

# AS and A LEVEL

*Co-teaching Guide*

H105/H505

## ***HISTORY A***

A guide to co-teaching the OCR  
A Level History specification

December 2014



We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website ([www.ocr.org.uk](http://www.ocr.org.uk)) and this may differ from printed versions.

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Cambridge  
CB1 2EU

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*The following document outlines suggested approaches for co-teaching the AS and A-Level in History. In addition, it also provides models for full A-Level programmes.*

## A GUIDE TO CO-TEACHING

The following document outlines suggested approaches for co-teaching the AS and A-Level in History. In addition, it also provides models for full A-Level programmes.

### OUR VISION

It is our strong desire to make sure that OCR History captivates students and develops a desire within them to continue learning beyond the confines of the classroom. We have never thought that there is any one 'correct' approach to History as a subject. It is too valuable and simply too massive to be limited to a mere handful of approved options. There is no core content in History, and our view is that the logical extension of this is that teachers should have as much professional freedom as possible to approach the subject in their chosen way. Centres should have the opportunity to deliver the history of pre-colonial non-western civilisations and peoples, for example, as well as British and European history, and should be able to do so with confidence. Variety is, therefore, a key influence on our vision.

We have set high minimum standards for our specification content. Our specifications will contain innovative and exciting concepts and ideas for teaching within the classroom, which will be supported by new or high-quality existing resources. We will also develop other ways to support you as you deliver the content. These will include online platforms, face-to-face INSETs, traditional published resources and adaptable electronic ones. We will aim to support and facilitate the good practice we know is already going on in the History teaching community.

Our primary way of supporting centres is through the development and launch of our innovative Specification Creator tool. This is a simple mechanism through which your centre can initially check the validity of the courses it designs, but which then allows us to recommend resources and to create communities of teachers delivering the same option. It means that, in your History department, you can in effect create your own bespoke specifications from the options available, giving us and you a level of individual control that will filter right through to improving the quality of marking and the issuing of results.

We are fully aware of the fundamental issue of quality of marking, and we are determined that the assessments themselves must be clear – mark schemes unambiguous, and the key terms defined. Too often abstract terms are used without sufficiently clear definition or exemplification, and this can lead to confusion. The production of straightforward questions, tasks and mark schemes for History has been a driving force.

OCR History will provide a fantastic curriculum for your students to ignite and engage their passions and interests. Our content will aim to create independent learners, critical thinkers and decision-makers – all personal assets that can make them stand out as they progress to higher education and/or the workplace.

Effective co-teaching of OCR's AS and A Level History is easily achievable with only minor concessions to the different assessment requirements for each element of the course. There is a major overlap between the content explored and skills developed by the two courses, while the assessment methods in the examination papers differ slightly for appropriate AS / A Level demand. There are some areas of teaching, e.g. interpretations, which differ between AS and A Level students, but this does not impact adversely on the co-teachability of the two courses. In fact both groups of students will benefit throughout from the ways the AS has been designed to build towards the A Level.

Both of the two components of the AS course have equivalent elements in the full A Level. The content of units 1 and 2 between AS and A Level are identical. The assessment proves the main difference and this will be highlighted in the section below.

### CO-TEACHING THE BRITISH PERIOD STUDY AND ENQUIRY

AS students are given three sources, as opposed to four in the enquiry section of the exam and have 2 questions to answer, as opposed to 1. The questions are set at a demonstrably lower level than the A Level and will include a question assessing the usefulness of a particular source. In the essay question, the top level of the generic mark scheme is removed for the AS when compared to the A Level to reflect the lower demand. The content for this unit is the same between AS and A Level.



## CO-TEACHING THE NON-BRITISH PERIOD STUDY

AS students will sit a different exam in structure to the A Level students. For the A Level assessment of this unit group, each unit will have two questions set and learners will answer both parts from one of the questions. Learners will be required to answer both a traditional 'Period Study' essay (as in a unit group 1) and a shorter question assessing the significance of two events, pertaining to a different key topic from within the option chosen. For AS students, learners will be set an additional question dealing with historians' interpretations. Two of four key topics for each option are identified for this purpose, and learners should be familiar with different interpretations of these

topics, and able to use their knowledge to evaluate them. As a result, learners studying the AS paper will have one essay question and one interpretation question. It is envisaged that the interpretation element could be taught in a few lessons at the end of the course and OCR will provide additional guidance for this. Alternatively, it could be integrated into the teaching of the unit as many of the debates will be covered during the course of the teaching anyway. In the essay question, the top level of the generic mark scheme is removed for the AS when compared to the A Level to reflect the lower demand. The content for this unit is the same between AS and A Level.

