



# Humanities

## GUIDANCE ON DEVELOPING THE TEN SKILLS

VERSION 1 FEBRUARY 2012



## INTRODUCTION

Skills are central to this new qualification. The rationale refers to skills such as:

- analysis of complex issues
- interpretation
- research/applying enquiry skills
- independence of learning.

These need to be taught and will be assessed.

In the 'Aims and Learning Outcomes', some key skills are again specifically mentioned and these will play an important part in influencing the entire assessment process. One part of the examination paper setting process is to ensure that what is listed in the specification for assessment in 'skills' terms, is in fact assessed, and not just paid lip service to. The specific skills which those checking the question papers and their markschemes will expect to see covered in all papers are:

- Complex analysis
- Applying knowledge and understanding to reach own conclusions as to validity and coherence of evidence
- Differentiation between, and utilisation of, primary and secondary evidence
- Evidence evaluation
- Presenting evidence-based conclusions
- Proper referencing particularly in the research enquiry
- Development of a broad range of transferable skills.

The centrality of the role of skills to this qualification is made clear in section 1.4 of the specification. The 10 key skills which will be assessed are listed there. Centres should see training in those skills as central to their teaching

of these specifications, both discretely and as integrated parts of the course. The skills especially relevant to each unit are listed in the introduction at the start of each unit.

The ten skills which will be assessed are:

1. Independently generate an enquiry topic and question which is suitable in structure and scope
2. Plan, research and write independently
3. Independently identify, select, collate, review, utilise and evaluate a wide range of suitable evidence
4. Interpret quantitative data rigorously
5. Demonstrate understanding of the limitations of all types of evidence
6. Demonstrate appreciation of all types of evidence
7. Show confidence in the validity of their own interpretation of evidence
8. Recognise the value of other's work and draw on it, with appropriate recognition
9. Present their findings in a recognised academic format taking a synoptic approach at A2
10. Review and evaluate their own work and methodology.

## SKILL ONE: INDEPENDENTLY GENERATE AN ENQUIRY TOPIC AND QUESTION WHICH IS SUITABLE IN STRUCTURE AND SCOPE

This skill will be primarily assessed at A2, but there is a very strong case for basic training as part of the AS course, and it should in any event form a key precursor to the A2 course. Candidates need to be fully aware that fundamental to their (and it must be their) choice of topic is the need for that topic to fit the requirements of the assessment criteria. There is no point in a candidate taking on a topic which simply does not enable them to demonstrate the requisite skills and it will be necessary to ensure that all candidates understand fully what is being assessed.

The enquiry topic should:

- be chosen personally by the candidate. There must be clear evidence, endorsed by the centre, that the topic has been chosen by the individual concerned;
- personally interest the candidate. This is critical to a successful outcome. The reasons behind the choice should be well evidenced;
- provide scope for the candidate to determine an appropriate (ie interesting / relevant) question and hypothesis;
- enable the candidate to demonstrate a wide range of knowledge and understanding in accordance with the assessment criteria. A preliminary 'feasibility' study is needed prior to starting to ensure that this is possible;
- provide scope for the candidate to access, evaluate and interpret a wide range of different types of evidence / source material. Again there should be serious consideration of this prior to final choice of topic. Candidates should be well aware of what a

'wide range' is in this context;

- enable candidates to demonstrate planning, organisational skills and overcoming challenges in this respect. Evidence of a specific strategy for the final outcome, which is both coherent and appropriate, will be required;
- allow real skill in independent research and investigation to be demonstrated. This should be a central feature behind the choice of topic;
- enable candidates to move out of their comfort zone and work on unfamiliar areas/ topics;
- be completed on time, according to an agreed schedule. Any changes to the schedule need to be documented and reasons validated;
- enable the utilisation of different research methodologies. Again this should be a central consideration behind the choice;
- facilitate a genuinely interdisciplinary approach in which issues are viewed through different disciplinary 'lenses' / perspectives in order to make sense of them.. This must underpin the whole initial concept;
- lend itself to the production of a high quality written report appropriate for an A2 unit;
- lead to well evidenced conclusions based on thorough evaluation of a wide range of evidence. Again note the requirement for a 'wide range of evidence';
- enable learning to take place and for that to be demonstrated. The candidate needs to be able to demonstrate that they have really 'learned how to learn' (ie developed and honed their learning skills) as a part of the process.

