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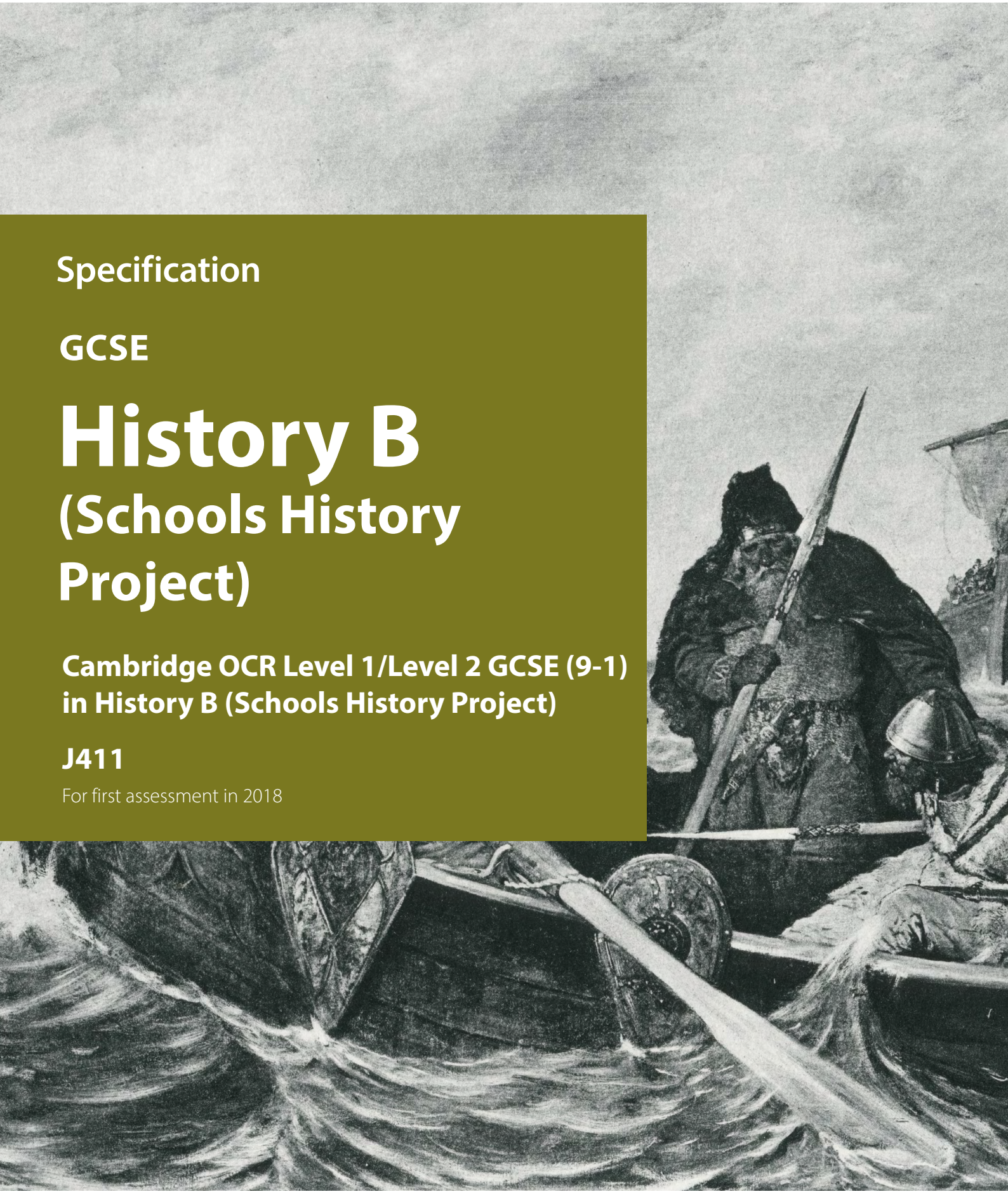

Specification

GCSE

History B (Schools History Project)

Cambridge OCR Level 1/Level 2 GCSE (9-1) in History B (Schools History Project)

J411

For first assessment in 2018

Version 2.0 (June 2026)

ocr.org.uk/gcsehistoryshp

About our new name

As of September 2025, our name is Cambridge OCR.

Students who sat an exam **in summer 2025** will receive a Cambridge OCR branded exam certificate (our new brand), which will be the same for all future exam series.

You'll continue to see the OCR or Oxford Cambridge and RSA Examinations name while we work to update our material to our new name, Cambridge OCR. This will take some time, and you can still access all up-to-date qualification resources and materials via Teach Cambridge.

Important: We'll keep the OCR/Oxford Cambridge and RSA name on existing teaching resources while the content of these remains applicable to the specification being taught. **New and refreshed** resources will be produced using the Cambridge OCR name/logo.

Are you using the latest version of this specification?

The latest version of our specifications will always be on our website and may differ from printed versions. We will inform centres about changes to specifications.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to support@ocr.org.uk or visit our feedback page to learn more about how you can help us improve our qualifications.

Designing and testing in collaboration with teachers and students

Helping young people develop an ethical view of the world

Equality, diversity, inclusion and belonging (EDIB) are part of everything we do

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Support and Guidance

Introducing a new specification brings challenges for implementation and teaching, but it also opens up new opportunities. Our aim is to help you at every stage. We are working hard with teachers and other experts to bring you a package of practical support, resources and training.

Subject Advisors

OCR Subject Advisors provide information and support to centres including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities.

Our Subject Advisors work with subject communities through a range of networks to ensure the sharing of ideas and expertise supporting teachers and students alike. They work with developers to help produce our specifications and the resources needed to support these qualifications during their development.

You can contact our History Subject Advisors for specialist advice, guidance and support:

01223 553998
history@ocr.org.uk

Teaching and learning resources

Our resources are designed to provide you with a range of teaching activities and suggestions that enable you to select the best activity, approach or context to support your teaching style and your particular students. The resources are a body of knowledge that will grow throughout the lifetime of the specification, they include:

- Delivery Guides
- Transition Guides
- Topic Exploration Packs
- Lesson Elements.

We also work with a number of leading publishers who publish textbooks and resources for our specifications. For more information on our publishing partners and their resources visit: ocr.org.uk/qualifications/gcse-and-a-level-reform/publishing-partners

Professional development

Our improved Professional Development Programme fulfils a range of needs through course selection, preparation for teaching, delivery and assessment. Whether you want to come to events, look at our new digital training or search for training materials, you can find what you're looking for all in one place at the CPD Hub: cpdhub.ocr.org.uk

An introduction to new specifications

We run training events throughout the academic year that are designed to help prepare you for first teaching and support every stage of your delivery of the new qualifications.

To receive the latest information about the training we offer on GCSE and A Level, please register for email updates at: ocr.org.uk/updates

Assessment Preparation and Analysis Service

Along with subject-specific resources and tools, you'll also have access to a selection of generic resources that focus on skills development, professional guidance for teachers and results data analysis.

Subject Advisor Support

Our Subject Advisors provide you with access to specifications, high-quality teaching resources and assessment materials.

Skills Guides

These guides cover topics that could be relevant to a range of qualifications, for example communication, legislation and research. Download the guides at ocr.org.uk/skillsguides

Active Results

Our free online results analysis service helps you review the performance of individual students or your whole cohort. For more details, please refer to ocr.org.uk/activeresults

1 Why choose OCR GCSE (9–1) History B (Schools History Project) (J411)?

1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new OCR GCSE (9–1) in History B (SHP) course has been developed in consultation with teachers, employers and higher education to provide us with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with teachers, employers, and universities to create qualifications that support the needs of all students and help them prepare for their future. We offer A Levels, GCSEs, vocational qualifications, and other academic options to schools, colleges, workplaces, and other organisations.

Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your learners to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage learners to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
  - Delivery Guides
  - Transition Guides
  - Topic Exploration Packs
  - Lesson Elements
  - . . . and much more.
- Access to Subject Advisors to support you through the transition and throughout the lifetime of the specification.
- CPD/Training for teachers including events to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual learners or whole schools.

All GCSE (9–1) qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's GCSE (9–1) in History B (Schools History Project) is QN: 601/8408/5.

1b. Why choose OCR GCSE (9–1) History B (Schools History Project) (J411)?

1

OCR's GCSE (9–1) 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 overarching historical issue has been indicated for the content of each section 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 and 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 History 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 is set out, with four sections in

the thematic study, each with four bullet points indicating the knowledge requirements in more detail. In the depth and period studies there are five sections, 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. It is intended that broadly the same teaching time should be given to each 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.

Aims and learning outcomes

OCR's GCSE (9–1) History B (SHP) will enable learners to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

1c. What are the key features of this specification?

The key features of OCR's GCSE (9–1) History B (SHP) for you and your learners are:

- an exciting and worthwhile specification that means learners will enjoy studying history
- a clear and balanced structure that will help course planning
- a wide choice of fascinating studies focusing on important historical periods and issues
- free choice of site study based on clear criteria
- clear and purposeful assessment that allows learners to draw on any valid knowledge
- the focus on a wide range of interesting historical interpretations
- the constructive and purposeful use of interesting and varied historical sources
- a straightforward specification with detailed guidance to support delivery
- a wide range of content options to meet your centre's expertise
- our Specification Creator tool which will enable you to create a bespoke course and sign up for bespoke resources
- improved support, resources and more teacher guidance.

1d. How do I find out more information?

