

OCR B (SHP) History GCSE

Assessment Guide

PAPER 1 (40%)	PAPER 2 (20%)	PAPER 3
<ul style="list-style-type: none">• Thematic study• Depth study• 40 marks each (80 marks total)• 1 hour 45 minutes	<ul style="list-style-type: none">• History Around Us• 40 marks + 10 marks SPaG*• 1 hour	<ul style="list-style-type: none">• Period study• World Depth study• 40 marks each (80 marks total)• 1 hour 45 minutes

Paper 1: Thematic Study (50 mins)

Question	Notes on question format	Timing	Features of strong answers	What is being assessed?
<p>Q. 1 Three quick factual recall questions [3 marks]</p>	<ul style="list-style-type: none"> Typically, the stem will be <i>Give one example of..., Name one...</i> Questions will cover 3 of the 4 periods and will be in chronological order 	2 mins	<ul style="list-style-type: none"> Single word / phrase answers. Clear and precise answers. 	<ul style="list-style-type: none"> AO1 Knowledge and understanding
<p>Q. 2 A clear and organised summary that analyses ... [9 marks]</p>	<ul style="list-style-type: none"> Always has the same stem: <i>Write a clear and organised summary that analyses...</i> The question will always say <i>Support your summary with examples</i> Requires students to write a structured account using one or more second-order concepts 	12 mins	<ul style="list-style-type: none"> The structure will depend on the question set. Some answers will take the form of an analytical narrative while other responses will be a summary of a situation at a given point. The format will vary. Some strong responses will use one long paragraph while others will use two/three shorter paragraphs. There is no need for a conclusion. The analysis is shown by the use of one or more second order concepts e.g. change/continuity, diversity, causation. A clear structure and precise knowledge are needed 	<ul style="list-style-type: none"> AO1 Knowledge and understanding AO2 Analysing using second-order historical concepts
<p>Q. 3 Explanation question [10 marks]</p>	<ul style="list-style-type: none"> Variety of possible question stems e.g. <i>Why...?, Why did...?, What was the impact of...?, What caused...?, Why do you think...?</i> Always focused on some sort of explanation which will be based on a second order concept (typically, causation, consequence, significance) 	13 mins	<ul style="list-style-type: none"> Important that each part of the explanation is linked to give a clear, coherent and sustained response to the question (i.e. not just a list of points). Each significant part of the explanation could form a separate paragraph. There is no need for a conclusion A clear structure and precise knowledge are needed. 	<ul style="list-style-type: none"> AO1 Knowledge and understanding AO2 Explaining using second-order historical concepts
<p>Q. 4 or Q.5 Judgement question [18 marks]</p>	<ul style="list-style-type: none"> Requires students to make a judgment on a significant issue Could be asked to engage with a quotation or a statement Questions will typically be designed to analyse change over time or the relative importance of different factors. 	23 mins	<ul style="list-style-type: none"> A judgement on the given issue that directly addresses the question and that is clear, sustained and well-supported. There is a strong sense that the student has a clear judgement in mind before they start to write. Reasons for agreeing and disagreeing are both considered. The two sides of the argument do not need to be given equal consideration however. Starts with a clear statement of the overall judgement and supports the judgement with several well substantiated paragraphs. Could end with a conclusion summarising the reasons for the judgement made or a resounding final paragraph that clearly drives home the strongest reason for the judgement. 	<ul style="list-style-type: none"> AO1 Knowledge and understanding AO2 Analysing and explaining using second-order historical concepts

Paper 1: British Depth Study (55 mins)

