

General Certificate of Secondary Education
History B (Modern World) (Short Course)
British Historical Enquiry

A982 CA

Specimen Controlled Assessment Material

INSTRUCTIONS FOR TEACHERS

- Please refer to Section 5 of the History B specification for instructions on completing controlled assessment tasks.
- The enclosed tasks are examples of possible areas of study.
- There are two tasks. Candidates must complete **ONE** task.
- The total number of marks for this task is **50**.

This document consists of **2** printed pages.

Candidates answer **one** question.

Task 1: How far was British Society changed 1890–1918?

This task tests Assessment Objective 1 (10 marks), 2 (15 marks), 3 (25 marks).

- 1 'The lives of most British people improved before the First World War but got worse during the war.' How far do you agree with this statement?

Use the sources you have researched, and your knowledge, to support and explain your answer.

[50]

OR

Task 2: How far did British Society change 1945–1975?

This task tests Assessment Objective 1 (10 marks), 2 (15 marks), 3 (25 marks).

- 2 'In Britain between 1945 and 1975 the lives of women improved more quickly than the lives of immigrants.' How far do you agree with this statement?

Use the sources you have researched, and your knowledge, to support and explain your answer.

[50]



OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

HISTORY B (MODERN WORLD)

A982: British Historical Enquiry

Specimen Controlled Assessment Task

Guidance for Candidates

The maximum mark for this task is **50**.

GUIDANCE FOR CANDIDATES

Task 1: How far was British Society changed 1890–1918

- you need to select from all the information you have that which will be most useful for answering this question;
- then you need to plan your answer - the notes below will help you do this;
- remember - the most important thing you must do is answer the question. Do not simply describe the lives of people;
- you need to identify some different groups to write about. You have been studying women and the poor so these two groups could be used. You need to explain what the lives of each group was like before the war and during the war;
- you can now move to the most important part of the answer - you need to take one group, for example women, and explain answers to: did the lives of the poor improve in the period before the First World War? Did they continue to improve during the war? Then answer the same questions but this time about women;
- throughout your answer you should try and explain how useful the sources you have used have been in helping you answer the question;
- try and support your arguments with evidence from the sources. Remember to evaluate the sources you use;
- the groups, events and reforms you have been writing about will have been interpreted and represented in different ways - you should try and bring these different interpretations and representations into your answer;
- you should try and reach a conclusion at the end. This is where you can bring your work on the two groups together. Is the statement in the question true about both groups, one group or neither of them? Make sure you support your conclusions with evidence;
- you should aim to write no more than 2000 words;
- and remember - make sure you have answered the question!

Task 2: How far did British Society change 1945–1975

- you need to select from all the information you have that which will be most useful for answering this question
- then you need to plan your answer - the notes below will help you do this
- remember - the most important thing you must do is answer the question. Do not simply describe the lives of people
- at this stage you can write about each group separately. You need to consider what life was like for each group in the 1950s. Make sure you look at different aspects of their lives. And remember that different people within the same group might have had different experiences.
- you can now move to the most important part of the answer - you need to explain the experiences and changes for each group over the period up to 1975. Take one group, for example women, and explain the changes to their lives and their experiences up to 1975. Were their lives improving? Then do the same with immigrants.
- throughout your answer you should try and explain how useful the sources you have used have been in helping you answer the question.
- try and support your arguments with evidence from the sources. Remember to evaluate the sources you use.
- the groups, events and changes you have been writing about will have been interpreted and represented in different ways - you should try and bring these different interpretations and representations into your answer
- you should try and reach a conclusion at the end. This is where you can bring your work on the two groups together. You must compare the two groups - did the lives of one group improve more quickly than the other? Make sure you support your conclusions with evidence. And remember that the two groups overlap - some women were immigrants!
- you should aim to write no more than 2000 words
- and remember - make sure you have answered the question!

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Specimen Controlled Assessment Task

Teacher Guidance

The maximum mark for this task is **50**.

INSTRUCTIONS FOR TEACHERS

Candidates can 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, or immediately after, the completion of the relevant learning programme. Candidates should have completed a learning programme based on one of the following:

How far was British Society changed 1890–1918

OR

How far did British Society change 1945–1975

It is important that the learning programme is designed to allow candidates to acquire and develop the relevant knowledge, understanding and skills. Teachers should take note of the targets for each task and study the requirements of the mark scheme before planning the learning programme.