If you are already using OCR specifications you can contact us at: www.ocr.org.uk

If you are not already a registered OCR centre then you can find out more information at: www.ocr.org.uk

Want to find out more?

Ask our Subject Advisors:

Email: history@ocr.org.uk

Telephone: 01223 553998

Visit our Online Support Centre at support.ocr.org.uk

Sign up for the e-bulletin: www.ocr.org.uk/updates

2 The specification overview

2a. OCR's GCSE (9–1) History B (Schools History Project) (J411)

Learners take one component from each of the three component groups to be awarded the OCR GCSE (9–1) in History B (Schools History Project).

Content Overview	Assessment Overview	
Thematic Study One from: The People's Health, c.1250 to present Crime and Punishment, c.1250 to present Migrants to Britain, c.1250 to present **British Depth Study** One from: The Norman Conquest, 1065–1087 The Elizabethans, 1580–1603 Britain in Peace and War, 1900–1918	**Component Group 1** **British History** Thematic study and Depth study (11–19) 40 marks each (80 marks total) 1 hour 45 minute paper	**20%** of total GCSE **20%** of total GCSE
History Around Us	**Component Group 2** **History Around Us** (21) 40 marks + 10 marks SPaG* 1 hour paper	**20%** of total GCSE
Period Study One from: Viking Expansion, c.750–c.1050 The Mughal Empire, 1526–1707 The Making of America, 1789–1900 **World Depth Study** One from: The First Crusade, c.1070–1100 Aztecs and the Spanish Conquest, 1519–1535 Living under Nazi Rule, 1933–1945	**Component Group 3** **World History** Period study and Depth study (31–39) 40 marks each (80 marks total) 1 hour 45 minute paper	**20%** of total GCSE **20%** of total GCSE

British and wider world depth studies must be taken from different eras. The three eras are defined as: Medieval (500–1500), Early Modern (1450–1750), Modern (1700–present day).
*These 10 marks for SPaG are in addition to the total 200 marks for the assessment of GCSE (9–1) History B, and are not included in the percentage weightings shown. See Section 3f for more details.

2b. Content of GCSE (9–1) History B (Schools History Project) (J411)

OCR GCSE (9–1) in History B (SHP) has five elements organised into three component groups for the purpose of assessment. Learners take three components, one from each component group:

Component Group 1 – **British History**
- Thematic study
- British depth study

Component Group 2 – **History Around Us**
- The site study

Component Group 3 – **World History**
- Period study
- World depth study

The equal weighting given to the five studies, each representing 20% of the GCSE (9–1), provides a clear and consistent structure that will be helpful for course planning. The options for each study cover a wide range of fascinating history, introducing different periods, places and cultures, and engaging learners with different approaches to studying history. A balance across periods is maintained by providing an equal number of options for medieval, early modern and modern history. Overall, the options provide some continuity with elements of OCR's past SHP specifications, and offer new and exciting areas of study for GCSE (9–1) learners.

The five elements

Component Group 1

The thematic study requires learners to understand change and continuity across a long sweep of history. Each of the options begins in the late middle ages and encourages learners 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.

Focus of assessment: knowledge and understanding; explaining and analysing events and periods.

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 elements, and focuses 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.

Focus of assessment: knowledge and understanding; understanding interpretations.

Component Group 2

The site study – the specification recognises the importance of studying 'History Around Us' by allocating the study of the historic environment 20% of the GCSE (9–1) and by assessing this element through a separate exam paper. Centres will have a free choice of the site to be studied within a clearly stated set of parameters and learners will have the opportunity to study the fascinating history around them.

Focus of assessment: knowledge and understanding; using sources.

Component Group 3

The period study has been given a wider world focus in order to maintain the overall balance and coherence of the specification. The period studies offered in the specification all involve longer spans of time than the minimum requirement of 50 years. This is because the "unfolding narrative" required is more readily discernible and more coherent than it would be in a more condensed time span. By extending the years studied the content and knowledge demands become more accessible.

Focus of assessment: knowledge and understanding; explaining and analysing events and periods.

The 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 learners 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.

Focus of assessment: knowledge and understanding; using sources; understanding interpretations.

Permitted combinations

Learners can take any combination of topics across the five studies with the exception of the following three combinations:

The Norman Conquest, 1065–1087 with The First Crusade, c.1070–1100.

The Elizabethans, 1580–1603 with Aztecs and the Spanish Conquest, 1519–1535.

Britain in Peace and War, 1900–1918 with Living Under Nazi Rule, 1933–1945.

These combinations are **prohibited** because both depth studies cannot be taken from the same era.

The entry codes for each permitted combination are given in Section 4a.

To check that the combination of topics you have chosen is valid, and to help you determine the correct entry option code for your combination, use OCR's Specification Creator tool, available from www.ocr.org.uk. It is essential that you perform this check. **Centres are reminded that if the combination is not valid, as explained above, then there will be no entry code available.** For any further advice on valid combinations please contact OCR using history@ocr.org.uk.

2c. Introduction to the Thematic Study

Centres should choose one thematic study from the following: The People's Health; Crime and Punishment; Migrants to Britain.

Why does the thematic study matter?
The thematic study provides an opportunity to make history meaningful to learners by focusing on a theme that connects with their lives, and is the subject of contemporary debate in Britain. Taking a long view on these subjects allows learners to gain a helpful historical perspective on issues that will form an important part of their lives.

What does the thematic study require?
The thematic study requires learners to understand change and continuity across a long sweep of history. Each of the options begins in the middle ages and encourages learners to think about the relationship between past and present by following the theme through to the present day. The thematic study requires learners to understand second order historical concepts, including: changes and continuities over time; the causes and consequences of historical events and developments; the historical significance of people, events and developments. Each of the thematic studies reveals wider changes in aspects of British society over the centuries, allowing learners to understand the most significant characteristics of different periods and to make links between this wider context and specific changes in the individual theme.

How is the thematic study structured?
For each study, **three issues** have been identified which help to define the theme more precisely. These issues are stated in the introductions to individual thematic studies. It is important that the three issues are addressed consistently throughout the study and that learners develop a clear understanding of changes and continuities in each of the issues. Learners should also understand the influence of the different factors in relation to the chosen theme. For each study, **five factors** have been identified. Learners will be required to understand the ways in which these factors influenced changes and continuities in the particular theme.

Each thematic study is divided into four periods: Medieval Britain c.1250–c.1500; Early Modern Britain c.1500–c.1750; Industrial Britain c.1750–c.1900; Britain since c.1900. Where appropriate, the focus should be on change and continuity within periods, as well as across the whole time-span. Within each period the focus of study should be on the specified bullet points. The first bullet point in each period identifies the features and changes which affected the chosen theme. When beginning a new period, it is important to focus on this broader context before studying the specific issues. The amount of content in each bullet point is broadly comparable and this will be reflected in the assessment. It is therefore important to allocate roughly equal amounts of teaching time to each bullet point of content.

The People's Health, c.1250 to present

This thematic study should enable learners to understand changes and continuities in public health in Britain from c.1250 to the present. The study should reveal wider changes in aspects of society over the centuries, allowing learners to understand the most significant characteristics of different ages and to make comparisons between different periods of history. The first bullet point in each period requires learners to develop knowledge and understanding of the characteristic features of each period. Learners should be able to identify and describe events, situations and developments in the history of public health in Britain. They should understand the diverse views and experiences of different groups of people in Britain.

Three issues will be addressed consistently throughout the study:

- **The impact of living conditions on people's health**
- **The response to epidemics**
- **Attempts to improve public health**

The second, third and fourth bullet points in each period relate directly to these issues.

Learners should be able to explain the ways in which the following **five factors** influenced changes and continuities in public health:

- **Beliefs, attitudes and values**
- **Local and national government**
- **Science and technology**
- **Urbanisation**
- **Wealth and poverty**

The three issues identified above, and the influence of the five factors, should be studied in relation to the four periods of history outlined below.

Where appropriate, the focus should be on change and continuity within periods, as well as across the whole time-span.

Periods	Learners should study the following content:
Medieval Britain c.1250–c.1500	• The characteristic features of medieval Britain: an overview • Living conditions: housing, food, clean water and waste. • Responses to the Black Death: beliefs and actions • Approaches to public health in late-medieval towns and monasteries
Early Modern Britain c.1500–c.1750	• Cultural, social and economic change including the growth of towns: an overview • Changing living conditions: housing, food, clean water and waste • Responses to outbreaks of plague including national plague orders and local reactions • The impact of local and national government on public health including measures to improve the urban environment and the government response to the gin craze, 1660–1751
Industrial Britain, c.1750–c.1900	• Industrialisation, the growth of major cities and political change: an overview • Urban living conditions in the early nineteenth century: housing, food, clean water and waste • Responses to cholera epidemics • Public health reform in the nineteenth century including the Public Health Acts and local initiatives
Britain since c. 1900	• Economic, political, social and cultural change: an overview • Living conditions and lifestyles: housing, food, air quality and inactivity • Responses to Spanish Influenza and AIDS • Growing government involvement in public health including pollution controls, anti-smoking initiatives and the promotion of healthy lifestyles

Crime and Punishment, c.1250 to present

This thematic study should enable learners to understand changes and continuities in crime and punishment in Britain from c.1250 to the present. The study should reveal wider changes in aspects of society over the centuries, allowing learners to understand the most significant characteristics of different ages and to make comparisons between different periods of history. The first bullet point in each period requires learners to develop knowledge and understanding of the characteristic features of each period. Learners should be able to identify and describe events, situations and developments in the history of crime and punishment in Britain. They should understand the diverse views and experiences of different groups of people in Britain.