The table below highlights the different question styles between the two papers:

AS Level Questions		A Level Questions	
<b>UNIT 1</b>	<ol style="list-style-type: none"> <li>1. Use your knowledge of XXXXXXXXXXXX to assess how useful Source XXXXXX is as evidence for the XXXXXXX. <b>[10]</b></li> <li>2. Using these three sources in their historical context, assess how far they support the view that XXXXX <b>[20]</b></li> </ol> <p><i>Followed by essay</i></p>		<ol style="list-style-type: none"> <li>1. Using these four sources in their historical context, assess how far they support the view that XXXXX <b>[30]</b></li> </ol> <p><i>Followed by essay</i></p>
<b>UNIT 2</b>	<ol style="list-style-type: none"> <li>1. Read the interpretation and then answer the question that follows: '[Mussolini's] pursuit of personal power took priority over the desire to 'Fascisticise' Italy and the Italian institutions.' From: M.Robson, Italy: Liberalism and Fascism 1870–1945. Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied. <b>[20]</b></li> </ol> <p><i>Followed by essay</i></p>		<ol style="list-style-type: none"> <li>1. a. Which had the greater importance for XXXXX? ii. XXXXX iii. XXXXX</li> </ol> <p>Explain your answer with reference to both (i) and (ii). <b>[10]</b></p> <p><i>Followed by essay</i></p>

On the following pages are some suggested pathways through both the AS and the full A Level programme and are provided as guidance only. Decisions regarding this aspect are the premise of the individual centres and may need tailoring to suit individual circumstances.





## CO-TEACHABLE MODEL 1

Requirements: 1 Teacher

	Teacher	
	A level	AS level
<b>Autumn Term 1</b>	British Depth and Enquiry – Unit Group 1	British Depth and Enquiry – Unit Group 1
<b>Autumn Term 2</b>	British Depth and Enquiry – Unit Group 1	British Depth and Enquiry – Unit Group 1
<b>Spring Term 1</b>	Non-British Depth - Unit Group 2	Non-British Depth - Unit Group 2
<b>Spring Term 2</b>	Non-British Depth - Unit Group 2	Non-British Depth - Unit Group 2
<b>Summer Term 1</b>	Revision of topic and mock exam	Revision of topic / Exam
<b>Summer Term 2</b>	Coursework / Theme	N/A
<b>Year 2</b>	Coursework / Theme	N/A



## CO-TEACHABLE MODEL 2

Requirements: Requirements – 2 Teachers – equal teaching time

Teacher				
	A Level	AS Level	A Level	AS Level
<b>Autumn Term 1</b>	British Depth and Enquiry – Unit Group 1	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2	Non-British Depth - Unit Group 2
<b>Autumn Term 2</b>	British Depth and Enquiry – Unit Group 1	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2	Non-British Depth - Unit Group 2
<b>Spring Term 1</b>	British Depth and Enquiry – Unit Group 1	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2	Non-British Depth - Unit Group 2
<b>Spring Term 2</b>	British Depth and Enquiry – Unit Group 1	British Depth and Enquiry – Unit Group 1	Revision of topic and mock exam	Non-British Depth (interpretation element) / Revision of topic
<b>Summer Term 1</b>	Revision of topic and mock exam	Revision of topic / Exam	Coursework preparation	Revision of topic / Exam
<b>Summer Term 2</b>	Coursework / Theme	N/A	Coursework / Theme	N/A
<b>Year 2</b>	Coursework / Theme	N/A	Coursework / Theme	N/A



## CO-TEACHABLE MODEL 3

Requirements – 2 teachers – 60/40 teaching time

	Teacher			
	A Level	AS Level	A Level	AS Level
<b>Autumn Term 1</b>	British Depth and Enquiry – Unit Group 1	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2	Non-British Depth - Unit Group 2
<b>Autumn Term 2</b>	British Depth and Enquiry – Unit Group 1	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2	Non-British Depth - Unit Group 2
<b>Spring Term 1</b>	British Depth and Enquiry – Unit Group 1	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2	Non-British Depth - Unit Group 2
<b>Spring Term 2</b>	British Depth and Enquiry – Unit Group 1/ Revision	British Depth and Enquiry – Unit Group 1/ Revision	Non-British Depth - Unit Group 2/ Revision	Non-British Depth (interpretation element)/Revision of topic
<b>Summer Term 1</b>	Revision of topic and mock exam	Revision of topic/Exam	Coursework preparation	Revision of topic/Exam
<b>Summer Term 2</b>	Coursework/Theme	N/A	Coursework/Theme	N/A
<b>Year 2</b>	Coursework/Theme	N/A	Coursework/Theme	N/A

In this variation, it would be anticipated that the British study would be completed sooner due to the increased teaching time compared to model 2 where more time could be spent integrating interpretation and increasing depth of knowledge on unit 2.