Question	Notes on question format	Timing	Features of strong answers	What is being assessed?
<p>Q. 6a Identify how an interpretation is constructed</p> <p>[3 marks]</p>	<ul style="list-style-type: none"> A written or visual interpretations will be used The question will always explain what the interpreter was trying to achieve and will ask the student to identify one way she does this 	5 mins	<ul style="list-style-type: none"> One mark for correct identification of a feature in the interpretation that relates to the question. Either picks out a specific feature in the image or text and developed the explanation by making 2 or 3 points about it OR identifies a more general feature and gives 2 or 3 examples relating to this. 	<ul style="list-style-type: none"> AO4 Interpretations
<p>Q. 6b Further research of an issue</p> <p>[5 marks]</p>	<ul style="list-style-type: none"> Tests whether students can suggest valid lines of enquiry Marked against AO1 and AO2 so nothing to do with the interpretation itself. 	10 mins	<ul style="list-style-type: none"> Makes a direct link to a feature of the interpretation and uses this to suggest a valid area of research. <i>There are no marks for this but it will help students to find a focus.</i> In justifying this focus, uses at least two precise examples of additional knowledge of the period e.g. terms or references to people, events or situations. Shows a grasp of a second order concept (although there is no need to use terms such as 'change', 'causation', diversity...) 	<ul style="list-style-type: none"> AO1 Knowledge and understanding AO2 Analysing and explaining using second-order historical concepts
<p>Q. 7 Asks how far and why two interpretations differ</p> <p>[12 marks]</p>	<ul style="list-style-type: none"> Written or visual interpretations will be used The interpretations for Q7 will be on a different topic to Q6. Typically, the stem will be <i>Interpretations B and C both focus on...How far do they differ and what might explain any differences?</i> 	15 mins	<ul style="list-style-type: none"> Responses will address: what each interpretation says or shows; how similar or different they are; reasons for this. In explaining how far the interpretations differ students could consider e.g. the overall message, details within the interpretation, points of emphasis and overall style/ tone In explaining why the interpretations differ students could consider one or more of: nature, purpose, audience, the context in which the interpretation was created. 	<ul style="list-style-type: none"> AO4 Interpretations
<p>Q. 8 or Q. 9 Judgement question in response to a quotation or summarised view</p> <p>[20 marks]</p>	<ul style="list-style-type: none"> Requires students to make a judgement in response to a quotation or summarised view from a given interpretation 	25 mins	<ul style="list-style-type: none"> A judgement on the given interpretation that directly addresses the question and that is clear, sustained and well-supported. There is a strong sense that the student has a clear judgement in mind before they start to write. Reasons for agreeing and disagreeing are both considered. The two sides of the argument do not need to be given equal consideration, however. Starts with a clear statement of the overall judgement and supports the judgement with several well substantiated paragraphs. Could end with a conclusion summarising the reasons for the judgement made or a resounding final paragraph that clearly drives home the strongest reason for the judgement. Some may critique the authorship, purpose and context of the interpretation, but full marks can be awarded without doing this. 	<ul style="list-style-type: none"> AO1 Knowledge and understanding AO2 Analysing and explaining using second-order historical concepts AO4 Interpretations

Paper 2: History Around Us (1 hour)

Question	Notes on question format	Timing	Features of strong answers	What is being assessed?
<p>Qs 1, 2 or 3</p> <p>Choice from three questions</p> <p>Questions reflect the criteria from the site selection</p> <p>[20 marks + 5 for SPAG]</p>	<ul style="list-style-type: none"> Students must answer 2 out of 3 questions. Students will always be asked to <i>use physical feature of site as well as your own knowledge</i> Questions will often combine criteria to prevent rote-learned answers 	<p>30 mins</p>	<ul style="list-style-type: none"> Considers the question carefully and addresses it directly. Uses references to specific physical features of the site and its history to support a sustained and convincing explanation. Other supporting sources e.g. documents, artefacts or oral testimony may also be used to support the explanation. Includes clear descriptions of the specific physical features selected using e.g. precise terms, locations and possibly annotated drawings. Gives clear reasons why the specific features selected provide valid evidence in relation to the question. Demonstrates detailed knowledge of the site's history and its wider context Uses accurate, spelling, grammar and punctuation and a good range of specialist terms. 	<ul style="list-style-type: none"> AO1 Knowledge and understanding AO2 Analysing and explaining using second-order historical concepts AO3 Sources

Paper 3: Period Study (50 mins)