Three issues will be addressed consistently throughout the study:

- **The nature and extent of crime**
- **The enforcement of law and order**
- **The punishment of offenders**

The second, third and fourth bullet points in each period relate directly to these issues.

Learners should be able to explain the ways in which the following **five factors** influenced changes and continuities in crime and punishment:

- **Belief, attitudes and values**
- **Wealth and poverty**
- **Urbanisation**
- **Government**
- **Technology**

The three issues identified above, and the influence of the five factors, should be studied in relation to the four periods of history outlined below.

Where appropriate, the focus should be on change and continuity within periods, as well as across the whole time-span.

Periods	Learners should study the following content:
Medieval Britain c.1250–c.1500	• The characteristic features of medieval Britain: an overview • Crimes and criminals in medieval Britain • Enforcing law and order including policing and different types of court • Punishing offenders: capital punishment, fines, whipping, public humiliation and imprisonment
Early Modern Britain c.1500–c.1750	• Major religious, political and social changes: an overview • The changing nature of crime including vagrancy, moral crime and witchcraft • Enforcing law and order including secular and church courts and the roles of different law enforcers • Changes in punishment including the introduction of the 'Bloody Code'
Industrial Britain, c.1750–c.1900	• The enlightenment, urbanisation and political change: an overview • Crimes and criminals in industrial Britain including the increase in crime in the first half of the nineteenth century • The introduction and development of the police force • Changes in punishment including the growth of prisons, transportation to Australia and prison reform
Britain since c.1900	• Major technological, social and political changes: an overview • Changes in the crime rate and in types of crime • Changes in law enforcement including the use of new technology • Changes in punishment including the abolition of capital punishment and changes in prisons

Migrants to Britain, c.1250 to present

This thematic study should enable learners to understand changes and continuities in migration to Britain from c.1250 to the present. The study should reveal wider changes in aspects of society over the centuries, allowing learners to understand the most significant characteristics of different ages and to make comparisons between different periods of history. The first bullet point in each period requires learners to develop knowledge and understanding of the characteristic features of each period. Learners should be able to identify and describe events, situations and developments in the history of the movement of different groups to Britain. They should understand similarities and differences within and between groups of migrants.

Three issues will be addressed consistently throughout the study:

- **The reasons why people migrated to Britain**
- **The experiences of migrants in Britain**
- **The impact of migrants on Britain**

Learners should be able to explain the ways in which the following **five factors** influenced changes and continuities in migration to Britain:

- **Britain's connections with the wider world**
- **Beliefs, attitudes and values**
- **Government**
- **Economic forces**
- **Communications**

The three issues identified above, and the influence of the five factors, should be studied in relation to the four periods of history outlined below.

Where appropriate, the focus should be on change and continuity within periods, as well as across the whole time-span.

Periods	Learners should study the following content:
Medieval Britain c.1250–c.1500	• The characteristic features of medieval Britain: an overview • Jewish communities and their expulsion from England in 1290 • The diversity of migrant communities, including Dutch, Flemish and other European migrants • Attitudes towards migrants: official and unofficial responses
Early Modern Britain c.1500–c.1750	• The European Reformation and the growth in world trade: an overview • Protestant refugees including Huguenots and Palatines • The diversity of other European migrants including Jews and Romany Gypsies • Early African and Indian migrants to Britain including free Africans, ayahs and child servants
Industrial and Imperial Britain c.1750–c.1900	• Industrialisation and the growth of empire: an overview • Large-scale migration from Ireland and the growth of Irish communities • Lascars and the growth of Indian, Chinese and African communities • The diversity of European migrants including Italians and Eastern European Jews
Britain since c.1900	• World wars, the end of empire and Britain's changing relationship with Europe and the wider world: an overview • 'Aliens' and refugees during the First and Second World Wars including attacks on 'enemy aliens', internment camps and the *Kindertransport*. • Commonwealth migrants since the Second World War, including immigration legislation, racist and anti-racist movements • Economic migrants, refugees and asylum-seekers since the 1980s

2c. Introduction to the British Depth Study

Centres should choose one British depth study from the following: The Norman Conquest, 1065–1087; The Elizabethans, 1580–1603; Britain in Peace and War, 1900–1918.

2

Why does the British depth study matter?
The depth study provides an opportunity for learners to focus on a coherent short time span and to learn about a fascinating period of British history. Each of the options has been the subject of scholarly debate and is rich in interpretation. The British depth study therefore encourages learners to engage with the range of ways in which history is constructed.

What does the British depth study require?
Each of the depth studies focuses on a period during which Britain faced severe pressure due to the possibility, or actuality, of invasion. The depth study includes a strong political element, providing a contrast with the thematic study. The depth study should enable learners to understand the complexity of British society and the interplay of political, military, religious, economic, social and cultural forces within it. Learners should be able to identify and describe the main features of the society, and should develop an understanding of the diverse lives experiences and attitudes of people in Britain at the time.

The British depth study should enable learners to understand how and why different interpretations are constructed. A range of written and visual interpretations should be studied, including academic, educational, popular and fictional interpretations. Learners should be able to frame their own historical lines of enquiry prompted by the interpretations they study. These lines of enquiry should be ones that add to our historical understanding, by invoking second-order concepts such as: continuity, change, cause, consequence, significance, and similarity and difference within situations.

How is the British depth study structured?
For each study, an overall issue has been identified which should form a central focus of the study:

- The Norman Conquest: '*the Norman Yoke'*
- The Elizabethans: *a 'golden age'*
- Britain in Peace and War: *the 'golden age' of the pre-war years.*

The study is structured around five sections, and, for each of these, a specific issue has been identified which should form the focus for study. It is important to introduce learners to a range of interpretations which relate to these issues.

Within each section, the specific focus of study should be on the specified bullet points. The amount of content in each bullet point is broadly comparable and this will be reflected in the assessment. It is therefore important to allocate roughly equal amounts of teaching time to each bullet point of content.

Centres cannot take the following options together:

The Norman Conquest, 1065–1087 with The First Crusade, c.1070–1100.

The Elizabethans, 1580–1603 with Aztecs and the Spanish Conquest, 1519–1535.

Britain in Peace and War, 1900–1918 with Living under Nazi Rule, 1933–1945.

These combinations are **prohibited** because both depth studies cannot be taken from the same era.

The Norman Conquest, 1065–1087

This depth study should enable learners to understand the complexity of the Norman Conquest and the interplay of political, military, religious, economic, social and cultural forces in England between 1065 and 1087. Learners should be able to identify and describe the main features of late Anglo-Saxon and early Norman England and should develop an understanding of the diverse lives and experiences of Saxons and Normans during this turning point in English history.

The study should enable learners to understand how and why different interpretations of Norman England have been constructed. In particular, they should understand what lies behind the myth of 'the Norman Yoke' and should consider the extent to which the myth is a reflection of reality. A range of written and visual interpretations should be studied, including academic, educational, popular and fictional interpretations.

Learners should study the five sections outlined below and the interplay between them. In each case, the focus should be on the specific issue and content identified in the bullet points.

This option cannot be taken in combination with The First Crusade, c.1070–1100.

Sections and Issues	Learners should study the following content:
England on the eve of the conquest *Issue: The character of late Anglo-Saxon England*	• The nature, structure and diversity of late Anglo-Saxon society • Religion in late Anglo-Saxon England • Anglo-Saxon culture: buildings, art and literature
Invasion and victory *Issue: How and why William of Normandy became King of England in 1066*	• Norman society, culture and warfare pre-1066 • The succession crisis of 1066 • The battles of Fulford, Stamford Bridge and Hastings
Resistance and response *Issue: The establishment of Norman rule between 1067 and 1071*	• First uprisings against Norman rule including resistance in the west and in Mercia • Northern resistance and William's 'Harrying of the North' • The rebellion of Hereward in the east and the end of English resistance
Castles *Issue: The nature and purpose of Norman castles in England to 1087*	• Pre-conquest fortifications and the first Norman castles in England • The distribution and design of Norman castles in England to 1087 • The purpose of Norman castles in England including their military and economic functions
Conquest and control *Issue: The impact of the Norman Conquest on English society to 1087*	• Domesday Book, its creation and purpose • The social structure of Norman England including changes in land ownership and the elite • Changes and continuities: language, laws and Church

The Elizabethans, 1580–1603

This depth study should enable learners to understand the complexity of late-Elizabethan society and the interplay of political, religious, economic, social and cultural forces within it. Learners should be able to identify and describe the main features of late-Elizabethan England and should develop an understanding of the diverse lives and experiences of the Elizabethans at a time when political, economic and religious tensions tested the stability of the kingdom.

The study should enable learners to understand how and why different interpretations of late-Elizabethan England have been constructed. In particular, they should discern the ways in which it has been interpreted as a 'golden age' and the reasons why this interpretation has been challenged. A range of written and visual interpretations should be studied, including academic, educational, popular and fictional interpretations.

Learners should study the five sections outlined below and the interplay between them. In each case, the focus should be on the specific issue and content identified.

This option cannot be taken in combination with Aztecs and the Spanish Conquest, 1519–1535.