It is vital that candidates are trained appropriately. Key skill areas that need to be addressed are:

- Planning and organisation of a major enquiry
- Research and study skills
- Identifying, selecting, collating, reviewing, utilising and evaluating evidence
- Evaluation of process and outcome.

#### TEACHER / SUPERVISOR ACTIVITIES

The most important function of teachers / supervisors is to assist with independent choice, stressing that it is the candidate's responsibility to choose their personal topic and ensure that it provides the necessary scope for satisfying the assessment criteria. As exemplification, it might be helpful to select (say) five topics (NB Topics not Titles) ranging from the totally unsuitable to the entirely appropriate. Remind candidates of the criteria which need to influence choice, such as providing a suitable and interesting question/hypothesis, interdisciplinarity, and the availability of a wide range of sources, basic feasibility in terms of planning and organisation etc, and then assess the potential, or otherwise, of each to the topics. Discussion of how the possible topics could be made into really workable ones should also be included.

## SKILL TWO: PLAN, RESEARCH AND WRITE INDEPENDENTLY

This skill has to be carefully evidenced and it is also critical that candidates are given comprehensive training along the lines detailed below.

**Candidates will need to be briefed carefully as to the meaning of 'independently' within the context of Skill Two. They need to understand that work submitted for formal assessment must be original to them.**

**Enquiry Planning.** This needs to be detailed. Candidates will need training in:

- determining an overall timescale with realistic start and finish dates;
- analysing the time available, taking into account exams / holidays etc.;
- allowing appropriate contingency time for unexpected interruptions / downtime;
- phasing the work from start to finish (with proposed completion dates for each phase) eg
  - Determining a suitable topic, question and hypothesis
  - Carrying out research
  - Interpretation and evaluation of research
  - Writing up the enquiry report
  - Evaluation of enquiry.

**Research.** Candidates will need training in:

- Where to access information
- How to access, collect, record and collate information
- How to carry out quantitative and qualitative research (eg using questionnaires / interviews)
- What might constitute a 'wide' range of evidence (eg different sources and types of evidence, meeting the interdisciplinary requirement)
- How others, e.g. journalists/scientists/teachers carry out different types of research
- How to deal with information overload
- The difference between research and

plagiarism and the need to note carefully the origin of information.

**Write.** Candidates will need training in:

- Planning a piece of writing
- The common elements present within academic written work (eg essays, reports)
- The nature, place and value of peer review, positive and negative criticism
- How to improve standards of writing progressively through to those expected at A2
- Acknowledging the work of others / avoiding plagiarism.

#### SUGGESTED ACTIVITIES

- Review of possible enquiry plans with analysis of strengths and weaknesses of each plan
- Evaluating research plans against assessment criteria
- Writing c500 words on a topic they have covered which interests them
- Assessing the piece of writing against 'academic' standards (teacher feedback, self/peer review).

### SKILL THREE: INDEPENDENTLY IDENTIFY, SELECT, COLLATE, REVIEW, UTILISE AND EVALUATE A WIDE RANGE OF SUITABLE EVIDENCE

OCR Moderators are trained to look carefully to ensure that each of the criteria listed in the descriptor above is met. 'Independently' is a key criterion here since it applies to all of the others. Candidates should be trained to reflect on each piece of evidence, be it newspaper article, interview notes, survey results etc and note carefully:

- Why and how it was identified by them
- Why it has been selected by them
- What information of value - if any - was gleaned from it
- How it fits into the final end product
- Its provenance and the method by which the evidence was gained
- How effective was the use made of it
- How better use could be made of it
- What they have learned to do as part of their research, and what they have learned not to do again in future!

Really stress how important it is to reflect on the process.

The 'wide range' of suitable evidence:

'Wide range' in this context means evidence of different types from various sources which will ultimately satisfy the interdisciplinary aspect of the qualification. Candidates must be able to demonstrate that they have considered their topic and question from all appropriate angles in order to reach balanced conclusions. For instance, an enquiry centred on a controversial local building proposal may have planning, environmental, economic, technical/scientific, political, historical/archaeological, social and possibly other implications and perspectives which will need to be considered.

Ensure that candidates are well aware of what a 'wide range' actually means in this context - bearing in mind that if this is the A2 Unit G104 Interdisciplinary Skills Research Enquiry, it will represent half an A2 in terms of 'content' and will be assessed at the same standard as an A2 paper. Expectations will therefore be high. Just a long list of randomly selected internet downloads will not do. Candidates really need to have a very clear picture of what a 'wide range' constitutes before they embark on a topic. What they wish to do simply might not be feasible in terms of the range of evidence available - they should be looking at topics which demand consideration from various different perspectives and for which plenty of source material is available.