Question	Notes on question format	Timing	Features of strong answers	What is being assessed?
<p>Q. 1 Three quick factual recall questions</p> <p>[3 marks]</p>	<ul style="list-style-type: none"> Typically, the stem will be <i>Give one example of..., Name one...</i> Questions will cover 3 of the five sections in the study 	2 mins	<ul style="list-style-type: none"> Single word / phrase answers. Clear and precise answers. 	<ul style="list-style-type: none"> AO1 Knowledge and understanding
<p>Q. 2 A clear and organised summary that analyses ...</p> <p>[9 marks]</p>	<ul style="list-style-type: none"> Always has the same stem: <i>Write a clear and organised summary that analyses...</i> The question will always say <i>Support your summary with examples</i> Requires students to write a structured account using one or more second-order concepts 	12 mins	<ul style="list-style-type: none"> The structure will depend on the question set. Some answers will take the form of an analytical narrative while other responses will be a summary of a situation at a given point. The format will vary. Some strong responses will use one long paragraph while others will use two/three shorter paragraphs. There is no need for a conclusion. The analysis is shown by the use of one or more second order concepts e.g. change/continuity, diversity, causation. A clear structure and precise knowledge are needed 	<ul style="list-style-type: none"> AO1 Knowledge and understanding AO2 Analysing using second-order historical concepts
<p>Q.3 Explanation question</p> <p>[10marks]</p>	<ul style="list-style-type: none"> Variety of possible question stems e.g. <i>Why...?, Why did...?, What was the impact of...?, What caused...?, Why do you think...?</i> Always focused on some sort of explanation which will be based on a second order concept (typically causation, consequence, significance) 	13 mins	<ul style="list-style-type: none"> Important that each part of the explanation is linked to give a clear, coherent and sustained response to the question (i.e. not just a list of points). Each significant part of the explanation could form a separate paragraph. There is no need for a conclusion A clear structure and precise knowledge are needed. 	<ul style="list-style-type: none"> AO1 Knowledge and understanding AO2 Explaining using second-order historical concepts
<p>Q. 4 or Q.5 Judgement Question</p> <p>[18 marks]</p>	<ul style="list-style-type: none"> Requires students to make a judgment on a significant issue Could be asked to engage with a quotation or a statement Each question will usually relate to one of the sections in the specification and will allow students to draw on their knowledge of one or more of the three bullet points which define the section in the specification 	23 mins	<ul style="list-style-type: none"> A judgement on the given issue that directly addresses the question and that is clear, sustained and well-supported. There is a strong sense that the student has a clear judgement in mind before they start to write. Reasons for agreeing and disagreeing are both considered. The two sides of the argument do not need to be given equal consideration however. Starts with a clear statement of the overall judgement and supports the judgement with several well substantiated paragraphs. Could end with a conclusion summarising the reasons for the judgement made or a resounding final paragraph that clearly drives home the strongest reason for the judgement. 	<ul style="list-style-type: none"> AO1 Knowledge and understanding AO2 Analysing and explaining using second-order historical concepts

Paper 3: World Depth Study (55 mins)

Question	Notes on question format	Timing	Features of strong answers	What is being assessed?
<p>Q.6 What can a source tell us about X using source and knowledge</p> <p>[7 marks]</p>	<ul style="list-style-type: none"> • Could be a visual or written source • Contextual information about the source will be given, but students will be expected to go beyond this and use their own knowledge as well as internal features of the source 	10 mins	<ul style="list-style-type: none"> • Shows a strong awareness of how the source can be used critically and constructively • Typically, draws 2-3 points from the source in relation to the question. • Shows relevant knowledge of the wider context of the source. • A strong response may include one or all of the following as evidence of critical and constructive thinking: using additional knowledge to confirm or challenge what they source says; making inferences about the source or what it says; considering the limitations and/or benefits of the source. 	<ul style="list-style-type: none"> • AO1 Knowledge and understanding • AO3 Sources
<p>Q. 7 Asks students how useful a collection of sources/ Interpretations is for a given line of enquiry</p> <p>[15 marks]</p>	<ul style="list-style-type: none"> • Could be one source and two interpretations or vice versa • One or more of the sources/interpretations could be visual • The collection will usually relate to a bullet point in the specification and will be a different focus from Q 6. 	20 mins	<ul style="list-style-type: none"> • Typically, includes one paragraph on each source or interpretation. In each paragraph the explanation of utility is linked to the line of enquiry stated in the question. • Evaluates each source or interpretation in relation to the question by one or all of: considering specific details; provenance; making valid inferences. • Shows strong contextual knowledge related to the theme of the question e.g. explaining terms and references. • Typically, includes a concluding paragraph on the set that focusses on how strong they are as evidence taken together and/or whether one is more useful than the others. 	<ul style="list-style-type: none"> • AO1 Knowledge and understanding • AO3 Sources • AO4 Interpretations
<p>Q. 8 or Q. 9 Judgement question</p> <p>[18 marks]</p>	<ul style="list-style-type: none"> • Requires students to make a judgment on a significant issue • Could be asked to engage with a quotation or a statement • Each question will usually relate to one of the sections in the specification and will allow students to draw on their knowledge of one or more of the three bullet points which define the section in the specification 	25 mins	<ul style="list-style-type: none"> • A judgement on the given issue that directly addresses the question and that is clear, sustained and well-supported. There is a strong sense that the student has a clear judgement in mind before they start to write. • Reasons for agreeing and disagreeing are both considered. The two sides of the argument do not need to be given equal consideration, however. • Starts with a clear statement of the overall judgement and supports the judgement with several well substantiated paragraphs; • Could end with a conclusion summarising the reasons for the judgement made or a resounding final paragraph that clearly drives home the strongest reason for the judgement. 	<ul style="list-style-type: none"> • AO1 Knowledge an understanding • AO2 Analysing and explaining using second-order historical concepts