
1.4 Prior learning	5
<b>2. Content of GCSE History A</b>	<b>6</b>
2.1 Unit A951: <i>Study in Development and Study in Depth</i>	6
2.2 Unit A952: <i>Historical Source Investigation</i>	22
2.3 Unit A953: <i>History Around Us OR Modern World Study controlled assessment</i>	23
<b>3. Assessment of GCSE History A</b>	<b>26</b>
3.1 Overview of the assessment in GCSE History A	26
3.2 Assessment Objectives (AOs)	27
3.3 Grading and awarding grades	28
3.4 Grade descriptions	29
3.5 Quality of written communication and the assessment of spelling, punctuation and grammar	30
<b>4. Controlled assessment in GCSE History A</b>	<b>31</b>
4.1 Controlled assessment tasks	31
4.2 Planning and managing controlled assessment	32
4.3 Marking and moderating controlled assessment	33
4.4 Submitting the moderation samples via the OCR Repository	39
<b>5. Support for GCSE History A</b>	<b>40</b>
5.1 Free resources available from the OCR website	40
5.2 Other resources	40
5.3 Training	41
5.4 OCR support services	42
<b>6. Equality and Inclusion in GCSE History A</b>	<b>43</b>
6.1 Equality Act information relating to GCSE History A	43
6.2 Arrangements for candidates with particular requirements (including Special Consideration)	43
<b>7. Administration of GCSE History A</b>	<b>44</b>
7.1 Availability of assessment from 2014	44
7.2 Certification rules	44
7.3 Rules for re-taking a qualification	45
7.4 Making entries	45
7.5 Enquiries about results	46
7.6 Prohibited qualifications and classification code	47

## 8. Other information about GCSE History A

48

8.1	Overlap with other qualifications	48
8.2	Progression from this qualification	48
8.3	Avoidance of bias	48
8.4	Regulatory requirements	48
8.5	Language	48
8.6	Spiritual, moral, ethical, social, legislative, economic and cultural issues	48
8.7	Sustainable development, health and safety considerations and European developments, consistent with international agreements	49
8.8	Key Skills	49
8.9	ICT	50
8.10	Citizenship	51

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

52

## 1.1 Overview of GCSE History A

Unit A951 <i>Study in Development and Study in Depth</i>	Written Paper 2 hours – 81 marks 45% of the qualification  Question Paper: 2 sections, A and B. In Section A, candidates answer questions depending on the topic they have studied. Section B is the Study in Depth.
+	
Unit A952 <i>Historical Source Investigation</i>	Written Paper 1 hour 30 mins – 53 marks 30% of the qualification  Question Paper: 6 questions based on the candidate's chosen option
+	
Unit A953 <i>History Around Us OR Modern World Study</i>	Controlled assessment 50 marks 25% of the qualification Approx 2000 words

Please note that the total marks for units A951 and A952 now incorporate additional marks for spelling, punctuation and grammar. Please see section 3.5 for further information.

## 1.2 Guided learning hours

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

## 1.3 Aims and learning outcomes

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

GCSE specifications in history must enable candidates to:

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

## 1.4 Prior learning

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

### 2.1 Unit 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.

#### 2.1.1 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.

#### 2.1.2 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:

- Asclepius 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.

### 2.1.3 Study in Development: Crime and Punishment Through Time

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.

### 2.1.4 Studies in Depth

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.

### 2.1.5 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.

### 2.1.6 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.

---

### 2.1.7 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	<ul style="list-style-type: none"> <li>• Why did many white Americans at first regard the Great Plains as the 'Great American Desert'?</li> <li>• How were the Plains Indians able to live on the Great Plains?</li> <li>• What were the beliefs of the Plains Indians?</li> <li>• Did all Plains Indians have the same beliefs and the same way of life?</li> </ul>
--------------	--

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	<ul style="list-style-type: none"> <li>• What were the experiences of the first pioneer families in the 1840s when they travelled west?</li> <li>• Why did the Mormons go west?</li> <li>• How were the Mormons able to survive the journey and be successful in Salt Lake Valley?</li> <li>• Why did people move west to become homesteaders in the late 1860s and 1870s?</li> <li>• How did the homesteaders react to the many problems facing them on the Plains?</li> <li>• What was life like for women on the homesteads?</li> <li>• How important were the railroad and the railroad companies in opening up the West?</li> <li>• How successful were the government and local people in establishing law and order in the mining towns?</li> </ul>
--------------	--

## 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 trails 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.

### 2.1.8 Study in Depth 14: Germany, c.1919–1945

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.