Sections and Issues	Learners should study the following content:
Elizabeth and government *Issue: The power of the queen*	• Elizabeth and her court: patronage, the Privy Council and the rebellion of the Earl of Essex • Elizabeth and her parliaments including opposition from Puritans • Elizabeth and her people including local government and propaganda
Catholics *Issue: The nature and extent of a Catholic threat*	• The enforcement of Elizabeth's religious settlement after 1580 • Catholic links abroad, plots against Elizabeth, and the Elizabethan spy network • Mary Queen of Scots, the Armada and war with Spain
Daily lives *Issue: The nature and dynamics of Elizabethan society*	• The contrasting lives of rich, middling and poor Elizabethans • Family life: husbands and wives, parents and children, wider kinship • Poverty: its causes, Elizabethan explanations and responses
Popular culture *Issue: "Merry England"?*	• Theatres and their opponents • The Puritan attack on popular pastimes • The persecution of witches
The wider world *Issue: The nature and significance of England's connections with the wider world*	• Imperial ambition: the motives and achievements of Elizabethan adventurers • Roanoke: England's attempt at an American colony • Trade with the east, including first contacts with India

Britain in Peace and War, 1900–1918

This depth study should enable learners to understand the complexity of early twentieth century British society and the interplay of political, economic, social and cultural forces within it. Learners should be able to identify and describe the main features of the period and should develop an understanding of the diverse lives and experiences of the British people at a time when structures of power and social values established in the previous century came under attack from several directions. It concludes by considering how this society responded to the demands of total war. There is no requirement to study the experiences of conflict except in so far as it shaped responses in British society.

The study should enable learners to understand how and why different interpretations of early twentieth century Britain have been constructed.
In particular, they should discern the ways in which the pre-war years have been interpreted as a 'golden age' and the reasons why this interpretation has been challenged. A range of written and visual interpretations should be studied, including academic, educational, popular and fictional interpretations.

Learners should study the five sections outlined below and the interplay between them. In each case, the focus should be on the specific issue and content identified.

This option cannot be taken in combination with Living under Nazi Rule, 1933–1945.

Sections and Issues	Learners should study the following content:
Wealth *Issue: Tensions in Edwardian society*	• Britain's power and wealth at the beginning of the twentieth century: an overview of industry, empire, military strength, technology and cities • Class distinctions: the lives of the upper, middle and working classes • Rowntree's investigation into the nature of poverty
Politics *Issue: Threats to political stability*	• Strengths and weaknesses of the established parties and the rise of the Labour Party • The Liberal reforms, the People's Budget, the clash with the Lords and the Parliament Act of 1911 • The challenge from militant labour including the crisis years between 1910 and 1914
Women *Issue: The nature and extent of support for women's suffrage*	• Women's lives at the beginning of the twentieth century • The campaigns for the vote: suffragists, suffragettes, support and opposition • The relationship between Government responses and changes to the campaigns, 1910–1914
Empire *Issue: Attitudes of people in Britain towards the Empire*	• Differing attitudes towards the British Empire at the beginning of the twentieth century including responses to the Boer War • India: differing British attitudes toward the Raj, 1900–1914 • Ireland: differing attitudes to the Home Rule crisis, 1912–1914
War *Issue: Responses to the demands of total war*	• Government policy and propaganda in response to the changing demands of war including early recruitment, conscription and DORA • Men's responses to the demands of the war including volunteering, pals' battalions and conscientious objection • Women's responses to the demands of the war including volunteering, employment and development in the suffrage campaign

2c. Introduction to History Around Us

The study of a site in its historical context is one of the five studies that make up the GCSE (9–1) and is worth 20% of the overall marks.

Why does History Around Us matter?
Studying the history around them has much to offer learners. It provides a valuable approach to studying history, and helps them to find a connection with people's lives in the past. For many learners, the study of an historical site can be the beginning of an interest in the historic environment that will continue into adult life.

What does the study of History Around Us require?
The study should enable learners to understand how the physical features of a selected site and other supporting sources inform understanding of historical events and developments. In particular learners should understand:

- The strengths and weaknesses of the physical remains of the site as evidence about its past
- How the site fits into is wider historical context.

As part of the study of the site, it may be beneficial to learners to look at a variety of sources e.g. artefacts, images, documents and oral history, in order to develop wider contextual understanding of the site. However, no sources other than the site will be targeted in assessment.

How is the study of History Around Us structured?
In order to provide centres with maximum flexibility, the specification allows centres to choose the site to be studied. **Centres must, however, ensure that their chosen site supports the learning intentions identified above and meets the specific criteria listed in the table on the opposite page**. The selected site must **not** be directly linked to other topics studied. The chosen site could be:

- from any period of prehistory or history
- on any scale, ranging from a small medieval church to an entire eighteenth century town
- an iconic site such as the Tower of London or Stonehenge, or a relatively unknown site such as a local Iron Age hill fort or an abandoned Second World War airbase
- located within walking distance of the centre or at a distance from the centre (including abroad)
- the focus of considerable interpretation or completely without interpretation.

It is desirable that learners investigate the chosen site by undertaking fieldwork, but this is not a requirement of the specification. To make visits manageable and to help in meeting the criteria opposite, it is acceptable to concentrate on one important part of large or complex sites.

Centre's must choose their own site and **all** sites must be checked by OCR. Centres **must** use the *History Around Us Site Proposal Form* to submit their chosen site, along with the centre's choice of Component Groups 1 and 3 topics, to OCR for approval. Please remember that your chosen site **must not** be directly linked to other topics studied.

You can access the *History Around Us Site Proposal Form* through the OCR website (see also Appendix 5d). This form only needs to be submitted once by each centre. We will use your site submission for the lifetime of the specification or until you inform us of a change of site. If you do change your site, you must inform us by completing this form. Failure to do so may result in maladministration procedures. Please ensure that the *History Around Us Site Proposal Form* is submitted to OCR before 31 January in the year of entry.

OCR will verify the site to be studied and will confirm to the centres that it is appropriate and meets the specific criteria on the opposite page. OCR consultants may contact centres requesting further information in order to be able to confirm the appropriateness of the site. **Centres must wait until they have received confirmation from OCR that the chosen site is suitable before teaching the History Around Us component begins.**

More information about the deadlines for submitting the form and expected turnaround times can be found on the OCR website: www.ocr.org.uk.

Criteria for the site study	
The study of the selected site must focus on the relationship between the site, other historical sources and the aspects listed in a) to n) below. **It is therefore essential that centres choose a site that allows learners to use its physical features, together with other historical sources as appropriate, to understand <u>all</u> of the following:**	
a)	The reasons for the location of the site within its surroundings
b)	When and why people first created the site
c)	The ways in which the site has changed over time
d)	How the site has been used throughout its history
e)	The diversity of activities and people associated with the site
f)	The reasons for changes to the site and to the way it was used
g)	Significant times in the site's past: peak activity, major developments, turning points
h)	The significance of specific features in the physical remains at the site
i)	The importance of the whole site either locally or nationally, as appropriate
j)	The typicality of the site based on a comparison with other similar sites
k)	What the site reveals about everyday life, attitudes and values in particular periods of history
l)	How the physical remains may prompt questions about the past and how historians frame these as valid historical enquiries
m)	How the physical remains can inform artistic reconstructions and other interpretations of the site
n)	The challenges and benefits of studying the historic environment

2c. Introduction to the Period Study

Centres should choose one period study from the following: Viking Expansion, c.750–c.1050; The Mughal Empire, 1526–1707; The Making of America, 1789–1900.

2

Why does the period study matter?
The period study offers learners the opportunity to study a wider world society during a particularly interesting period in its history. It enables learners to focus on the relationships between different cultures at times of great upheaval and to consider the experiences and perspectives of different individuals and groups of people in the past.

What does the period study require?
Each of the options focuses on a considerable time span and requires learners to understand the unfolding narrative of a particular society and the forces at work within it. Learners should be able to identify, describe and explain events, situations and developments relating to the unfolding narrative and the interactions between different cultures. The period study requires learners to understand second order historical concepts, including: changes and continuities over time; the causes and consequences of historical events and developments; the historical significance of people, events and developments. Learners should be able to identify and describe the main features of the unfolding narrative, and should develop an understanding of the diverse lives and experiences of people from different cultures.

How is the period study structured?
Each study is structured around five sections which help to define the period. In most cases the sections are organised chronologically; however, where it helps historical understanding, some sections cover the same time-span and run in parallel.

Within each section, the specific focus of study should be on the specified bullet points. Most bullet points are designed to take forward the narrative, but 'situational' bullet points (e.g. Viking warfare or Shah Jahan's patronage of the arts) are used provide a change of pace and to deepen historical understanding.

Despite the fact that the span of history covered by different bullet points may vary, the amount of content in each bullet point is designed to be broadly comparable and this will be reflected in the assessment. It is therefore important to allocate roughly equal amounts of teaching time to each bullet point of content.

Viking Expansion, c.750–c.1050

This period study follows the unfolding narrative of the expansion of the Viking world from the first Viking settlement in Russia around 750 to the end of the Viking age around 1050. After an initial focus on the Vikings in their homelands of Scandinavia, the study follows the Vikings' expansion in the east (Volga Vikings) before pursuing the unfolding narrative of their expansion in the west. Learners will need to understand the nature of Viking expansion with a particular focus on warfare, trade and settlement.

Learners should be able to identify, describe and explain events, situations and developments relating to the nature of the Vikings' expansion and their interactions with different cultures. While this narrative defies any neat chronology, its overlapping developments should be studied through the five sections outlined below. In each of the sections the focus should be on the specific content identified.

