INSTRUCTIONS TO TEACHERS

- For details of the level of control required for this assessment refer to Section 4 of the September 2012 specification.
- **Time Control:** 8 hours.
- **Word Recommendation:** 2000 words.
- Internally assessed marks **must** be submitted by 15 May 2013.
- This document consists of **12** pages. Any blank pages are indicated.

Teachers are responsible for ensuring that assessment is carried out against the Controlled Assessment set for the relevant examination series (detailed above).

Assessment evidence produced that does not reflect the relevant examination series will not be accepted.
Candidates complete ONE of the following tasks.

**Task 1: The Role of the Individual in History**

This task tests Assessment Objectives 1 (10 marks), 2 (15 marks) and 3 (25 marks).

1 **How far has the importance of individual X been exaggerated?**

   Use the sources you have researched, and your knowledge, to support and explain your answer. Your answer must show how aspects of the past have been interpreted and represented in different ways. [50]

**OR**

**Task 2: A Thematic Study in Twentieth Century History**

This task tests Assessment Objectives 1 (10 marks), 2 (15 marks) and 3 (25 marks).

2 **How far did change/development/event X have a beneficial impact on people’s lives in the period Y?**

   Use the sources you have researched, and your knowledge, to support and explain your answer. Your answer must show how aspects of the past have been interpreted and represented in different ways. [50]

**OR**

**Task 3: A Modern World Study**

This task tests Assessment Objectives 1 (10 marks), 2 (15 marks) and 3 (25 marks).

3 **How is X today a result of past events?**

   Use the sources you have researched, and your knowledge, to support and explain your answer. Your answer must show how aspects of the past have been interpreted and represented in different ways. [50]

**OR**

**Task 4: A Study in Depth**

This task tests Assessment Objectives 1 (10 marks), 2 (15 marks) and 3 (25 marks).

4 **How far was X the most important change/event/development during the period Y?**

   Use the sources you have researched, and your knowledge, to support and explain your answer. Your answer must show how aspects of the past have been interpreted and represented in different ways. [50]
GUIDANCE FOR CANDIDATES

IMPORTANT NOTE FOR TEACHERS: Some of the wording of this guidance may need to be changed by you before it is given to candidates. It is important that the wording matches the final question being used.

Option 1: The Role of the Individual in History

Candidates must not base their work on content that they will study for their examined units.

- Select sources that will be useful for answering the question. Leave out material that is not relevant to the question.

- Then you need to plan your answer – some of the notes below will help you to do this.

- Remember – the most important thing you must do is answer the question. Do not simply tell the story of the life of your individual or write down everything you know about him or her. Try and keep to the question all the way through your answer.

- You have to reach a judgement about whether the importance of your individual has been exaggerated. You will need to explain claims that have been made about the importance of your individual. Make a case for them being important.

- You also need to test these claims about importance. This can be done by using evidence from sources or by looking at the other views. Try and use criteria to help you make judgements. Try to test claims about importance in the main part of your answer. Do not leave this until the end.

- Throughout your answer you should support your arguments with evidence from sources. You should also try and evaluate these sources and explain how useful they have been in helping you answer the question.

- There will be different views about the importance of your individual. He or she will have been interpreted and represented in different ways. You should try to bring some of these interpretations and representations into your answer. How and why do they differ? Do you agree with them?

- You will need to write a conclusion summing up your main views about the question – how important was your individual, and why? You should have made clear, and supported, your views about this before you come to the conclusion. Make sure you support your conclusion with evidence.

- You should aim to write about 2000 words.

- And remember – all you have to do is answer the question! The examiner does not want you to write down everything you know about the individual.
Option 2: A Thematic Study in Twentieth Century History

Candidates must not base their work on content that they will study for their examined units.

- Select sources that will be useful for answering the question. Leave out material that is not relevant to the question.
- Then you need to plan your answer – some of the notes below will help you to do this.
- Remember – the most important thing you must do is answer the question. Do not simply write down the story of the theme you have been studying or just describe the changes that took place. Try and keep to the question all the way through your answer.
- You have to reach a judgement about how far a change or a development or an event had a beneficial impact on people’s lives.
- You will need to explain ways in which the change/development/event improved the lives of people.
- You also need to explain whether the change/development/event only improved the lives of some types of people – did everyone benefit? Were there ways in which some people suffered because of the change/development/event?
- Throughout your answer you should support your arguments with evidence from sources. You should also try and evaluate these sources and explain how useful they have been in helping you answer the question.
- There might be different views about the impact of the change/development/event. You should try to bring some of these interpretations and representations into your answer. How and why do they differ? Do you agree with them?
- You will need to write a conclusion summing up your main views about the question – did the change/development/event improve the lives of people overall? Did it do this for most people? You should have made clear, and supported, your views about this before you come to the conclusion. Make sure you support your conclusion with evidence.
- You should aim to write about 2000 words.
- And remember – all you have to do is answer the question! The examiner does not want you to write down everything you know about the theme you have been studying.
Option 3: Modern World Study

Candidates must not base their work on content that they will study for their examined units.