The Following provides advice and suggestions for delivering a full A Level programme, in place of the AS level.

## A-LEVEL ONLY MODEL 1

Requirements:

Teachers x 2: Teacher 1 = 60% teaching time, Teacher 2 = 40% teaching time

This model presupposes that the **coursework** question/topic are drawn from either British Depth or Non-British Depth studies and can be delivered running alongside it at the teacher discretion and is supervised by teacher 1.

		Teacher 1	Teacher 2
YEAR 1	Autumn Term 1	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Autumn Term 2	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Spring Term 1	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Spring Term 2	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Summer Term 1	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Summer Term 2	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
YEAR 2	Autumn Term 1	Non-British Depth - Unit Group 2	Theme – Unit Group 3
	Autumn Term 2	Non-British Depth - Unit Group 2	Theme – Unit Group 3
	Spring Term 1	Non-British Depth - Unit Group 2	Theme – Unit Group 3
	Spring Term 2	Non-British Depth - Unit Group 2	Theme – Unit Group 3
	Summer Term 1	Revision / Exam	Revision / Exam



## A-LEVEL ONLY MODEL 2

Requirements:

Teachers x 2: Teacher 1 = 50% teaching time, Teacher 2 = 50% teaching time

This model presupposes that the **coursework** question/topic are drawn from either British Depth or Non-British Depth studies and can be delivered running alongside it at the teacher discretion. In this model, as opposed to **model 1**, the coursework is split between both teachers evenly, with the content coming from any topic, or learner's personal choice, and teacher 1 and 2 taking equal responsibility for either its delivery or assessment.

		Teacher 1	Teacher 2
YEAR 1	Autumn Term 1	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Autumn Term 2	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Spring Term 1	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Spring Term 2	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Summer Term 1	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
	Summer Term 2	British Depth and Enquiry – Unit Group 1	Theme – Unit Group 3
YEAR 2	Autumn Term 1	Non-British Depth - Unit Group 2	Theme – Unit Group 3
	Autumn Term 2	Non-British Depth - Unit Group 2	Theme – Unit Group 3
	Spring Term 1	Non-British Depth - Unit Group 2	Theme – Unit Group 3
	Spring Term 2	Non-British Depth - Unit Group 2	Theme – Unit Group 3
	Summer Term 1	Revision / Exam	Revision / Exam



## A-LEVEL ONLY MODEL 3

Requirements:

Teachers x 2: Teacher 1 = 55% teaching time, Teacher 2 = 45% teaching time

This model presupposes that the **coursework** question/topic are drawn from a teacher directed topic.

		Teacher 1	Teacher 2
YEAR 1	Autumn Term 1	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1
	Autumn Term 2	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1
	Spring Term 1	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1
	Spring Term 2	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1
	Summer Term 1	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1
	Summer Term 2	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1
YEAR 2	Autumn Term 1	Non-British Depth - Unit Group 2	Coursework – Unit Group 4
	Autumn Term 2	Non-British Depth - Unit Group 2	Coursework – Unit Group 4
	Spring Term 1	Non-British Depth - Unit Group 2	Coursework – Unit Group 4
	Spring Term 2	Non-British Depth - Unit Group 2	Revisit and revision British Depth and Enquiry
	Summer Term 1	Revision / Exam	Revision / Exam



## A-LEVEL ONLY MODEL 4

Requirements:

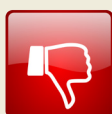
Teachers x 3: Teacher 1 = 40% teaching time, Teacher 2 = 25% teaching time, Teacher 3 = 35% teaching time

This model presupposes that the **coursework** question/topic are drawn from the non-British Depth Study.

		Teacher 1	Teacher 2	Teacher 3
YEAR 1	Autumn Term 1	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
	Autumn Term 2	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
	Spring Term 1	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
	Spring Term 2	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
	Summer Term 1	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
	Summer Term 2	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
YEAR 2	Autumn Term 1	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
	Autumn Term 2	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
	Spring Term 1	Theme – Unit Group 3	British Depth and Enquiry – Unit Group 1	Non-British Depth - Unit Group 2 / Course Work – Unit 4
	Spring Term 2	Revisit and revision Theme	Revisit and revision British Depth and Enquiry	Revisit and revision non- British Depth
	Summer Term 1	Revision / Exam	Revision / Exam	Revision / Exam

Note: For PERSONAL investigation, 1 lesson a week/fortnight could be given to tutorials by one, or all staff members in these models.





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## OCR customer contact centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

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



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