

Switching to OCR from Pearson (Edexcel)

Introduction

Like many teachers, we are really excited about our History qualification. Whether taking on the AS or the full A Level, this fantastic course is a great qualification for those with an interest in the subject. Why have so many departments chosen OCR for A Level History?

- The specification has a very clear structure, maximising flexibility – and making it straightforward to switch your current course to OCR's
- Each option is examined on its own discrete question paper – resulting in a robust and transparent standardisation, marking, and awarding process
- Online marking of discrete topics has enabled us to recruit teachers of those topics as examiners, and allows a comprehensive range of statistical checks on marking alongside qualitative checks
- Assessment objectives are clearly allocated to different papers, resulting in straightforward and clear examination questions
- A comprehensive range of options is available. We don't have pathways or arbitrarily restrict your options – there are just a few sensible prohibitions on overlap of content
- Free choice of coursework: students can investigate a topic of their own choosing – excellent, genuine preparation for Higher Education, and inspiring for students.

Our offer

- Our History team, Grant, Mike, Asher and Zoe are passionate about History and education. With many years' teaching, Head of Department and assessment experience, they are fully committed to supporting centres' delivery of History.
- We have produced a wide range of [support materials](#), from teacher guides to delivery guides, lesson elements, practical activities, candidate exemplars and more.
- Join our conversation on the [OCR Community](#), where you'll find individual threads for the particular topics you teach, and [@OCR_History](#) to talk about and share good practice.



Key differences

OCR History A	Pearson (Edexcel) History
<p>A diverse course that you have maximum control over, allowing you to maximise your department's expertise and resources, and ensuring that your students remain engaged throughout.</p>	<p>Defined routes through the specification are given to you, and you choose some options within them. There must be a thematic connection between papers 1 and 2, and the availability of options in paper 3 is dependent on the topics studied in papers 1 and 2</p>
<p>Units 1 and 2 can be effectively finished by the end of year 12, allowing sufficient time in year 13 for completion of coursework alongside unit 3.</p>	<p>Breadth papers with interpretations, and depth papers, and themes in breadth with aspects in depth make up the three exams to be taken at the end of students' courses, together with the coursework assignment</p>
<p>Coursework is simply a 'university-style' essay answering a question of their own choosing. So, they can pick up on something that interested them elsewhere in the course, investigate something entirely new of their own personal interest, or you can teach a fourth topic and have a range of questions arising from that.</p>	<p>Coursework has to fit into Edexcel's template - students may choose to divide their assignment into sections or complete it as a continuous essay, and should make use of supplementary reading as appropriate. A resource record must also be submitted.</p>



Content

Because the OCR History A specification has more options and greater flexibility, much of the content will be very familiar. After looking at the content options in the table below, contact our History team to discuss the implications of changing to the OCR equivalents.

Pearson (Edexcel) Component 1	OCR History A
1A The Crusades c1095-1204	Y203 The Crusades and the Crusader States 1095-1192
1B England 1509-1603	Y106 England 1485-1558: The Early Tudors
1C Britain 1625-1701	Y108 The Early Stuarts and the Origins of the Civil War
1D Britain c1785-c1870	Y111 From Pitt to Peel 1783-1853
1E Russia 1917-91	Y219 Russia 1894-1941 Or Y318 Russia and its Rulers 1855-1964
1F In search of the American Dream: the USA c1917-96	Coursework
1G Germany and West Germany 1918-89	Y221 Democracy and Dictatorship in Germany 1919-63
1H Britain transformed 1918-97	Y113 Britain 1930-97



Pearson (Edexcel) Component 2	OCR History A
2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106	Y102 Anglo-Saxon England and the Norman Conquest 1035-1107
2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89	Coursework
2B.1: Luther and the German Reformation, c1515–55	Y207 The German Reformation and the rule of Charles V
2B.2: The Dutch Revolt, c1563–1609	Y206 Philip II 1556-98
2C.1: France in revolution, 1774–99	Y213 The French Revolution and the Rule of Napoleon 1774-1815
2C.2: Russia in revolution, 1894–1924	Y219 Russia 1894-1941
2D.1: The unification of Italy, c1830–70	Y215 Italy and Unification 1789-1896
2D.2: The unification of Germany, c1840–71	Y314 The Challenge of German Nationalism 1789-1919
2E.1: Mao's China, 1949–76	Y317 China and its Rulers 1839-1989
2E.2: The German Democratic Republic, 1949–90	Coursework
2F.1: India, c1914–48: the road to independence	Coursework
2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'	Y224 South African Politics 1948-1999



Pearson (Edexcel) Component 2	OCR History A
2G.1: The rise and fall of fascism in Italy, c1911–46	Y220 Italy 1896-1943
2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy	Coursework
2H.1: The USA, c1920–55: boom, bust and recovery	Coursework
2H.2: The USA, 1955–92: conformity and challenge	Coursework