- Select sources that will be useful for answering the question. Leave out material that is not relevant to the question.

- Then you need to plan your answer – some of the notes below will help you to do this.

- Remember – the most important thing you must do is answer the question. Do not simply tell the story of your modern world study or write down everything you know about it. Try and keep to the question all the way through your answer.

- You have to explain how X today is the result of past events. How far you go back is up to you but make sure you do not simply write the story of what has happened over the last 50 or so years.

- You will need to explain what the situation today is.

- You then need to explain a number of reasons why X is like this today. Try and divide it up into different aspects and explain one aspect at a time. Be careful not to write a chronological account.

- You should also try and explain if you think any of your reasons are more important than others. Why are they more important?

- Throughout your answer you should support your arguments with evidence from sources. You should also try and evaluate these sources and explain how useful they have been in helping you answer the question.

- There might be different views about why X is as it is today. It will have been interpreted and represented in different ways. You should try to bring some of these interpretations and representations into your answer. How and why do they differ? Do you agree with them?

- You will need to write a conclusion summing up your main views about the question – why is X like it is today? This includes explaining which are the most important reasons. You should have made clear, and supported, your views about this before you come to the conclusion. Make sure you support your conclusion with evidence.

- You should aim to write about 2000 words.

- And remember – all you have to do is answer the question! The examiner does not want you to write down everything you know about the modern world study.
Option 4: A Study in Depth

Candidates must not base their work on content that they will study for their examined units.

- Select sources that will be useful for answering the question. Leave out material that is not relevant to the question.
- Then you need to plan your answer – some of the notes below will help you to do this.
- Remember – the most important thing you must do is answer the question. Do not simply write down everything you know about your Study in Depth. Try and keep to the question all the way through your answer.
- You have to reach a judgement about how far the named change/development/event was the most important one during the period you have studied.
- You will need to explain why it was important. Do not try to write about too many reasons, for example, it is better to explain three reasons properly than explain seven or eight reasons very briefly. Be careful not to write a chronological account.
- You then need to compare the importance of your change/development/event with the importance of one or two other changes/developments/events. Try and use some criteria for importance.
- Throughout your answer you should support your arguments with evidence from sources. You should also try and evaluate these sources and explain how useful they have been in helping you answer the question.
- There will be different views about how important these changes/developments/events were. You should try to bring some of these interpretations and representations into your answer. How and why do they differ? Do you agree with them?
- You will need to write a conclusion summing up your main views about the question – was your change/development/event more important than others? You should have made clear, and supported, your views about this before you come to the conclusion. Make sure you support your conclusion with evidence.
- You should aim to write about 2000 words.
- And remember – all you have to do is answer the question! The examiner does not want you to write down everything you know about the Study in Depth.
Candidates can complete the task at any time during the course of study. It is expected, however, that candidates will complete the task either towards the end, or immediately after, the completion of the relevant learning programme. Candidates should have completed a learning programme on one of the following:

- The Role of the Individual in History
- A Thematic Study in Twentieth Century History
- A Modern World Study
- A Study in Depth

It is important that the learning programme is designed to allow candidates to acquire and develop the relevant knowledge, understanding and skills. Teachers should take note of the targets for each task and should study the requirements of the mark scheme before planning the learning programme. The learning programme should involve a broad study of the chosen option, it should not be narrowly targeted on this year's question. A 'broad study' will involve investigating all of the Focus Points listed for the chosen option in the specification. Further guidance is provided in the Teachers' Guide to Controlled Assessment.

Candidates have 8 hours to complete the task. This must be done under controlled conditions. Candidates can be given the task one week before the 8 hours begins. They are allowed to complete a small amount of very general planning before the 8 hours begins. When the 8 hours commences they can bring in with them only very general planning eg on one sheet of paper.

Teachers should make available to candidates during the 8 hours a sufficient range of resources. This might include: class notes, textbooks, reference books, source material, other resources. It is expected that candidates will complete the tasks in normal lesson time over a number of weeks. Candidates will need to spend some of this time on preparation – research, selecting relevant material, note-taking, planning and drafting; and some of the time on the writing-up of their final answer.

It is the responsibility of Centre staff to ensure that the work that candidates submit is their own individual work. It should be completed under direct teacher supervision. Detailed guidance on the controls that should be set in place is given in the specification and in the Teachers Guide to Controlled Assessment.

The appropriate ‘Guidance for Candidates’ should be given to candidates. They can refer to this throughout the 8 hours. Extra advice cannot be added to it.

Tasks should be adapted as follows:

**The Role of the Individual in History:** How far has the importance of individual X been exaggerated?

The individual has to be named. A subject area can also be added as below, or it can be left open.

Example: How far has the importance of Martin Luther King to the Civil Rights movement in the USA been exaggerated?

NB This question is not intended to require knowledge of particular historians and their views. Candidates are expected to be aware of the claims that have been put forward about why the individual was important. The candidate is expected to test these using their knowledge and evidence from sources.
A **Thematic Study in Twentieth Century History**: How far did change/development/event X have a beneficial impact on people’s lives in the period Y?