#### SUGGESTED ACTIVITIES

- Group identifies possible topics (not titles)
- Topics are analysed for suitability and feasibility
- Topics are reviewed in terms of what might constitute a 'wide' range of research for them
- On an individual basis different types of possible evidence are brought in by each candidate and agreement reached on what sort of evidence is needed from the candidate to prove that it was independently:
  - Identified
  - Selected
  - Collated
  - Reviewed
  - Utilised
  - Evaluated.

### SKILL FOUR: INTERPRET QUANTITATIVE DATA RIGOROUSLY

This requires a good knowledge of how to deal with data in differing formats and in sufficient amounts to make analysis and interpretation skills relevant and useful.

Make sure that:

- Data collection, analysis and interpretation are built into the study of topics both at AS and A2
- Data is collected in different forms by candidates and collated by them
- Analysis and interpretation becomes the focus of attention once data is collected
- Data analysis and interpretation is primarily used during writing and reviewing process and that the candidates become comfortable with the use of data.

Candidates should:

- Understand different methods of data analysis
- Plan and then put data analysis into essays/ written work and review as necessary
- Understand what methods will best suit particular topics and questions
- Recognise weaknesses in data and how to draw appropriate conclusions.

#### SUGGESTED ACTIVITIES

Two topics, both of which have large amounts of data readily available from both official and non official/highly partisan sources, might be investigated.

1. The social and economic impact of widening access to post 16 education. Candidates should be asked to find data which could both support and oppose the view that widening access to education post 16 has brought social and economic benefits. They might start with the Sutton Trust site.
2. Election results since 1945. The case for and against electoral reform. Candidates should be asked to find data which brings out the merits and demerits of the current electoral system. They might start with the Electoral Reform Society's site.

## SKILL FIVE: DEMONSTRATE UNDERSTANDING OF THE LIMITATIONS ALL TYPES OF EVIDENCE

You may want to look at this skill in conjunction with Skill Six. The intention here is to train candidates to look at a variety of different types of evidence they may come across in their studies/research and learn how to reflect on what might be the flaws in this evidence and why they might be wise to have reservations about accepting evidence at face value. They might also consider what the evidence is not saying/has left out as well as what it is saying.

Types of evidence that might be considered:

- Secondary sources, where the candidate needs to reflect on:
  - The degree of objectivity / possible bias - is its intention to persuade, sell, criticise?
  - How reliable is the source/author? How to find out.
  - How recent is the evidence? How to find out.
  - How reliable is the research? How to find out.
  - How suitable is the work for their purposes?
  - What they think the author has left out.

- A similar analysis would need to be applied to:
  - Primary sources
  - Interviews
  - Statistics
  - Sampling/surveys
  - Newspaper reports
  - The internet
  - Encyclopaedias
  - Visual sources
  - Oral recollections
  - Observation
  - Questionnaires
  - Experiments.

### SUGGESTED ACTIVITIES

Candidates need to be trained in how to reflect on/evaluate/be suspicious of all types of evidence. For example:

**Secondary Sources.** The reformation/counter reformation could be selected here. Not only is there a huge amount of scholarly material on the internet, but also most good libraries can readily access the Catholic/Protestant/revisionist/traditional views.

**Primary sources/oral recollections/interviews/media coverage.** 'Hackgate' offers enormous potential here. Particularly in view of what some papers/individuals chose not to mention!

## SKILL SIX: APPRECIATION OF ALL TYPES OF EVIDENCE

It is important for candidates to show that they have considered how relevant and valuable all types of evidence are, and that they understand the advantages and disadvantages of different types of evidence. For example, a primary written document could be considered as very useful since it is permanent and unchanging. It has a disadvantage in that it cannot be developed further in itself; others sources must be used if the information within it is to be developed. Spoken evidence, such as an interview, could be considered as valuable since clarification can be sought by the interviewer, and further details acquired. Such evidence presents problems, however, since it is transient and not permanent.

- Sources beyond the internet should be used. Books and websites are likely to be the most popular and the most easily accessed, but other evidence should also be considered, such as artefacts, visual sources (e.g. films, paintings, photographs), works of literature, and oral sources (e.g. interviews, speeches).
- Candidates should also be aware of the difference between and value of primary and secondary sources, and undertake their own primary research.
- There should be a clear sense of engagement with both data collected during the enquiry and secondary sources.
- Candidates should make reference to the main theories and principles which are relevant to their enquiry. The reader should not be in the position of asking, "If they have researched this topic, why have they not mentioned x and y?"