Sections	Learners should study the following content:
Homelands	• The Vikings in Scandinavia: landscape, society and everyday life • Viking ships, seafaring and trade c.750 • Viking beliefs and rituals
Volga Vikings	• The changing nature of Viking (Rus) trade and settlement in Russia from c.750 • The nature of Viking trade and interaction with the Arab world • Viking relations with Constantinople and the Byzantine Empire
Raiders and Invaders	• The nature and causes of Viking raids in Britain, Ireland, the Scottish Islands and France, 793–850 • The nature of Viking warfare: warships, warriors and tactics • The 'great heathen army' in England and the establishment of Danelaw, 865–879
Settlers	• The nature and extent of Viking settlement in the British Isles and France • Viking life in Jorvik • The nature and extent of Viking settlement across the Atlantic including Iceland, Greenland and North America
Kings	• Harald Bluetooth, Jelling and the conversion of the Vikings to Christianity • Svein Forkbeard and his invasions of England • Cnut's Anglo-Scandinavian Empire, 1016–1035

The Mughal Empire, 1526–1707

2

This period study follows the unfolding narrative of Mughal power in India from 1526 to 1707, and in particular, the role of the first six emperors. Learners will need to understand the nature of the Mughal Empire in these years and be able to evaluate the role of the emperors in shaping its development. There are three consistent themes: the extension of the empire's territory; the rule of the emperors and its impact on the people; the personalities and enthusiasms of the emperors especially in religion, the arts and architecture.

Learners should be able to identify, describe and explain events, situations and developments relating to the nature of the empire and the role of the emperors. They should study the unfolding narrative through the five sections outlined below. In each of the sections the focus should be on the specific content identified.

Sections	Learners should study the following content:
The First Mughal Emperors, 1526–1556	• Babur and his invasion of northern India: the beginning of the Mughal Empire, 1526–1530 • The nature of the prize: northern India and its people c.1530 • Humayun, his struggle to retain control, and the condition of the Mughal Empire by 1556
Akbar, 1556–1605	• Akbar and the extension of the Mughal Empire during his reign, 1556–1605 • Akbar's court and his imperial administration • Akbar's search for knowledge and his religious policies
Jahangir, 1605–1627	• Jahangir, the influence of his wife Nur Jahan, and the impact of their rule • The Mughal economy and European traders • Jahangir's patronage of painting and the development of the Mughal miniature
Shah Jahan, 1627–1658	• Shah Jahan, the luxury of his court and the nature of his rule • Shah Jahan's patronage of building including the Taj Mahal and his new capital in Delhi • Shah Jahan's wars to extend the empire and the war of succession between Dara and Aurangzeb
Aurangzeb 1658–1707	• Aurangzeb and the impact of his religious piety • Aurangzeb's campaigns against the Marathas in the Deccan from 1681 and the consequences of these • The condition of the Mughal Empire at Aurangzeb's death in 1707

The Making of America, 1789–1900

This period study follows the unfolding narrative of the making of America from the inauguration of the first president in 1789 to the end of the nineteenth century when the USA was set to become the world's dominant power. Learners will need to understand how and why American territory expanded during these years and the relationship between this expansion and the cultures of indigenous Americans, African Americans and white Americans.

Learners should be able to identify, describe and explain events, situations and developments relating to these three cultures and the conflicts that arose between 1789 and 1900. They should study the unfolding narrative through the five sections outlined below. In each of the sections the focus should be on the specific content identified. Learners will not be required to demonstrate an understanding of political events other than ones which relate directly to the identified issues.

Sections	Learners should study the following content:
America's expansion 1789–1838	• How and why the USA expanded, from 1789 to 1838 • The expansion of southern cotton plantations and of slavery, 1793–1838 • The removal of indigenous people from the east, 1830–1838
The West 1839–1860	• The culture of the Native Americans of the Plains including a case study of the Lakota Sioux • The journeys of the early migrants to California and Oregon; the Mormon settlement of Utah • The nature and impact of the Californian Gold Rush (1848–1849) and the consequences of the Pikes Peak Gold Rush (1858–1859)
Civil War and Reconstruction 1861–1877	• Divisions over slavery and the causes of the Civil War • The African American experience of the Civil War, 1861–1865 • Reconstruction and continuing limitations to African American liberty
Settlement and conflict on the Plains 1861–1877	• The causes and nature of white American exploitation of the Plains: railroads, ranches and cow towns • Homesteaders: living and farming on the Plains • The Indian Wars including Little Crow's War (1862), Red Cloud's War (1865–1868) and the Great Sioux War (1876–1877)
American cultures 1877–1900	• Changes to the Native Americans of the Plains' way of life including the impact of reservations and the destruction of the buffalo • The impact of economic, social and political change on the lives of African Americans • The growth of big business, cities and mass migration

2c. The World Depth Study

Centres should choose one world depth study from the following: The First Crusade, c.1070–1100; Aztecs and the Spanish Conquest, 1519–1535; Living under Nazi Rule, 1933–1945.

2

Why does the world depth study matter?
The world depth study enables learners to develop an understanding of a traumatic short period in world history when different cultures or ideologies were in conflict. Each of the options is rich in contemporary sources and has been the subject of a wide range of interpretations. The world depth study therefore encourages learners to engage with the nature of evidence and the ways in which history is constructed.

What does the world depth study require?
The depth study requires learners to understand the interplay of political, military, religious, economic, social and cultural forces that bring societies and cultures into conflict. Learners should be able to identify and describe the main features of the different societies and cultures, and should develop an understanding of the diverse experiences of people at a time of conflict and trauma.

The world depth study should enable learners to analyse and evaluate a wide range of historical sources including documents, visual sources, artefacts, sites and oral testimony, as appropriate. In addition, learners should also be required to understand how and why different interpretations are constructed. A range of written and visual interpretations should be studied, including academic, educational, popular and fictional interpretations.

How is the world depth study structured?
Each study is structured around five sections. In most cases the sections are organised chronologically; however, where it helps historical understanding, some sections cover the same time-span and run in parallel.

Within each section, the specific focus of study should be on the specified bullet points. Some bullet points have a narrative structure and are designed to engage learners with particular events and developments. Others deepen learners' understanding by exploring particular features and situations.

Within each section, the specific focus of study should be on the specified bullet points. Despite the fact that the span of history covered by different bullet points may vary, the amount of content in each bullet point is designed to be broadly comparable and this will be reflected in the assessment. It is therefore important to allocate roughly equal amounts of teaching time to each bullet point of content.

Centres cannot take the following options together:

The Norman Conquest, 1065–1087 with The First Crusade, c.1070–1100.

The Elizabethans, 1580–1603 with Aztecs and the Spanish Conquest, 1519–1535.

Britain in Peace and War, 1900–1918 with Living Under Nazi Rule, 1933–1945.

These combinations are **prohibited** because both depth studies cannot be taken from the same era.

The First Crusade, c.1070–1100

This world depth study should enable learners to understand the causes, events and impact of the First Crusade. It explores the interplay of political, military, economic, social, religious and cultural forces that shaped the relationship between the Islamic world, the Byzantine Empire and Latin Christendom during the period c.1070–1100.

Learners should be able to identify and describe the main events of the First Crusade and should develop an understanding of the diverse lives and experiences of Muslims and Christians at that time.

The study should enable learners to engage with a range of historical sources that shed light on the First Crusade. It should also enable learners to understand different interpretations of aspects of the crusade.

Learners should study the five sections outlined below and the interplay between them. In each case, the focus should be on the specific content identified.

This option cannot be taken in combination with The Norman Conquest, 1065–1087.

Sections	Learners should study the following content:
Origins c.1070–1095	• The Islamic world, including its diversity and its relations with Christians • Pressures on the Byzantine Empire • Latin Christendom and the power of the papacy
Responses November 1095 to December 1096	• Urban II and the preaching of the First Crusade • Joining the First Crusade: who went and why • The People's Crusade and the challenges it faced
Into Asia Minor December 1096 to October 1097	• Alexios I and his negotiations with the crusade leaders • The siege of Nicaea and the Battle of Dorylaeum: the nature of Christian and Muslim warfare • The journey across Asia Minor: physical challenges and disunity among the leadership
Antioch October 1097 to June 1098	• The siege by the crusaders • The capture of Antioch: rivalries, strategies and atrocities • The events of June and the defeat of Kerbogha
Jerusalem July 1098 to July 1100	• Disputes, delays and the journey to Jerusalem • The capture of Jerusalem: preparations, tactics and the sack of the city • The establishment of the Kingdom of Jerusalem and the Muslim response

Aztecs and the Spanish Conquest, 1519–1535

2

This world depth study should enable learners to understand nature of the Aztec Empire in the reign of Moctezuma and the events following the Spanish invasion of Mexico in 1519. It explores the interplay of political, military, economic, social, religious and cultural forces that shaped the Aztec Empire and that determined the relationship between the Aztecs and the Spaniards after 1519.

Learners should be able to identify and describe the main features of the Aztec Empire and the Spanish conquest, and should develop an understanding of the diverse lives and experiences of people during the period 1519–1535.

The study should enable learners to engage with a range of historical sources that shed light on the Aztecs and the Spanish conquest. It should also enable learners to understand different interpretations of aspects of the Aztec Empire and the Spanish conquest.

Learners should study the five sections outlined below and the interplay between them. In each case, the focus should be on the specific content identified.

This option cannot be taken in combination with The Elizabethans, 1580–1603.

