



PROVISIONAL

INTRODUCTION TO TEACHING GUIDE

February 2015



GCSE (9–1) History B: The Schools History Project

OCR
Oxford Cambridge and RSA

FOR FIRST TEACHING SEPTEMBER 2016

Background

GCSE History is being redeveloped for first teaching in September 2016. This re-development is a part of a wider development of GCSEs and A levels.

The History subject criteria and the assessment objectives were published by the Department of Education and Ofqual, after public consultation had taken place.

In order to be accredited by Ofqual, all awarding bodies have to follow the subject criteria and the assessment objectives when designing their GCSEs.

To read the finalised criteria, please follow this link:

<https://www.gov.uk/government/publications/gcse-history>

To read the finalised assessment objectives, please follow this link:

<https://www.gov.uk/government/collections/reform-of-gcse-qualifications-by-ofqual>

Subject Criteria – a summary

All GCSEs in History should include history:

- from three eras: Medieval (500-1500), Early Modern (1450-1750) and Modern (1700-present day)
- on three timescales: short (depth study), medium (period study) and long (thematic study)

- in three geographical contexts: a locality (the historic environment), British and European and/or wider world settings.

British history must form a minimum of 40% of the assessed content over the full course.

What does this mean in practice?

In practice, this means that your GCSE will be comprised of five different elements.

- 1 x thematic study
- 1 x British depth study
- 1 x non-British depth study
- 1 x period study
- 1 x study of the historic environment

The two depth studies cannot be taken from the same era

This means that the GCSEs will have more content than they have previously had. This is in line with DfE and Ofqual expectations to improve the rigour of all GCSE (9–1) History qualifications.



Assessment objectives

AO	Requirements	Weighting
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	35%
AO2	Explain and analyse historical events and periods studied using second-order historical concepts.	35%
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	15%
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	15%

In each specification as a whole, 5 per cent of the marks must be used to credit the accuracy of candidates' spelling, punctuation and grammar and their use of specialist terminology.

What does this mean in practice?

In practice, this means that History GCSEs will now be assessed by four assessment objectives, rather than three.

The first three assessment objectives should be very familiar to GCSE History teachers but AO4 is new. This requirement to assess interpretations separately to sources is, in our opinion, a step forwards. In many cases, learners are already using interpretations in their work and the addition of this assessment objective will allow us to give explicit credit for this work.

What will the GCSE History at OCR look like from September 2016?

For a start, we will continue to have **two** GCSE History specifications. GCSE History A: Explaining the Modern World, and; GCSE B: The Schools History Project.

As you can see, we are also changing the order of our specifications – Explaining the Modern World will now be specification 'A' and The Schools History Project will be specification 'B'. This change brings us more in line with the rest of the GCSE market and our A levels.

Both of these specifications will be 100% externally assessed. This means that the last entry for controlled assessment will be in June 2017.

Both of these specifications will be comprised of the five different elements dictated in the subject criteria and will require that learners study at least two different eras.

Both of these specifications will be examined through three exams at the end of the two years.

However, aside from this, the specifications will be quite different.



How do I decide which specification is right for me?

If you want to make a change to the content you teach or the approach that you take to teaching, there is no better time to do it. The new subject criteria and assessment objectives are changing the face of GCSE History and it's up to you to decide how much of a break with the past you want to make.

You may have taught the same specification for years, be new to a centre where you are able to choose your direction, or simply want to learn a bit more about the rationale behind the specification that you teach.

GCSE (9–1) History A: Explaining the Modern World

Whilst the criteria do not allow for a GCSE that focuses mainly on the 20th century, we will ensure that the ethos of modern world history survives with coherent content and assessment options serving to explain the context of the world around us today.

Our Explaining the Modern World specification will appeal to the type of teachers who favour political and economic history, with options such as International Relations, with assessment that is traditional in focus.

This specification will appeal to teachers who are looking for traditional options and routes through the GCSE and options and routes that will provide the opportunity for learners to situate themselves within a wider history.

GCSE (9–1) History B: The Schools History Project

Our Schools History Project specification was developed for us exclusively by Schools History Project. History B is underpinned by the project's key principles:

1. Making history meaningful;
2. Developing wide and deep knowledge;
3. Engaging in historical enquiry;
4. Understanding diversity;
5. Engaging with the historic environment; and
6. Learning history in enjoyable and rigorous ways.

The specification will appeal to teachers who wish to tackle significant aspects of political history, alongside a diverse range of social and cultural developments, all in a framework of assessment that is practical and flexible.

You can find out more about Schools History Project here:
<http://www.schoolshistoryproject.org.uk/>.



“I HAVE CHOSEN GCSE (9–1) HISTORY B: THE SCHOOLS HISTORY PROJECT ...”

If you currently teach the SHP specification with OCR some of the options offered should be largely familiar to you, along with a few new choices – although the approach to the content may have changed.