### SUGGESTED ACTIVITIES

Activities which focus on source use and value could be undertaken, using real sources. Centre libraries or resource centres can be used for this. Candidates could assess how useful certain sources are for a given task. This offers good opportunities for group work.

The candidates could be given a task, and each group of candidates given a different source (eg internet-based / book / journal / magazine / painting / photographs etc.) They would then have to assess how useful their source would be for the given task. It might be worthwhile including some which have limited value to see if candidates can pick these out.

Some activities which focus on non-verbal texts could be useful. By asking what evidence images/paintings/photographs can provide, candidates can learn to use sources outside the written format.

## SKILL SEVEN: SHOW CONFIDENCE IN THE VALIDITY OF THEIR OWN INTERPRETATION OF EVIDENCE

Candidates should understand the precise meaning of 'validity' in the context of Humanities and Social Sciences research. Their investigation should follow a logical pattern from the formation of the enquiry question/hypothesis, through the research to conclusions which can be seen to develop logically from their work. Candidates should, where appropriate, undertake primary research but not as a 'box-ticking' exercise; it should be an intrinsic and necessary part of their work, rather than a 'bolt-on'.

Ways in which candidates can show confidence could include:

- Demonstrating a clear understanding of bias. This needs to be explicitly shown throughout the enquiry.
- Providing discussion of the rigour of the research and the reliability of the findings of the primary research along with evidence of the candidate being aware of (and possibly attempting to eliminate) variables in this.
- Supporting their own research through reference to generally acclaimed or accepted similar research done by others.
- Demonstrating the degree to which their research could be repeated with similar results.
- Constructing a convincing interpretation, using logical argument, in order to draw conclusions.

### SUGGESTED ACTIVITIES

Useful activities could centre on how different sources show bias or hidden messages.

Paintings of monarchs can be very useful in suggesting notions of power or wealth. Decoding such paintings and images might be a useful starting point.

Comparing reports/accounts of events from different sources is also useful e.g. comparing how tabloid and broadsheet newspapers reported the summer 2011 riots, or how local and national newspapers report the same sporting events.

A more challenging activity might be to compare promotional leaflets distributed by a range of political parties during an election campaign. Media techniques such as cropping (of images) to suggest rather than state an idea could be highlighted; candidates need to be aware of how cutting out details from a photo (not quite the same as airbrushing) can create a different response in the viewer.

## SKILL EIGHT: RECOGNISE THE VALUE OF OTHERS' WORK AND DRAW ON IT, WITH APPROPRIATE RECOGNITION

Candidates must be absolutely clear about plagiarism – what it is, how to avoid it and the penalties if they don't.

There is a distinct difference between using the work of others to support their own work, relying on it to 'pad out' their work, and copying it uncritically.

Techniques for avoiding plagiarism could include the following:

- All sources should be appropriately referenced – there must be a bibliography. Candidates need to be taught how to do this effectively. Harvard referencing is probably the most accessible system to use, but other methods may also be used.
- Images should be captioned, with footnotes and citations included appropriately.
- Using appropriately referenced secondary sources can be used to support candidates' work.
- Secondary sources should be evaluated for credibility, usefulness and bias; candidates need to be taught how to interrogate them carefully. This includes checking the reliability of the website/author – are they sponsored in any way? How reliable is a .com compared to a .org or .gov?
- Secondary source findings can be incorporated into the research by collation and cross-referencing with the candidates' own findings. Any contradictions should be thoroughly explored and explained.

### SUGGESTED ACTIVITIES

Activities which develop this skill could focus on work in the centre's library or resource centre.

Lists of random sources could be given to candidates, who then have to produce an accurately referenced bibliography. Texts with little or no referencing could be given and candidates then have to supply appropriate references.

Some guidance could be given on how to use free-standing and embedded quotations with references.

Exercises in providing footnotes and captions also would be beneficial.

Writing a review of secondary sources is a good strategy for candidates to use, and allows them to develop evaluation skills as well.

## SKILL NINE: PRESENT THEIR CONCLUSIONS IN A RECOGNISED ACADEMIC FORMAT TAKING A SYNOPTIC APPROACH AT A2

While it is not always necessary to follow a dissertation-style format, the final piece should be written, neatly presented and structured in a logical way. Candidates should undertake their research in an open-minded way, and the conclusions should follow logically from the research. Candidates should not, in any circumstances, attempt to impose their opinion on the research process in an attempt to 'prove' their hypothesis.