Sections	Learners should study the following content:
Moctezuma's Empire	• The extent and nature of Moctezuma's Aztec empire in 1519 • The wealth of empire: agriculture, crafts and trade • Centre of empire: the splendour of Tenochtitlan
Controlling the Empire	• Territorial expansion and the nature of warfare • Land, tribute and the role of elites • Aztec religion including beliefs, temples and sacrifice
Encounters	• Motives for Spanish expansion into the Caribbean and central America • Cortés: his expedition to Mexico and first encounter with the Aztecs, February 1519 to April 1519 • Dissatisfaction among Aztec subjects and Spanish alliances
Conquest, 1519–1521	• The Spanish in Tenochtitlan and the relationship between Cortés and Moctezuma • Hostilities: the capture and death of Moctezuma, and the Spanish flight from the city on 1 July 1520 • The siege of Tenochtitlan and reasons for the Spanish victory
The birth of New Spain	• The nature and impact of Spanish rule, including the Encomienda and the reorganisation of the tribute system • The role and conduct of the Church • Transformation of landscape and people: grazing animals, ecological devastation and *mestizos*

Living under Nazi Rule, 1933–1945

This world depth study should enable learners to understand the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe. It explores the interplay of political, economic, social, racial and cultural forces at work in these societies.

Learners should be able to identify and describe the main features of the period and should develop an understanding of the diverse lives and experiences of people during this traumatic time. Learners will not be required to demonstrate an understanding of the events of the Second World War other than ones which relate directly to the identified issues.

The study should enable learners to engage with a range of historical sources that shed light on people's experiences of living under Nazi rule. It should also enable learners to understand different interpretations of aspects of life under Nazi rule.

Learners should study the five sections outlined below and the interplay between them. In each case, the focus should be on the specific content identified.

This option cannot be taken in combination with Britain in Peace and War, 1900–1918.

Sections	Learners should study the following content:
Dictatorship	• Hitler and the Nazi Party in January 1933 • Establishing the dictatorship, January 1933 to July 1933 • Achieving total power, July 1933 to August 1934
Control and Opposition, 1933–1939	• The machinery of terror including the SS, the law courts, concentration camps and the Gestapo • The range and effectiveness of Nazi propaganda • Opposition to Nazi rule including the Left, church leaders and youth groups
Changing Lives, 1933–1939	• Work and home: the impact of Nazi policies on men and women • The lives of young people in Nazi Germany including education and youth movements • Nazi racial policy: the growing persecution of Jews
Germany in War	• The move to a war economy and its impact on the German people, 1939–1942 • Growing opposition from the German people including from elements within the army • The impact of total war on the German people, 1943–1945
Occupation	• The contrasting nature of Nazi rule in eastern and western Europe • The Holocaust, including the *Einsatzgruppen*, ghettos and the death camps • Responses to Nazi rule: collaboration, accommodation and resistance

2d. Prior knowledge, learning and progression

Learners in England who are beginning a GCSE (9–1) course are likely to have followed a Key Stage 3 programme of study. No prior knowledge of this subject is required.

GCSEs are qualifications that enable learners to progress to further qualifications either Vocational or General.

This qualification provides the ideal foundation for learners to progress to OCR AS and A Level History A.

Find out more at www.ocr.org.uk

3 Assessment of GCSE (9–1) in History B (Schools History Project)

3a. Forms of assessment

OCR's GCSE (9–1) History B (SHP) consists of three component groups, where learners take one component from each group. All components are externally assessed.

Component group 1 (Components 11–19)

The Thematic Study

The thematic study forms the first half of Paper 1: British History, and is worth 20% of the GCSE (9–1). The nature of the exam requires learners to demonstrate knowledge and understanding of the chosen theme within the context of wider changes in society. The emphasis is on historical knowledge and conceptual understanding. The assessment is designed to be both accessible and challenging. In each year, questions address a wide range of specification content and reward learners for drawing on any relevant knowledge.

Question 1 requires learners to show factual recall by answering three questions that target knowledge of significant detail from across the periods. Typical stems include "*Give one example of . . .*", "*Name one . . .*",

Question 2 requires learners to create their own structured account, selecting, organising and communicating their knowledge and understanding in a written narrative that is either chronological or that summarises a historical situation at a given point. This should be arranged by attention to second-order concepts such as, cause, consequence or similarity and difference. The stem used here will always be: "*Write a clear and organised summary that analyses. . .*"

Question 3 is an explanation task. Typical stems include: *"Why . . .?", "Why did . . .?", "What was the impact of . . .?", "What caused . . .?" "Why do you think . . .?"*

Question 4/5 offers a choice from two questions. This is a judgement task in response to a question asking *"How far"* the learner agrees with a given statement.

The British Depth Study

The British depth study forms the second half of Paper 1: British History, and is worth 20% of the GCSE (9–1). The nature of the exam requires learners to analyse, evaluate and make substantiated judgements about historical interpretations. The assessment is designed to be both accessible and challenging. In each year, questions address a wide range of specification content and reward learners for drawing on any relevant knowledge.

Question 6a requires analysis of a single interpretation. The emphasis in the task is on identifying and analysing features in the interpretation based on contextual knowledge and understanding. The task will provide a specific focus e.g. *"In Interpretation A the artist . . . Identify and explain one way in which the artist does this."*

Question 6b requires learners to identify an area of further research into an aspect of the historical situation or issue that is the focus of question 6a. They must also justify their choice. The stem will usually be "*If you were asked to do further research on [Interpretation A], what would you choose to investigate? Explain how this would help us to analyse and understand [topic in 6a]."*

Question 7 requires learners to explain how far and why two given interpretations differ. A typical stem is *"Interpretations B and C both focus on . . . . How far do they differ and what might explain any differences?"*

Question 8/9 offers a choice from two questions. This is a judgement task in response to a question asking *"How far"* the learner agrees with a quotation from a particular interpretation.

Component group 2 (Component 21)

History Around Us

The site study is assessed in a separate exam paper and is worth 20% of the GCSE (9–1). The exam requires learners to use the physical remains of the site and contextual knowledge to answer two questions from a choice of three.

Learners will be required to state the name of the site they have studied at the start of each answer.

The questions will be based on the aspects listed in the criteria for the selection of the site and the additional historical sources. Each question will combine elements from two or more aspects of the criteria. Learners will be expected to use their knowledge and understanding of the site to analyse and evaluate it in terms of the specific question set. The questions stems will vary, but the task will always state: *"Use physical features of the site as well as your own knowledge, to support your answer".*

In their responses, learners should be able to identify clearly which period(s) in their site's history they are discussing. This could be shown by the use of dates or terms such as 'in the period after 1750 . . .' or 'in the late fourteenth century . . .' or 'after the Reformation'."

There will be an additional 10 marks available for spelling, punctuation and grammar and the use of specialist terminology. Please see Section 3e for more information.

Component group 3 (Components 31–39)

The Period Study

The period study forms the first half of Paper 2: World History, and is worth 20% of the GCSE (9–1). The nature of the exam requires learners to demonstrate knowledge and understanding and to explain and analyse historical events in the period studied using second-order concepts, including changes and continuities, causes and consequences, and significance. The assessment is designed to be both accessible and challenging. In each year, questions address a wide range of specification content and reward learners for drawing on any relevant knowledge.

Question 1 requires learners to show factual recall by answering three questions that target knowledge of significant detail from across the sections. Typical stems include "*Give one example of . . .*", "*Name one . . .*",

Question 2 requires learners to create their own structured account, selecting, organising and communicating their knowledge and understanding in a written narrative that is either chronological or that summarises a historical situation at a given point. This should be arranged by attention to second-order concepts such as, cause, consequence or similarity and difference.. The stem used here will always be: *"Write a clear and organised summary that analyses . . ."*

Question 3 is an explanation task. Typical stems include: *"Why . . .?", "Why did . . .?", "What was the impact of . . .?", "What caused . . .?" "Why do you think . . .?"*

Question 4/5 offers a choice from two questions. This is a judgment task in response to a question asking *"How far"* the learner agrees with a given statement.

The World Depth Study

The world depth study forms the second half of Paper 3: World History, and is worth 20% of the GCSE (9–1). The nature of the exam requires learners to analyse and evaluate historical sources and interpretations and to reach substantiated judgments in response to views expressed in, or quotations from, historical interpretations. The assessment is designed to be both accessible and challenging. In each year, questions address a wide range of specification content and reward learners for drawing on any relevant knowledge.

Question 6 learners will be given a single source to analyse. Contextual information may be given but learners will be expected to go beyond this and use their own knowledge as well as internal features of the source to answer the question. The stem will always be *"What can this extract/data/object(s)/picture/*

photograph etc. tell us about . . .?" In your answer refer to the extract/data/object(s)/picture/ photograph and your own knowledge."

Question 7 learners will be asked how useful a collection of sources/interpretations is for a given line of enquiry. The stem for the task will always be *"How useful are B, C and D for a historian studying X ?"*.

Question 8/9 offers a choice from two questions. This is a judgement task in response to a question asking *"How far"* the learner agrees with a view from a particular interpretation.

3b. Assessment objectives (AOs)

There are 4 Assessment Objectives in OCR's GCSE (9–1) in History B (SHP). These are detailed in the table below.

Learners are expected to demonstrate their ability to:

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

AO weightings in OCR's GCSE (9–1) in History B (SHP)

The relationship between the Assessment Objectives and the components are shown in the following table:

Component	% of overall GCSE (9–1) in History B (J411)			
	AO1	AO2	AO3	AO4
Thematic study with British depth study (J411/11–19)	14%	13.5%	0	12.5%
History Around Us (J411/21)	6%	4%	10%	0
Period study with world depth study (J411/31–39)	15%	17.5%	5%	2.5%
Total	35%	35%	15%	15%

3c. Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study, and assessment. The total qualification time for GCSE History B is 140 hours. The total guided learning time is 120-140 hours.