The thematic study requires students to understand change and continuity across a long sweep of history. Each of the options begins in the Medieval period and encourages students to think about the relationship between past and present by following the theme through to the present day. The study focuses on a social/cultural theme in British history. This provides a contrast with the greater political focus of the British depth study and ensures balance across the specification as a whole. The choice of studies provides some continuity with current development studies in the SHP specification, and offers a fascinating new option on Migrants to Britain.

The thematic studies are worth 20% of the assessment and you will be able to choose one of the following:

- **The People's Health c.1250 to present**
- **Crime and Punishment c.1250 to present**
- **Migrants to Britain c.1250 to present**

The British depth study focuses on a coherent short time span and a period of history during which the country faced severe pressure due to the possibility, or actuality, of invasion. The depth study includes strong political and military elements, and will focus on the interplay between these and other aspects. This emphasis provides a clear contrast with the thematic study. Each of the options has been the subject of scholarly debate and is rich in interpretation.

The British depth studies are worth 20% of the assessment and you will be able to choose one of the following:

- **The Norman Conquest 1065-1087**
- **The Elizabethans 1580-1603**
- **Britain in Peace and War 1900-1918**

The period study has been given a wider world focus in order to maintain the overall balance and coherence of the specification. Each of the options focuses on a considerable time span that goes beyond the requirement of a 'medium time span of at least 50 years'. We believe that the longer narrative sweep will help learners to grasp the central ideas, events and developments within the period study. The relatively long time span will provide an appropriate contrast with the wider world depth studies and, by requiring students to engage with a 'complete' narrative, will add to the overall coherence and rigour of the GCSE.

The period studies are worth 20% of the assessment and you will be able to choose one of the following:

- **Viking Expansion c.750-c.1050**
- **The Mughal Empire 1526-1707**
- **The Making of America 1789-1900**

The wider world depth study focuses on a historical situation involving the interplay of different societies and cultures. The options reinforce the coherence of the course by allowing



students to explore the concept of invasion and conquest in a different context from the British depth study. Each of the options is rich in contemporary historical sources and has been the subject of a wide range of interpretations.

The wider world depth studies are worth 20% of the assessment and you will be able to choose one of the following:

- **The First Crusade c.1070-1100**
- **Aztecs and Spaniards 1519-1535**
- **Living under Nazi Rule 1933-1945**

Remember, your British and wider world depth studies cannot be taken from the same era.

The site study - In the spirit of SHP, the specification recognises the importance of studying 'History Around Us' by allocating the study of the historic environment 20% of the GCSE and by assessing this element through a separate exam paper. Centres will have completely free choice of the site to be studied and students will have the opportunity to study the fascinating history around them.

The Schools History Project Principles for History B

OCR's GCSE History B (SHP) is an exciting new history course that will fire learners' enthusiasm for studying history. It has been constructed in partnership with the Schools History Project and reflects SHP's principles for ensuring worthwhile and inspiring school history:

Making history meaningful - History B (SHP) encourages learners to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past. The specification is based on content which helps learners to address fundamental issues in human history. It brings together people, events and issues that learners will find fascinating and that will stimulate a desire to explore the similarities and differences between people's lives in the past

and their own lives now.

Developing wide and deep knowledge - All the options across the five elements of the specification address knowledge of significant historical issues that will help learners in further study of history and in making sense of their world. The need for wide and deep knowledge has shaped the specification and its assessment. Many parts of the specification are entirely new to GCSE history; these new options have all been selected and structured to ensure that the content is diverse but that there is comparability between options chosen.

Engaging in historical enquiry - Historical enquiry underpins the approach that is needed to make sense of the content in each of the studies. The preambles to individual studies set out the historical issues and the conceptual focus that will shape the thinking required in each study. They reflect both best practice in school history and the live historical debates that surround the selected content.

Understanding interpretations - History B (SHP) encourages learners to engage with a wide range of written and visual interpretations: academic, educational, popular and fictional. In the British depth study, where there is a strong emphasis on understanding historical interpretations, an over-arching historical issue has been indicated for the content of each aspect of an individual study. This ensures that learners are consistently thinking about how and why it is possible to arrive at different interpretations of the same events.

Using sources - the purposeful and constructive use of historical sources is an important feature of the specification, particularly in the site study and in the world depth study. In the site study the physical remains of the site are the chief source, supplemented by a range of other supporting source material. The focus here is on how these sources show the site's past. In the world depth study, the focus is on the precise study of specific sources, encouraging learners to use them critically and constructively for a specific purpose.

Diversity - the structure and content selection in History B (SHP) ensure that all learners study a variety of periods from a variety of perspectives. In all parts of the specification understanding



of social and cultural diversity is required. Some parts of the specification have an evident focus on diversity of culture and race e.g. Migrants to Britain, the Mughals, the Vikings, the First Crusade (where understanding of the Muslim world and viewpoint is required), Aztecs and Spaniards, Jews (in 'Living under Nazi Rule').