## 2.2 Unit 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

### 2.2.1 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.

### 2.2.2 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.

### 2.3 Unit 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 in the autumn term of each year, for submitting in the following academic year. For instance, tasks will be released in the autumn term of 2013 for submitting in May 2015.

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, i.e. 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.

### 2.3.1 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.’

### 2.3.2 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.'

## 3.1 Overview of the assessment in GCSE History A

For GCSE History A candidates must take units A951, A952 and A953.

## GCSE History A (Schools History Project) J415

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

45% of the total GCSE  
2 hour written paper  
81 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**

Medicine through Time

Crime and Punishment through Time

**Studies in Depth**

Elizabethan England

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 series. 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  
1 hour 30 mins written paper  
53 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 2.2 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  
Controlled assessment  
50 marks  
Approx 2000 words

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 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.

This unit is internally assessed and externally moderated.

**3.2 Assessment Objectives (AOs)**

Candidates are expected to demonstrate their ability to:

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

### 3.2.1 AO weightings – GCSE History A

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

### 3.3 Grading and awarding grades

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

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

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

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

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

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

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

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

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

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

## 3.4 Grade descriptions

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

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

### 3.4.1 Grade F

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

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

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

### 3.4.2 Grade C

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

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

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

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

### 3.4.3 Grade A

Candidates recall, select, organise and deploy detailed historical knowledge effectively and with consistency. They show 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.

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

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

Candidates are expected to:

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

In the external assessments for units A951 and A952 questions marked with a pencil (✎) will carry additional marks for spelling, punctuation and grammar.

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

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

### Teaching and Learning

Controlled assessment is designed to be an integral part of teaching and learning. Unit 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 Assessment section of the units includes 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.

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

### 4.1 Controlled assessment tasks

All controlled assessment tasks are set by OCR.

Each year two tasks will be set, one for each option; *History Around Us* and the *Modern World Study*.

Controlled assessment tasks will be available on Interchange from the autumn term of each year, for submitting in the following academic year. For instance, tasks will be released in the autumn term of 2012 for submitting in May 2014. Tasks are only valid for the year indicated on the task booklet. Guidance on how to access controlled assessment tasks from Interchange is available on the [OCR website](#).

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

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

## 4.2 Planning and managing controlled assessment

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

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

### 4.2.1 Preparation

#### Preparation (informal supervision)

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

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

### 4.2.2 Producing the final piece of work

#### Producing the final piece of work (formal supervision)

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

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

When supervising tasks, teachers are expected to:

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

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

### 4.2.3 Presentation of the final piece of work

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

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

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

## 4.3 Marking and moderating controlled assessment

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

### 4.3.1 Applying the marking criteria

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

### 4.3.2 Use of 'best fit' approach to marking criteria

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

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

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

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

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

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

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

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

### 4.3.3 Annotation of candidates' work

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

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

## 4.3.4 Marking criteria for controlled assessment tasks

Controlled Assessment Marking Criteria		
	<b>Target: AOs 1, 2 and 3.</b>	
	0 marks = no response or response worthy of credit	[0]
	<b>Band 1: Candidates:</b> <ul style="list-style-type: none"> <li>• Demonstrate little relevant contextual knowledge</li> <li>• Demonstrate limited ability to select and organise information</li> <li>• 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</li> <li>• Extract some information from sources</li> <li>• Describe a few surface features of representations and interpretations</li> <li>• Write relatively little or it is of some length but the content is not focussed on the task.</li> </ul>	[1-12]
	<b>Band 2: Candidates:</b> <ul style="list-style-type: none"> <li>• Demonstrate some, but limited, contextual knowledge</li> <li>• Select and organise some relevant material. This is only sometimes deployed relevantly</li> <li>• 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</li> <li>• Attempt conclusions but these are asserted and not supported</li> <li>• 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</li> <li>• 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</li> <li>• Present work that lacks precision and succinctness.</li> </ul>	[13-23]