The following are features common to most formats, and candidates should endeavour to include them:

- There should be a title page and a list of contents
- There should be a logical structure to the finished enquiry report, using sections set out in a coherent sequence which leads the reader through the research.
- Pages must be numbered, and the document should ideally be word-processed rather than hand-written.
- It may include images or photographs with appropriate captions or references.
- A bibliography must be included.
- The work should be proof-read to eliminate errors of spelling, punctuation and grammar.
- It is considered a courtesy to acknowledge support given by tutors / supervisors.

### SUGGESTED ACTIVITIES

Some of the activities suggested elsewhere in this document could contribute towards developing this skill, such as how to construct a bibliography, how to add footnotes, numbering pages, etc.

Candidates could be given a checklist to complete to ensure that they have proof-read their work, added page numbers etc. The following website may be helpful.

[www.experiment-resources.com/write-a-research-paper.html](http://www.experiment-resources.com/write-a-research-paper.html)

## SKILL TEN: REVIEW AND EVALUATE THEIR OWN WORK AND METHODOLOGY

It is important that candidates remain critically aware of their own work and chosen methodology, which may mean that they demonstrate a degree of detachment from their research rather than being completely immersed in it. Candidates should take every opportunity to review and evaluate their work.

Ways in which candidates can do this could include:

- Considering the strengths and weaknesses of their chosen methodology, both before they start their enquiry and when they have completed it.
- Justification and explanation of why their methodology is the most appropriate.
- Reviewing their work at various stages throughout the enquiry. Peer review can be particularly useful for this.
- Evaluation which goes beyond explaining 'what I did'.
- Evaluation of each stage of the process, not just the findings. Some consideration should be given to the value or worth of each component in the completed enquiry.
- Questions such as which sources were the most useful, how did the strengths and weaknesses of the methodology impact on the enquiry and how relevant were the findings are all integral to the process of evaluation.
- Regular action planning – how well did I do this? What do I do next?

It is important that review and evaluation are seen as part of the process, not merely something to be done at the end.

### SUGGESTED ACTIVITIES

Activities which develop these skills could include:

- critically evaluating pieces of research done by others. This could be a group activity
- mid-term presentations of candidates' own research.

## SKILLS GLOSSARY

Term	Definition
Abstract	Brief summary / outline of major themes/issues of research paper, dissertation etc, containing its purpose and scope, main findings and conclusions. Also known as a synopsis.
Analyse	Examine (something) methodically and in detail, typically in order to explain and interpret it
Appropriate recognition	Ensuring that the research / ideas of others are properly recognised and credited in a piece of work, e.g. by inclusion in a footnote and / or bibliography.
Assessment criteria	Describe the basis on which a piece of work will be judged and how marks will be awarded for its content and quality.
Bias	An inbuilt preference for a particular view that may lead to an impartial, unfair, limited, or prejudiced account of an issue, event etc.
Bibliography	A detailed list identifying the research material used in preparing a dissertation / report etc, which allows the original sources to be examined directly or checked by a reader. It should generally include details of authors, dates of publication and the names/editions of the original publications (e.g. journals).
Citation	A reference made within a piece of work to another published or unpublished source, often for the purpose of providing authority to, or to substantiate, a particular view or assertion.
Collate	Bring together information from a variety of different sources.
Critical evaluation	Balanced, incisive judgement which is based on all available information and takes account of the actual value of its components as evidence.
Compare	To consider the relative similarities of evidence, events, individuals etc.
Conclusion	Summarising the main findings of a dissertation / report etc., offering valid comment on them and where appropriate, presenting a balanced view as to the answer to a research question.
Contrast	To consider the relative differences between evidence, events, individuals etc.
Data formats	Ways of presenting specific facts, statistics, or items of information; the material generated by a research project or study.eg tabulated data, charts, graphs etc.
Describe	Describe - provide an account (eg of a feature, event, situation) in a purely factual way, without analysis, explanation or comment.
Discuss	Present, explain and evaluate salient points (e.g. for / against an argument, assertion or proposition, in order to reach a balanced conclusion).
Enquiry topic	Broad topic chosen for research which should provide scope for meeting all of the relevant assessment objectives and criteria.
Evaluate	Make a judgement as to the quality, relevance, usefulness of evidence taking into account different factors like potential bias, authoritativeness, credibility etc. and using all available knowledge/experience. Processes and methods can be evaluated with regard to strengths and weaknesses and how effective they were.
Evidence	Data and information which can be used to examine issues, events, sources etc. and which may be used to support particular conclusions, decisions or courses of action.
Evidence appreciation	An indication that evidence has been fully appraised and its utility and provenance considered