History Around Us – SHP has always held the view that the study of the historic environment is a stimulating and life-enhancing way of engaging with history. This is why OCR B (SHP) awards the study of the historic environment the same proportion of marks (20%) as each of the other four elements. The specification offers centres a free choice of site within a clearly stated set of parameters. This means that the historic environment studied can be a local site that will enhance learners' developing sense of identity.

Enjoyable and rigorous learning – This SHP principle has governed content selection and the focus for the learning in each of the studies. It has also governed the way the content will be set out, with four aspects in the thematic study, and five aspects in the depth and period studies, each of which has three bullet points indicating the knowledge requirements in more detail. The care taken over this consistency of structure should help centres to plan their teaching as it means that there are five areas of study to be taught (typically) over five terms. Each bullet point is intended to take broadly the same time to teach as any other bullet. This means that the taught course will have a balance of overview and depth as some bullets cover a sweep of time while others require a close analysis of a single event or situation.

Paper	Content	Exam length	% of GCSE
Paper 1	Thematic study and British depth study	1 hour 45 minutes	40%
Paper 2	The study of the historic environment	1 hour	20%
Paper 3	The period study and non-British depth study	1 hour 45 minutes	40%

We have decided to assess this GCSE through three exams for three reasons; firstly because of the removal of controlled assessment; secondly because the minimum exam time is set at 4 hours we would rather spread this time over three exams than have two longer exams and thirdly because this brings our GCSE in line with our A level.

Our specification will be clear in where we are assessing each assessment objective, with source and interpretation skills assessed in the most appropriate papers.

What are the exams going to look like?



The exam: thematic study and British depth study

The thematic study will be assessed alongside the British depth study that has been chosen by the centre. The thematic study will be assessed in ‘Section A’ of the examination and the British depth study in ‘Section B’ of the examination.

The thematic study will be worth 20% of the overall qualification, and will be assessed by AO1 and AO2.

AO1	AO2	Total
10%	10%	20%

The British depth study will be worth 20% of the overall qualification, and will be assessed by AO1, AO2 and AO4.

AO1	AO2	AO4	Total
5%	5%	10%	20%

The exam: the study of the historic environment

The study of the historic environment will be worth 20% of the overall qualification, and will be assessed by AO1, AO2 and AO3.

AO1	AO2	AO3	Total
5%	5%	10%	20%

The exam: the period study and wider world depth study

The period study will be assessed alongside the wider world depth study that has been chosen by the centre. The period study will be assessed in ‘Section A’ of the examination and the wider world depth study in ‘Section B’ of the examination.

The period study will be worth 20% of the overall qualification, and will be assessed by AO1 and AO2.

AO1	AO2	Total
10%	10%	20%

The wider world depth study will be worth 20% of the overall qualification, and will be assessed by AO1, AO2, AO3 and AO4.

AO1	AO2	AO3	AO4	Total
5%	5%	5%	5%	20%

When your learners sit their GCSEs, they will receive a question paper customised for them. It will only contain the options that they have been entered for.

This is an improvement for many reasons:

- it will cut down rubric errors and be easier for learners to navigate
- it will cut down on waste
- it will help us to recruit the right examiners for the right topics
- it will help us to standardise examiners
- it will help us set grade boundaries applicable for each topic



HOW IS OCR GOING TO SUPPORT ME AND MY LEARNERS?

There will be a whole host of resources to accompany the new specification, including:

Textbooks

SHP and Hodder Education are developing specific textbooks and dynamic learning for this specification. There will be one textbook available on each option to provide full coverage.

Online resources

We will be producing resources such as expanded specification content, topic exploration packs, lesson elements and resource lists.

Spec Creator

We will have a tool called 'Specification Creator' which will allow you to enter the options that you have chosen and allow us permission to send you resources based on your specific options. This tool will also enable us to put you in touch with other teachers teaching the same option as you. So no matter which options you choose, you will always have a network of teachers that you can contact and share best practice with.

This tool will also give us early indications of how many examiners we need to recruit and train for each option, well in advance of the exam taking place.

Updates

We send out regular updates alerting you to news, upcoming resources and events. You can sign up to receive these updates at www.ocr.org.uk/updates.

OCR History team

We have a team of subject specialists here to help you with any queries that you might have. You can get in touch with this team at history@ocr.org.uk.

Schools History Project

If you want to learn more about the Schools History Project or contact them directly, you can find all the details you need here <http://www.schoolshistoryproject.org.uk>.





This resource is an exemplar of the types of materials that will be provided to assist in the teaching of the new qualifications being developed for first teaching in 2016. It can be used to teach existing qualifications but may be updated in the future to reflect changes in the new qualifications. Please check the OCR website for updates and additional resources being released. We would welcome your feedback so please get in touch.



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

If you do not currently offer this OCR qualification but would like to do so, please complete the Expression of Interest Form which can be found here: www.ocr.org.uk/expression-of-interest

OCR Resources: the small print

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

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