	<p><b>Band 3:</b> Candidates:</p> <ul style="list-style-type: none"> <li>• Demonstrate and select some relevant contextual knowledge and mostly deploy it relevantly to support parts of their answers</li> <li>• Select and organise mostly relevant information, much of it deployed relevantly</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• Write with some precision or succinctness.</li> </ul>	[24-33]
	<p><b>Band 4:</b> Candidates:</p> <ul style="list-style-type: none"> <li>• Select and deploy mostly relevant and accurate contextual knowledge to support parts of their answers</li> <li>• Select a range of relevant information which is generally well-organised and deployed relevantly. They demonstrate a reasonable understanding of the significance of key features, reasons, results and changes of the societies, events, people and situations studied with awareness of the broad context. They have some understanding of interrelationships in the period studied. They can produce developed, reasoned and supported conclusions</li> <li>• Effectively interpret, use and evaluate a range of sources. Evidence is used to support arguments and conclusions</li> <li>• 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</li> <li>• Write with precision and succinctness.</li> </ul>	[34-43]

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

- Select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers
- Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions. They demonstrate a good understanding of key features, reasons, results and changes of the societies, events, people and situations studied. They demonstrate an awareness of the importance of the broad context and of interrelationships in the period studied. They produce well developed, well reasoned and well supported conclusions
- Effectively and rigorously evaluate and use a broad range of sources in their historical context to investigate and to support effectively arguments and conclusions
- Show a good understanding of a range of representations and interpretations. They demonstrate a high level of ability to interpret and infer from representations and interpretations, and to clearly explain several differences and similarities across a range of representations and interpretations. They show a good understanding of why 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.

### 4.3.5 Authentication of work

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

Wherever possible, the teacher should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Candidates may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

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

### 4.3.6 Internal standardisation

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

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

### 4.3.7 Moderation

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

The sample of work which is presented to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Section 4.3.4 page 35-37.

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

#### 4.4 Submitting the moderation samples via the OCR Repository

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

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

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

The OCR GCSE History A unit A953 can be submitted electronically to the OCR Repository via Interchange: please check Section 7.4.1 page 46 for unit entry codes for the OCR Repository.

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

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

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

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

### 5.1 Free resources available from the OCR website

The following materials will be available on the OCR website:

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

### 5.2 Other resources

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

#### 5.2.1 Publisher partners

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

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



Heinemann is the publisher partner for OCR GCSE History A.

Heinemann produces the following resources for OCR GCSE History A for first teaching from September 2011:

- Medicine Through Time Student Book with Active Book CD-ROM  
ISBN: 978- 0435501 4 0 2  
Published: May 2009
- Medicine Through Time Teacher Guide with editable CD-ROM  
ISBN: 978- 0435501 4 1 9  
Published: June 2009
- Medicine Through Time Active Teach CD-ROM  
ISBN: 978- 0435501 4 2 6  
Published: May 2009
- Crime and Punishment Student Book  
ISBN: 978- 0435501 4 5 7  
Published: October 2009

- American West 1840–95 Student Book  
ISBN: 978- 0435501 4 3 3  
Published: May 2009
- Germany 1919–45 Student Book  
ISBN: 978- 0435501 4 4 0  
Published: June 2009
- Elizabethan England  
ISBN: 978- 0435501 4 6 4  
Published: December 2009
- Britain 1815–51  
ISBN: 978- 0435501 4 7 1  
Published: October 2009
- Active Revise  
ISBN: 978- 0435501 4 8 8  
Available from: October 2010

### 5.2.2 Endorsed publications

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



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

### 5.3 Training

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

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

## 5.4 OCR support services

### 5.4.1 Active Results

Active Results is available to all centres offering OCR's GCSE History A specifications.

**active**results

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

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

### 5.4.2 OCR Interchange

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

## 6.1 Equality Act information relating to GCSE History A

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### 7.1 Availability of assessment from 2014

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

GCSE History A certification is available in June 2014 and each June thereafter.