A change, development or event needs to be named. It cannot be an individual. The period needs to be identified and a context, for example a country will need to be identified.

Example: How far did developments in warfare in the second half of the nineteenth century have a beneficial impact on people?

A **Modern World Study**: How is X today a result of past events?

An issue/situation/development today will need to be named. The period which candidates have to cover can also be identified.

Example: How is the situation today between Israel and the Palestinians a result of past events?

A **Study in Depth**: How far was X the most important change/event/development during the period Y?

The change/event or development will need to be identified. It cannot be an individual. The period will need to be identified. It will also be necessary to identify a context, for example, a country.

Example: How far was the Treaty of Versailles the most important factor in German history between 1918 and 1933?
MARKING CRITERIA FOR CONTROLLED ASSESSMENTS

How to use the mark scheme

- Each band descriptor covers all the relevant assessment objectives.
- The descriptors should be read and applied as a whole.
- Make a best-fit match between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- The extent to which the statements within the band have been achieved
- The quality of written communication.

For example:

- An answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band.
- An answer that meets many of the requirements of the band descriptor but never does so in a convincing manner should be placed in the middle of the band.
- If an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band.
### Controlled Assessment Marking Criteria

**Target: AOs 1, 2 and 3.**

**Band 0:** Candidates:
- Submit no evidence or fail to address the question.  
  
**Band 1:** Candidates:
- Demonstrate little relevant contextual knowledge
- Demonstrate limited ability to select and organise information
- Describe a few key features, reasons, results and changes of the societies, events, people and situations studied. The work contains some relevant material but this is not often deployed relevantly and there are no effective comparisons or links
- Extract some information from sources
- Describe a few surface features of representations and interpretations
- Write relatively little or it is of some length but the content is not focussed on the task.
  
**Band 2:** Candidates:
- Demonstrate some, but limited, contextual knowledge
- Select and organise some relevant material. This is only sometimes deployed relevantly
- Identify and describe key features, reasons, results and changes of the societies, events, people and situations studied but with little awareness of the broad context. There is some structure in the descriptions. Attempts are made at obvious points of comparison or links
- Attempt conclusions but these are asserted and not supported
- Explicitly use sources, but these are used uncritically (or attempts at evaluation are basic) and at face value and are not used to support arguments. Can identify some agreements and disagreements between sources
- Show understanding of representations and interpretations at a surface level. They can describe some features of the representations and interpretations. Can identify some differences/similarities. Can begin to identify some reasons for these differences although these will not be explained or supported
- Present work that lacks precision and succinctness.

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<tr>
<th>Band 0</th>
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<tbody>
<tr>
<td>Band 1</td>
<td>[1–12]</td>
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<td>Band 2</td>
<td>[13–23]</td>
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</tbody>
</table>
### Band 3: Candidates:
- Demonstrate and select some relevant contextual knowledge and mostly deploy it relevantly to support parts of their answers
- Select and organise mostly relevant information, much of it deployed relevantly
- Demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations studied with some awareness of the broad context. They produce structured descriptions and explanations. Reasonable comparisons/links are made and conclusions have some support although these are not always well substantiated
- Interpret some sources and make explicit use of sources to support arguments. They begin to evaluate the sources but this is often not integrated into their arguments
- Show some understanding of representations and interpretations. They demonstrate the ability to make some inferences from representations and interpretations and to explain the reasons for some of the more obvious differences and similarities between at least two representations and interpretations
- Write with some precision or succinctness.

### Band 4: Candidates:
- Select and deploy mostly relevant and accurate contextual knowledge to support parts of their answers
- Select a range of relevant information which is generally well organised and deployed relevantly. They demonstrate a reasonable understanding of the significance of key features, reasons, results and changes of the societies, events, people and situations studied with awareness of the broad context. They have some understanding of interrelationships in the period studied. They can produce developed and reasoned and supported conclusions
- Effectively interpret, use and evaluate a range of sources. Evidence is used to support arguments and conclusions
- Show a satisfactory understanding of a range of representations and interpretations. They demonstrate the ability to interpret and infer from representations and interpretations, and to explain some differences and similarities across several representations and interpretations. Show some understanding of why societies/events/situations/people have been represented and interpreted in different/similar ways. They can make some valid use of at least one of the following in their explanations: purpose, audience, context, medium, access to information
- Write with precision or succinctness.
**Band 5:** Candidates:

- Select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers
- Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions. They demonstrate a good understanding of key features, reasons, results and changes of the societies, events, people and situations studied. They demonstrate an awareness of the importance of the broad context and of interrelationships in the period studied. They produce well developed, well reasoned and well supported conclusions
- Effectively and rigorously evaluate and use a broad range of sources in their historical context to investigate and to support effectively arguments and conclusions
- Show a good understanding of a range of representations and interpretations. They demonstrate a high level of ability to interpret and infer from representations and interpretations, and to clearly explain several differences and similarities across a range of representations and interpretations. They show a good understanding of why societies/events/situations/people have been represented and interpreted in different/similar ways. They make good use of some of the following in their explanations: purpose, audience, context, medium, access to information
- Write with precision and succinctness.

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