Pearson (Edexcel) Component 3	OCR History A
30: Lancastrians, Yorkists and Henry VII, 1399–1509	Y105 England 1445-1509
31: Rebellion and disorder under the Tudors, 1485–1603	Y306 Rebellion and Disorder under the Tudors 1485-1603
32: The Golden Age of Spain, 1474–1598	Y206 Spain 1469-1556
33: The witch craze in Britain, Europe and North America, c1580–c1750	Y312 Popular Culture and the Witchcraze of the 16 th and 17 th Centuries
34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society	Coursework
34.2: Poverty, public health and the state in Britain, c1780–1939	Coursework
35.1: Britain: losing and gaining an empire,	Y320 From Colonialism to Independence: the



Pearson (Edexcel) Component 3	OCR History A
1763–1914	British Empire 1857-1965
35.2: The British experience of warfare, c1790–1918	Y315 The Changing Nature of Warfare 1792-1945
36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928	Y110 From Pitt to Peel 1783-1853 or Y111 Liberals, Conservatives and the Rise of Labour 1846-1918
36.2: Ireland and the Union, c1774–1923	Y316 Britain and Ireland 1791-1921
37.1: The changing nature of warfare, 1859–1991: perception and reality	Y315 The Changing Nature of Warfare 1792-1945
37.2: Germany, 1871–1990: united, divided and reunited	Coursework
38.1: The making of modern Russia, 1855–1991	Y318 Russia and its Rulers
38.2: The making of modern China, 1860–1997	Y317 China and its Rulers
39.1: Civil rights and race relations in the USA, 1850–2009	Y319 Civil Rights in the USA 1865-1992
39.2: Mass media and social change in Britain, 1882–2004	Coursework



Assessment

OCR A Level History	Pearson (Edexcel) A Level
<p>Three examinations:</p> <ul style="list-style-type: none"> • Unit 1: 1.5 hours • Unit 2: 1 hour • Unit 3: 2.5 hours <p>+ coursework (3-4000 word essay)</p> <p>Separating out the content into 3 shorter examinations allows for a clear focus for each, and less pressure on each individual paper</p>	<p>Three examinations:</p> <ul style="list-style-type: none"> • Component 1: 2.25 hours • Component 2: 1.5 hours • Component 3: 2.25 hours <p>+ coursework (3-4000 word investigation)</p>
<p>Unit 1: British Enquiry and Period Study</p> <ul style="list-style-type: none"> • A source question on a clearly defined and unchanging area of the specification (30 marks) • A choice of essay questions on different issues in the specification (20 marks) 	<p>Component 1: Breadth Study</p> <ul style="list-style-type: none"> • Section A - choice of two essay questions that may cross the themes in the specification • Section B – choice of two essay questions that assess understanding of the period in breadth • Section C – one compulsory question assessing the ability to analyse and evaluate interpretations
<p>Unit 2: Non-British Period Study</p> <ul style="list-style-type: none"> • Choice of questions • Part (a) a unique shorter comparison of factor question (10 marks) • Part (b) an essay with exactly the same skills and mark scheme as Unit 1 (20 marks) 	<p>Component 2: Depth Study</p> <ul style="list-style-type: none"> • Section A – one compulsory question that assesses the ability to analyse and evaluate source material • Section B – choice of two essay questions that assess understanding of the period in depth



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<p>Unit 3: Thematic Study and Historical Interpretations Depth Study</p> <ul style="list-style-type: none">• A passages question requiring evaluation of arguments on one of three specified depth studies, but applying own knowledge (30 marks)• 2 thematic essays covering the whole period from a choice of 3 (2x25 marks)	<p>Component 3: Themes in breadth with aspects in depth</p> <ul style="list-style-type: none">• Section A – one compulsory questions that assesses the ability to analyse and evaluate source material• Section B – choice of two essay questions assessing understanding of the period in depth• Section C – choice of two essay questions that assess understanding of the period in depth (across at least 100 years)



Want to switch to OCR?

If you're an OCR-approved centre, all you need to do is download the specification and start teaching.

Your exams officer can complete an [intention to teach form](#) which enables us to provide appropriate support to them. When you're ready to enter your students, you just need to speak to your exams officer to:

1. Make estimated entries by 10 October so we can send you any early release materials, prepare the question papers and ensure we've got enough examiners.
2. Make final entries by 21 February

If you are not already an OCR-approved centre please refer your exams officer to the [centre approval section](#) of our admin guide.

Next steps

1. Familiarise yourself with the specification, sample assessment materials and teaching resources on the [History GCE](#) qualification page of the OCR website.
2. Use our unique online [A Level Specification Creator tool](#) to check that your chosen combination of topics constitutes a valid course (i.e. that you've met the 200 year rule). Specification Creator also allows you to sign up for topic specific updates on resources for the history that you've chosen to teach.
3. Browse the online delivery guides for teaching ideas and use the [Scheme of Work builder](#) to create your personal scheme of work.
4. [Get a login](#) for our secure extranet, [Interchange](#) – allows you to access the latest past/practice papers and use our results analysis service, [Active Results](#).
5. Sign up to receive [subject updates](#) by email.
6. Sign up to attend a [training event](#) or take part in webinars on specific topics running throughout the year and or our Q&A webinar sessions every half term.
7. Attend one of our free [teacher network events](#).