3d. Qualification availability outside of England

This qualification is available in England. For Wales and Northern Ireland please check the Qualifications in Wales Portal (QIW) or the Northern Ireland Department of Education Performance Measures / Northern Ireland Entitlement Framework Qualifications Accreditation Number (NIEFQAN) list to see current availability.

3e. Language

This qualification is available in English only. All assessment materials are available in English only and all candidate work must be in English.

3f. Assessment availability

There will be one examination series available each year in May/June to **all** learners.

All examined components must be taken in the same examination series at the end of the course.

This specification will be certificated from the June 2018 examination series onwards.

3g. Retaking the qualification

Learners can retake the qualification as many times as they wish. They retake all components of the qualification.

3h. Assessment of extended response

The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

3i. Spelling, punctuation and grammar and the use of specialist terminology

In the specification as a whole, 5 per cent of the marks will be used to credit the accuracy of learners' spelling, punctuation and grammar and their use of specialist terminology (SPaG).

There will be 10 marks available for SPaG in Paper 2: History Around Us. These marks for SPaG are in addition to the total 200 marks for the assessment of GCSE (9–1) History B (SHP). The tasks in which SPaG is assessed will be extended responses and will be clearly indicated in assessment materials.

The marking expectations for spelling, punctuation and grammar and the use of specialist terminology (SPaG) can be found at the back of the mark schemes for these papers.

3j. Synoptic assessment

- Synoptic assessment is the learner's understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the GCSE (9–1) course.
- The emphasis of synoptic assessment is to encourage the understanding of History as a discipline.
- The SHP principles have governed content selection so that the taught course has a diversity of subject matter that reflects a range of concerns and content involved in the study of history.
- The combination of the different elements that make up GCSE (9–1) History B (SHP) provide a balance of overview and depth integrated with historical methodology that together promote the understanding of history as a discipline.

3k. Calculating qualification results

A learner's overall qualification grade for OCR GCSE (9–1) in History B (SHP) will be calculated by adding together their marks from the three components taken to give their total weighted mark. This mark will then be compared to the qualification level grade boundaries for the entry option taken and for the relevant exam series to determine the overall qualification grade.

4 Admin: What you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline. More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at: http://www.ocr.org.uk/administration

4a. Pre-assessment

Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking GCSE (9–1) History B (SHP) must be entered for one of the following entry options:

Entry option		Components		
Entry code	**Title**	**Code**	**Title**	**Assessment type**
J411 AA	History B (SHP) option AA	11	The People's Health, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		32	Viking Expansion, c.750–c.1050 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment
J411 AB	History B (SHP) option AB	11	The People's Health, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		33	Viking Expansion, c.750–c.1050 with Living under Nazi Rule, 1933–1945	External Assessment
J411 AC	History B (SHP) option AC	11	The People's Health, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		35	The Mughal Empire, 1526–1707 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J411 AD	History B (SHP) option AD	11	The People's Health, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		36	The Mughal Empire, 1526–1707 with Living under Nazi Rule, 1933–1945	External Assessment
J411 AE	History B (SHP) option AE	11	The People's Health, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		38	The Making of America, 1789–1900 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment
J411 AF	History B (SHP) option AF	11	The People's Health, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		39	The Making of America, 1789–1900 with Living under Nazi Rule, 1933–1945	External Assessment
J411 BA	History B (SHP) option BA	12	The People's Health, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		31	Viking Expansion, c.750–c.1050 with The First Crusade, c.1070–1100	External Assessment
J411 BB	History B (SHP) option BB	12	The People's Health, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		33	Viking Expansion, c.750–c.1050 with Living under Nazi Rule, 1933–1945	External Assessment
J411 BC	History B (SHP) option BC	12	The People's Health, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		34	The Mughal Empire, 1526–1707 with The First Crusade, c.1070–1100	External Assessment

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J411 BD	History B (SHP) option BD	12	The People's Health, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		36	The Mughal Empire, 1526–1707 with Living under Nazi Rule, 1933–1945	External Assessment
J411 BE	History B (SHP) option BE	12	The People's Health, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		37	The Making of America, 1789–1900 with The First Crusade, c.1010–1100	External Assessment
J411 BF	History B (SHP) option BF	12	The People's Health, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		39	The Making of America, 1789–1900 with Living under Nazi Rule, 1933–1945	External Assessment
J411 CA	History B (SHP) option CA	13	The People's Health, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		31	Viking Expansion, c.750–c.1050 with The First Crusade, c.1070–1100	External Assessment
J411 CB	History B (SHP) option CB	13	The People's Health, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		32	Viking Expansion, c.750–c.1050 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment
J411 CC	History B (SHP) option CC	13	The People's Health, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		34	The Mughal Empire, 1526–1707 with The First Crusade, c.1070–1100	External Assessment

Entry option		Components		
Entry code	**Title**	**Code**	**Title**	**Assessment type**
J411 CD	History B (SHP) option CD	13	The People's Health, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		35	The Mughal Empire, 1526–1707 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment
J411 CE	History B (SHP) option CE	13	The People's Health, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		37	The Making of America, 1789–1900 with The First Crusade, c.1010–1100	External Assessment
J411 CF	History B (SHP) option CF	13	The People's Health, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		38	The Making of America, 1789–1900 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment
J411 DA	History B (SHP) option DA	14	Crime and Punishment, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		32	Viking Expansion, c.750–c.1050 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment
J411 DB	History B (SHP) option DB	14	Crime and Punishment, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		33	Viking Expansion, c.750–c.1050 with Living under Nazi Rule, 1933–1945	External Assessment
J411 DC	History B (SHP) option DC	14	Crime and Punishment, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		35	The Mughal Empire, 1526–1707 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment

Entry option		Components		
Entry code	**Title**	**Code**	**Title**	**Assessment type**
J411 DD	History B (SHP) option DD	14	Crime and Punishment, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		36	The Mughal Empire, 1526–1707 with Living under Nazi Rule, 1933–1945	External Assessment
J411 DE	History B (SHP) option DE	14	Crime and Punishment, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		38	The Making of America, 1789–1900 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment
J411 DF	History B (SHP) option DF	14	Crime and Punishment, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		39	The Making of America, 1789–1900 with Living under Nazi Rule, 1933–1945	External Assessment
J411 EA	History B (SHP) option EA	15	Crime and Punishment, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		31	Viking Expansion, c.750–c.1050 with The First Crusade, c.1070–1100	External Assessment
J411 EB	History B (SHP) option EB	15	Crime and Punishment, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		33	Viking Expansion, c.750–c.1050 with Living under Nazi Rule, 1933–1945	External Assessment
J411 EC	History B (SHP) option EC	15	Crime and Punishment, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		34	The Mughal Empire, 1526–1707 with The First Crusade, c.1070–1100	External Assessment
J411 ED	History B (SHP) option ED	15	Crime and Punishment, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		36	The Mughal Empire, 1526–1707 with Living under Nazi Rule, 1933–1945	External Assessment

Entry option		Components		
Entry code	**Title**	**Code**	**Title**	**Assessment type**
J411 EE	History B (SHP) option EE	15	Crime and Punishment, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		37	The Making of America, 1789–1900 with The First Crusade, c.1010–1100	External Assessment
J411 EF	History B (SHP) option EF	15	Crime and Punishment, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		39	The Making of America, 1789–1900 with Living under Nazi Rule, 1933–1945	External Assessment
J411 FA	History B (SHP) option FA	16	Crime and Punishment, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		31	Viking Expansion, c.750–c.1050 with The First Crusade, c.1070–1100	External Assessment
J411 FB	History B (SHP) option FB	16	Crime and Punishment, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		32	Viking Expansion, c.750–c.1050 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment
J411 FC	History B (SHP) option FC	16	Crime and Punishment, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		34	The Mughal Empire, 1526–1707 with The First Crusade, c.1070–1100	External Assessment
J411 FD	History B (SHP) option FD	16	Crime and Punishment, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		35	The Mughal Empire, 1526–1707 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J411 FE	History B (SHP) option FE	16	Crime and Punishment, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		37	The Making of America, 1789–1900 with The First Crusade, c.1010–1100	External Assessment
J411 FF	History B (SHP) option FF	16	Crime and Punishment, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		38	The Making of America, 1789–1900 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment
J411 GA	History B (SHP) option GA	17	Migrants to Britain, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		32	Viking Expansion, c.750–c.1050 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment
J411 GB	History B (SHP) option GB	17	Migrants to Britain, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		33	Viking Expansion, c.750–c.1050 with Living under Nazi Rule, 1933–1945	External Assessment
J411 GC	History B (SHP) option GC	17	Migrants to Britain, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		35	The Mughal Empire, 1526–1707 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment
J411 GD	History B (SHP) option GD	17	Migrants to Britain, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		36	The Mughal Empire, 1526–1707 with Living under Nazi Rule, 1933–1945	External Assessment