	Unit A951	Unit A952	Unit A953	Certification availability
June 2014	✓	✓	✓	✓

### 7.2 Certification rules

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

### 7.3 Rules for re-taking a qualification

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

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

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

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

### 7.4 Making entries

#### 7.4.1 Unit entries

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

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

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

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

Unit entry code	Component code	Assessment method	Unit titles
A951A	11	Written Paper	<i>Medicine Through Time / Crime and Punishment Through Time: Development Study with Elizabethan England Depth Study</i>
A951B	12	Written Paper	<i>Medicine Through Time / Crime and Punishment Through Time: Development Study with Britain, 1815–1851 Depth Study</i>
A951C	13	Written Paper	<i>Medicine Through Time / Crime and Punishment Through Time: Development Study with The American West, 1840–1895 Depth Study</i>
A951D	14	Written Paper	<i>Medicine Through Time / Crime and Punishment Through Time: Development Study with Germany, c.1919–1945 Depth Study</i>
A952A	21	Written Paper	<i>Developments in British Medicine, 1200–1945</i>
A952B	22	Written Paper	<i>Developments in Crime and Punishment in Britain, 1200–1945</i>
A953A	01	Moderated via OCR Repository	<i>History Around Us OR Modern World Study</i>
A953B	02	Moderated via Postal moderation	<i>History Around Us OR Modern World Study</i>
A953C	80	Carried forward	<i>History Around Us OR Modern World Study</i>

#### 7.4.2 Certification entries

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

Centres must enter candidates for:

- GCSE History A certification code J415.

#### 7.5 Enquiries about results

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

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

## 7.6 Prohibited qualifications and classification code

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

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

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

## 8 Other information about GCSE History A

### 8.1 Overlap with other qualifications

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

### 8.2 Progression from this qualification

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

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

### 8.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

### 8.4 Regulatory requirements

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

### 8.5 Language

This specification and associated assessment materials are in English only. Only answers written in English will be assessed.

### 8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

This specification offers 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.

### 8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

This specification supports these issues, consistent with current EU agreements, as outlined below.

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

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.

### 8.8 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information and Communication Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

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

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A951	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A952	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A953	✓	✓			✓	✓			✓	✓	✓	✓

## 8.9 ICT

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

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.	<p>For a project on local history, candidates access electronic archives, search for and use appropriate websites for museums, government agencies and university departments.</p> <p>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.</p> <p>A database showing increasing numbers of Plains Indians on reservations is compared to other historic sources as evidence of the white policy of concentration.</p>
Develop an ability to question the accuracy, bias and plausibility of information researched.	<p>Candidates search for websites to support their Study in Depth revision notes and evaluate each site according to its relevance.</p> <p>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.</p>
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.	<p>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.</p> <p>Candidates can use email or an electronic notice board to collect and pass on revision notes.</p>

## 8.10 Citizenship

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

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course.

<b>Citizenship Programme of Study</b>	<b>Opportunities for teaching citizenship Issues during the course</b>
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.

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

## **Structure for evidence**

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

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code A953, so that the portfolio is clearly identified as the work of one candidate.

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

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

## **Data formats for evidence**

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

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

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

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

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

**Accepted File Formats****Movie formats for digital video evidence**

MPEG (\*.mpg)

QuickTime movie (\*.mov)

Macromedia Shockwave (\*.aam)

Macromedia Shockwave (\*.dcr)

Flash (\*.swf)

Windows Media File (\*.wmf)

MPEG Video Layer 4 (\*.mp4)

**Audio or sound formats**

MPEG Audio Layer 3 (\*.mp3)

**Graphics formats including photographic evidence**

JPEG (\*.jpg)

Graphics file (\*.pcx)

MS bitmap (\*.bmp)

GIF images (\*.gif)

**Animation formats**

Macromedia Flash (\*.fla)

**Structured markup formats**

XML (\*.xml)

**Text formats**

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

**Microsoft Office suite**

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)



## YOUR CHECKLIST

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

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

## NEED MORE HELP?

Here's how to contact us for specialist advice:

Phone: **01223 553998**

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

Online: <http://answers.ocr.org.uk>

Fax: **01223 552627**

Post: **Customer Contact Centre, OCR, Progress House,  
Westwood Business Park, Coventry CV4 8JQ**

## WHAT TO DO NEXT

Become an approved OCR centre – if your centre is completely new to OCR and has not previously used us for any examinations, visit [www.ocr.org.uk/centreapproval](http://www.ocr.org.uk/centreapproval) to become an approved OCR centre.

## Contact us

Keep up to date with the latest news by registering to receive e-alerts at [www.ocr.org.uk/updates](http://www.ocr.org.uk/updates)

Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