It is expected that candidates will complete the tasks in normal lesson time over a number of weeks. It is recommended that candidates are allowed 8 hours to complete the task. It is expected that candidates will use 4 hours for preparation. This might include: research, selecting relevant material, note taking, planning and drafting. The writing-up of the final piece of work should take about 4 hours.

It is the responsibility of Centre staff to ensure that the work that candidates produce is their own individual work. It should be completed under direct teacher supervision. Detailed guidance on the controls that should be set in place is given in Section 5 of the Specification.

The guidance for candidates has been designed to help candidates and should be handed to candidates with the adapted versions of the questions.



OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

HISTORY B (MODERN WORLD)

A982: British Historical Enquiry

Specimen Controlled Assessment Task

Specimen Controlled Assessment Mark Scheme

The maximum mark for this task is **50**.

How to use the mark schemes

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

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

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

For example:

- an answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band;
- an answer that meets the requirements of many of the requirements of the band descriptor but never does so in a convincing manner should be placed in the middle of the band.

If an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band.

Tasks 1 and 2		
1	Target: AOs 1, 2 and 3.	
	Band 0: Candidates: Submit no evidence or fail to address the question.	[0]
	Band 1: Candidates: <ul style="list-style-type: none"> • demonstrate little relevant contextual knowledge; • demonstrate limited ability to select and organise information; • describe a few key features, reasons, results and changes of the societies, events, people and situations studied. The work contains some relevant material but this is not often deployed relevantly and there are no effective comparisons or links; • extract some information from sources; • describe a few surface features of representations and interpretations; • the candidate has either written relatively little or it is of some length but the content is not focussed on the task. 	[1-12]
	Band 2: Candidates <ul style="list-style-type: none"> • demonstrate some, but limited, contextual knowledge; • select and organise some relevant material. This is only sometimes deployed relevantly; • identify and describe key features, reasons, results and changes of the societies, events, people and situations studied but with little awareness of the broad context. There is some structure in the descriptions. Attempts are made at obvious points of comparison or links; • attempt conclusions but these are asserted and not supported; • explicitly uses sources, but these are used uncritically (or attempts at evaluation are basic) and at face value and are not used to support arguments. Can identify some agreements and disagreements between sources; • show understanding of representations and interpretations at a surface level. They can describe some features of the representations and interpretations. Can identify some differences/similarities. Can begin to identify some reasons for these differences although these will not be explained or supported; • the work of the candidate lacks precision and succinctness, but the work presented still does not exceed the prescribed word limit. 	[13-23]
	Band 3: Candidates: <ul style="list-style-type: none"> • demonstrate and select some relevant contextual knowledge and mostly deploy it relevantly to support parts of their answers; • select and organise mostly relevant information, much of it deployed relevantly; • demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations studied with some awareness of the broad context. They produce structured descriptions and explanations. Reasonable comparisons/links are made and conclusions have some support although these are not always well substantiated; • interpret some sources and make explicit use of sources to support arguments. They begin to evaluate the sources but this is often not integrated into their arguments; 	[24-33]

	<ul style="list-style-type: none"> • 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; • the candidate has written with precision or succinctness and has not exceeded the prescribed word limit. 	
	<p>Band 4: Candidates:</p> <ul style="list-style-type: none"> • select and deploy mostly relevant and accurate contextual knowledge to support parts of their answers; • select a range of relevant information which is generally well-organised and deployed relevantly. They demonstrate a reasonable understanding of the significance of key features, reasons, results and changes of the societies, events, people and situations studied with awareness of the broad context. They have some understanding of interrelationships in the period studied. They can produce developed and reasoned and supported conclusions; • effectively interpret, use and evaluate a range of sources. Evidence is used to support arguments and conclusions; • show a satisfactory understanding of a range of representations and interpretations. They demonstrate the ability to interpret, and infer, from representations and interpretations, and to explain some differences and similarities across several representations and interpretations. Show some understanding of why sites/events/situations/people have been represented and interpreted in different/similar ways. They can make some valid use of least one of the following in their explanations: purpose, audience, context, medium, access to information; • the candidate has written with some precision and succinctness, but has not exceeded the prescribed word limit; 	[34-43]
	<p>Band 5: Candidates:</p> <ul style="list-style-type: none"> • 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. 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; • the candidate has written with precision and succinctness, so that the word limit is not exceeded. 	[44-50]

Assessment Objectives Grid (included QWC)

Task 1	AO1	AO2	AO3	Total
1, 2	10	15	25	50

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