Term	Definition
Explain	Provide an account (eg of a feature, event, situation) which includes an exposition of underlying reasons / processes (eg which led to a particular state of affairs)
Gantt Chart	A diagrammatic way of representing time, generally used for planning and tracking progress in projects / dissertations / enquiries.
Hypothesis	An assumed or proposed explanation for a defined situation which is used as the starting point for, and tested by, further investigation.
Illustrate	Present examples which help to clarify a particular point/issue.
Independent learning	Exists when the learner demonstrates motivation and self-discipline to achieve a goal / defined outcome and is able to work on their own with only broad guidance and minimal direction.
Interdisciplinary	Involving more than one branch of knowledge. It can also refer to research activity involving various subject areas in order to address a complex issue.
Interpret	Translate/explain the fundamentals of data / information / evidence in a form which is understandable for its audience.
Introduction	A brief statement at the beginning of a piece of work which lays out its purposes, aims and objectives.
Learning outcomes	The aims and objectives of a learning experience. Often described in terms of the knowledge and skills which the learner should demonstrate at the end of a course, usually in examinations or coursework.
Limitations of evidence	The extent to which particular pieces of data, information help to explain events, issues etc. Addressing limitations includes consideration of authorship, relevance, possible bias etc.
Log	A written record which shows the timeline and progress of an enquiry along with an appropriate commentary.
Methodology	An explanation and justification of the principles, practices, and procedures used in an enquiry.
Objectivity	The quality attached to material where possible bias, personal opinions and views have been eliminated in order to arrive at precise and impartial conclusions based on established fact.
Peer review	Review carried out by learners on the work of another learner.
PERT	Project Evaluation and Review Techniques
Plagiarism	Using someone else's work or ideas, unacknowledged, and presenting this as one's own. Appropriate references within work and /or in a bibliography are essential for all material derived from other than personal investigation / data collection.
Plan	A document or series of documents which are produced at the start of an enquiry showing what will be done and how it will be carried out. May be in written and / or diagrammatic form.
Primary sources	Material obtained from first-hand research accounts / investigations / reports rather than subsequent descriptions or analyses of such work.

Term	Definition
Questionnaire	A series of structured questions, usually presented in a printed document, devised to enable collection of primary evidence and which will provide analysable data to address the overall research question.
Rationale	The reasons for a course of action in an enquiry.
Research	Anything relating to the process of answering the questions(s) posed by an enquiry.
Research methodologies	The processes and practices used for the purposes of research.
Review	A survey of evidence / processes / methods / outcomes / conclusions, after the event, with the purpose of deciding what was effective or not.
Recognised academic format	An end product, such as an essay or dissertation / report in a form commonly used throughout higher education.
Referencing	The practice of precisely identifying and acknowledging sources, by providing captions, footnotes and a detailed bibliography which clearly link personal work to that done by others.
Sample	An entity that is representative of a whole. In a survey, this means selecting a group of people who represent a wider population in terms of age, gender, race and any other factors which may be relevant.
Secondary sources	Any document or material which is reporting on first-hand data / accounts / reports / investigations. They are essentially reviews / explanations / analyses etc.of someone else's original work.
Select	Make choice from a range of options.
Subjectivity	The quality attaching to a personal view or opinion. Such views and opinions may be biased or misconceived insofar as they are not necessarily based on established fact.
Supervisor	Anyone who supervises the production of an enquiry and may give appropriate guidance and instruction.
Survey	Similar in purpose to a questionnaire, but does not necessarily have such tightly structured questions (ie questions may be more open-ended or allow a response determined largely by the respondent).
Topic	The broad area to which an enquiry belongs. It is different from the research question which defines precisely what it is intended to investigate.
Topic feasibility	Denotes a judgement concerning the extent to which suggested research can realistically be completed and will provide an opportunity to satisfy the relevant assessment objectives and criteria.
Validity	The extent to which findings are soundly based and well-grounded in evidence.
Variable	A factor or condition that is subject to change. In statistics, it denotes a factor that has no fixed quantitative value.

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