Entry option		Components		
Entry code	**Title**	**Code**	**Title**	**Assessment type**
J411 GE	History B (SHP) option GE	17	Migrants to Britain, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		38	The Making of America, 1789–1900 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment
J411 GF	History B (SHP) option GF	17	Migrants to Britain, c.1250 to present with The Norman Conquest, 1065–1087	External Assessment
		21	History Around Us	External Assessment
		39	The Making of America, 1789–1900 with Living under Nazi Rule, 1933–1945	External Assessment
J411 HA	History B (SHP) option HA	18	Migrants to Britain, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		31	Viking Expansion, c.750–c.1050 with The First Crusade, c.1070–1100	External Assessment
J411 HB	History B (SHP) option HB	18	Migrants to Britain, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		33	Viking Expansion, c.750–c.1050 with Living under Nazi Rule, 1933–1945	External Assessment
J411 HC	History B (SHP) option HC	18	Migrants to Britain, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		34	The Mughal Empire, 1526–1707 with The First Crusade, c.1070–1100	External Assessment
J411 HD	History B (SHP) option HD	18	Migrants to Britain, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		36	The Mughal Empire, 1526–1707 with Living under Nazi Rule, 1933–1945	External Assessment
J411 HE	History B (SHP) option HE	18	Migrants to Britain, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		37	The Making of America, 1789–1900 with The First Crusade, c.1010–1100	External Assessment

Entry option		Components		
Entry code	**Title**	**Code**	**Title**	**Assessment type**
J411 HF	History B (SHP) option HF	18	Migrants to Britain, c.1250 to present with The Elizabethans, 1580–1603	External Assessment
		21	History Around Us	External Assessment
		39	The Making of America, 1789–1900 with Living under Nazi Rule, 1933–1945	External Assessment
J411 KA	History B (SHP) option KA	19	Migrants to Britain, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		31	Viking Expansion, c.750–c.1050 with The First Crusade, c.1070–1100	External Assessment
J411 KB	History B (SHP) option KB	19	Migrants to Britain, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		32	Viking Expansion, c.750–c.1050 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment
J411 KC	History B (SHP) option KC	19	Migrants to Britain, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		34	The Mughal Empire, 1526–1707 with The First Crusade, c.1070–1100	External Assessment
J411 KD	History B (SHP) option KD	19	Migrants to Britain, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		35	The Mughal Empire, 1526–1707 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment
J411 KE	History B (SHP) option KE	19	Migrants to Britain, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		37	The Making of America, 1789–1900 with The First Crusade, c.1010–1100	External Assessment

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J411 KF	History B (SHP) option KF	19	Migrants to Britain, c.1250 to present with Britain in Peace and War, 1900–1918	External Assessment
		21	History Around Us	External Assessment
		38	The Making of America, 1789–1900 with Aztecs and the Spanish Conquest, 1519–1535	External Assessment

Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website at: https://www.ocr.org.uk/administration/general-qualifications/assessment/

4b. Special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*.

4c. External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations*.

Approval of sites

Approval of the site used in History Around Us (21) is mandatory and centres must submit the chosen site to OCR for approval using the *History Around Us Site Proposal Form*. This form only needs to be submitted once by each centre. We will use your site submission for the lifetime of the specification or until you inform us of a change of site.

Centres **must** wait for approval after any new site form submission before teaching the History Around Us (21) component.

Exemplar completed Site Proposal Forms will be available on the OCR website, and should be referred to as a guide to the level of detail required.

Completed Site Proposal Forms will be available to examiners during the assessment of this topic.

Head of Centre Annual Declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

Private candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: http://www.ocr.org.uk

4d. Results and certificates

Grade scale

GCSE (9–1) qualifications are graded on the scale: 9–1, where 9 is the highest. Learners who fail to reach the minimum standard of 1 will be Unclassified (U).

Only subjects in which grades 9 to 1 are attained will be recorded on certificates.

Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the raw mark for each component
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for each entry option.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

4e. Post-results services

A number of post-results services are available:

- **Review of results** – If you are not happy with the outcome of a learner's results, centres may request a review of marking.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

4f. Malpractice

Any breach of the regulations for the conduct of examinations and non-exam assessment may constitute malpractice (which includes maladministration) and must be reported to OCR as soon as it is detected. Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

5 Appendices

5a. Grade descriptors

1. Grade 8

1.1 To achieve Grade 8 candidates will be able to:

- demonstrate relevant and comprehensive knowledge, using first order concepts, combined with a sophisticated understanding of key features and characteristics
- construct a convincing line of reasoning using second order concepts
- critically analyse and evaluate, to reach reasoned, substantiated judgements:
  - a range of sources, in context, to investigate historical issues
  - interpretations and why they may differ.

2. Grade 5

2.1 To achieve Grade 5 candidates will be able to:

- demonstrate mostly accurate and appropriate historical knowledge, using first order concepts, combined with a clear understanding of key features and characteristics
- construct a coherent line of reasoning using second order concepts
- analyse and provide some evaluation, to reach reasoned judgements, of:
  - a range of sources, in context, to investigate historical issues
  - interpretations and why they may differ.

3. Grade 2

3.1 To achieve Grade 2 candidates will be able to:

- Demonstrate generalised historical knowledge, using everyday language, and basic understanding of key features and characteristics
- Construct a basic line of reasoning with some reference to second order concepts
- Comprehend, to draw simple conclusions:
  - sources to provide some investigation of historical issues
  - interpretations to identify similarities and differences.

5b. Overlap with other qualifications

There is a small degree of overlap between the content of this specification and those for OCR's GCSE (9–1) History A (Explaining the Modern World) (J410).

5c. Accessibility

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ *Access Arrangements and Reasonable Adjustments.*

The GCSE (9–1) qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protected characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

5d. History Around Us Site Proposal Form

GCSE (9–1)

History B (SHP)

History Around Us Site Proposal Form

The purpose of this form is to ensure that the site used for History Around Us is suitable.

This form must be submitted to OCR before you begin teaching the History Around Us component. More information about this process, including details of the submission deadline for this form and expected turn-around times, can be found on the OCR website.

5

Complete the form electronically via the OCR website, www.ocr.org.uk

Centre Name	
Centre Number	
Staff Name	
Position at centre	
Contact email	
Contact telephone	
Year of entry	
Centre component group 1 option	
Centre component group 3 option	

September 2016

Oxford Cambridge and RSA Examinations

Site name

Please provide an explanation of how your site meets each of the following points and include the most appropriate visual images of your site. Refer to your images to justify your explanation of how the site meets the criteria.

a) The reasons for the location of the site within its surroundings

b) When and why people first created the site

c) The ways in which the site has changed over time

d) How the site has been used throughout its history

e) The diversity of activities and people associated with the site

f) The reasons for changes to the site and to the way it was used

g) Significant times in the site's past: peak activity, major developments, turning points

h) The significance of specific features in the physical remains at the site

i) The importance of the whole site either locally or nationally, as appropriate

j) The typicality of the site based on a comparison with other similar sites

k) What the site reveals about everyday life, attitudes and values in particular periods of history

l)	How the physical remains may prompt questions about the past and how historians frame these as valid historical enquiries
m)	How the physical remains can inform artistic reconstructions and other interpretations of the site
n)	The challenges and benefits of studying the historic environment

I confirm that my site:

- meets the criteria listed above
- does not overleap with any of my other study topics
- will allow access to the full range of marks.

Save and email later | Submit by email

5

Further information

If you have any concerns about the suitabilty of your site contact history@ocr.org.uk for further guidance.

OCR will confirm receipt of this History Around Us Site Proposal Form.

OCR may, on occasion, require further details of your site prior to approval, in which case we will contact you.

OCR will provide confirmation to you once your site is approved.

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Approval of the site used in History Around Us (21) is mandatory and centres must submit the chosen site to OCR for approval using the *History Around Us Site Proposal Form*. This form only needs to be submitted once by each centre. We will use your site submission for the lifetime of the specification or until you inform us of a change of site.

Centres **must** wait for approval after any new site form submission before teaching the History Around Us (21) component.

Summary of updates

Date	Version	Section	Title of section	Change
April 2018	1.1	i) Front cover ii) 4d	i) Disclaimer ii) Results and Certificates: Results	i) Addition of Disclaimer ii) Amend to Certification Titling
October 2019	1.2	i) 2c ii) 4c iii) 5d	i) Introduction to History Around Us ii) External assessment arrangements iii) History Around Us Site Proposal Form	i) Amend to wording regarding *History Around Us Site Proposal Form* ii) Amend to wording regarding *History Around Us Site Proposal Form* iii) Addition of wording regarding *History Around Us Site Proposal Form*
January 2020	1.3	1d 4e	How do I find out more information? Post-results services	Remove link to Social forum and replace with link for Online Support Centre Amend Enquiries about results to review of results
				Update to specification covers to meet digital accessibility standards
October 2022	1.4	2c	Introduction to the Thematic Study	Updating of some terminology
February 2023	1.5	3	Assessment of GCSE (9-1) in History B (Schools History Project)	Insertion of new section 3c. Total qualification time
December 2023	1.6	2c	Introduction to the Thematic Study	Update of terminology around Native Americans
March 2024	1.7	3d, 3e 4a Checklist	Qualification availability, Language Pre-assessment	Inclusion of disclaimer regarding availability and language Update to include resilience guidance Inclusion of Teach Cambridge
June 2026	2.0	Covers, page footers, section 1a and 4d 4a	 Pre-assessment	Updated covers, footers and certificate title to reflect the new Cambridge OCR brand. Inside cover includes statement: 'About our new name'. Minor rewording in generic section 1a. Removal of estimated entries wording.

Contact the team at:
01223 553998
history@ocr.org.uk
ocr.orguk

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Our resources do not represent any teaching method we expect you to use. We cannot be held responsible for any errors or omissions in our resources.