

Specification

GCSE

History A

(Explaining The Modern World)

Cambridge OCR Level 1/Level 2 GCSE (9–1)
in History A (Explaining the Modern World)

J410

For first assessment in 2021



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

@OCR_History

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: <https://ocr.org.uk/qualifications/resource-finder/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 Advisors 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 A (Explaining the Modern World) (J410)?

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 A (Explaining the Modern World) 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 courses, 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 students 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 A (Explaining the Modern World) is QN: 601/8091/2.

1b. Why choose OCR GCSE (9–1) History A (Explaining the Modern World) (J410)?

OCR's GCSE (9–1) in History A has been designed to help learners explain and understand the world around us today. They will study a wide range of content options, and consider key themes which demonstrate the relevance of the past in understanding the present.

Our modern options will give learners a chance to study the narrative of 20th century international relations and the forces which shaped those relations with a view to assessing how far these forces are still shaping events today. Learners will also study one non-British country in depth, focusing on the key issue of the relationship between the people and the state.

Our thematic options give learners the chance to study a broad sweep of British history, looking at themes that are just as relevant today as they were in the medieval and early modern periods, albeit sometimes in very different ways. This study in change and continuity will help to ground and expand learners' understanding of the world that they live in today.

Our British depth studies, which are linked to our thematic options, give learners the chance to learn about a fundamental issue in British history – one whose effects are still felt today. It is our intention that the depth study should be embedded in the thematic study, enhancing learners' understanding of the main elements of both units.

Our site study is the final element – this is a site specified in this specification – that allows learners to study the historical environment. This site study will be connected to your theme. Our site resources will be produced in conjunction with English Heritage and the Black and Asian Studies Association (BASA). Students will study either Kenilworth Castle or an urban environment (South Shields in 2019 and Spitalfields from 2020 onwards).

We have updated traditional and popular topics at GCSE and combined these with new and innovative options that aim to address comments in the wider historical community regarding the prevalence of white, male dominated history.

One of the ways that we are addressing this is by working with BASA on our new migration options in paper 2 and paper 3 (J410/08 and J410/11). BASA explain:

“This course will enable students to learn the long history of how the movement of people – European, African and Asian - to and from these islands has shaped the story of this nation for thousands of years. The history of migration is the story of Britain: in 1984 Peter Fryer wrote ‘There were Africans in Britain before the English came’¹ and thirty years later the University of York’s England’s Immigrants project has shown that ‘in the Middle Ages no one in England was more than 10 miles away from an immigrant’². This course – informed by the very latest research – ranges from a close focus on the struggles and experiences of individuals and families to an understanding of our complex relationship with each other and the rest of the world. We are delighted to be working with OCR to offer a course which will both open up an analysis of Britain’s place in the modern world and allow every student a personal connection with our shared history”.

We have designed this course with teachers and students in mind, having consulted extensively across the United Kingdom. The subject criteria pose challenges not faced before at GCSE, for instance introducing the need to study history from different eras, to study a locality and the newly introduced assessment objective on interpretation. The approach that we have taken in this specification will allow teachers and learners to face those challenges with confidence.

It is our strong desire to ensure that OCR History should captivate learners and develop a desire within them to continue learning beyond the confines of the classroom as well as developing personal and interpersonal skills which will serve them in future education and the workplace.

¹ Fryer, *Staying Power* (1984)

² Prof Mark Ormrod at the launch of the *England’s Immigrants 1330–1550* database, 14th Feb 2015.

Aims and learning outcomes

OCR's GCSE (9–1) History A will encourage 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 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) in History A 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 specification with options that provide a coherent course, no matter which options you choose
- new and engaging topics including 'Migration to Britain c.1000–c.2010', developed by BASA
- a specification that was developed in consultation with teachers
- a straightforward specification with detailed guidance to support delivery
- exciting resources to support the new study of the historic environment, developed in conjunction with English Heritage
- 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?

1

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 A (Explaining the Modern World) (J410)

Learners take one component from 01–07, one from 08–10 and one from 11–13 to be awarded the OCR GCSE (9–1) in History A (Explaining the Modern World).

Content Overview	Assessment Overview	
<p>Period study and non-British depth study (01–07)</p> <p>Learners study International Relations: the changing international order 1918–c.1975 and any one of the five non-British depth studies available.</p>	<p>Component Group 1</p> <p>Period study with non-British depth study (01–07)</p> <p>105 marks*</p> <p>1 hour 45 minute written paper</p>	<p>50% of total GCSE</p>
<p>British Thematic study (08–10)</p> <p>Learners study one of the three British thematic studies available.</p> <p>Each British thematic study links to one of the three British depth studies and a study of the historic environment, and these must be taken together.</p>	<p>Component Group 2</p> <p>Thematic study (08–10)</p> <p>50 marks</p> <p>1 hour written paper</p>	<p>25% of total GCSE</p>
<p>British depth study and a study of the historic environment (11–13)</p> <p>Learners study one of the three British depth studies and studies of the historic environment available.</p> <p>Each British depth study and a study of the historic environment links to one of the three thematic studies, and these must be taken together.**</p>	<p>Component Group 3</p> <p>British depth study with a study of the historic environment (11–13)</p> <p>55 marks*</p> <p>1 hour 15 minute written paper</p>	<p>25% of total GCSE</p>

* 5 marks will be available for SPaG. These 10 marks for SPaG are in addition to the total 200 marks for the assessment of GCSE (9–1) History A, and are not included in the percentages shown. See Section 3i for more details.

** The sites are specified on pages 31 and 33.

2b. Content of GCSE (9–1) History A (Explaining the Modern World) (J410)

Learners will be required to study history:

- from three eras: Medieval (500–1500), Early Modern (1450–1750) and Modern (1700–present day);
- on three timescales: short (depth study), medium (period study) and long (thematic study); and
- in three geographical contexts: a locality (the historic environment), British, and European and/or wider world settings.

This means that learners will be required to study five different topics:

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

The Specification Creator tool on the OCR website is a quick and easy way of checking that the topics you have chosen create a valid course of study. It is also a valuable mechanism for pointing centres towards appropriate support and building communities of centres teaching the same options. Use the Specification Creator tool before learners begin to study the course in order to ensure that a valid course of study is being followed.

Ensuring course coherence

Other than the linking of thematic study, British depth study, and the study of the historic environment, centres have free choice over how to combine topics in order to maximise the potential to exploit interest, expertise and resources. Coherence can be achieved in many ways, but is guaranteed by the nature of the different topics, the different emphases and

approaches which collectively engender an understanding of the nature of how historians work:

- in the period study, study focuses on a substantial and coherent medium time span of at least 50 years and requires learners to understand the unfolding narrative of substantial developments and issues associated with the period. The assessment will focus on the study of interpretations, alongside knowledge, understanding, explanation and analysis.
- in the non-British depth study, study focuses on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. The assessment will focus on knowledge, understanding, explanation and analysis, alongside the study of sources.
- in the thematic study, study focuses on understanding change and continuity across a long sweep of British history, including the most significant characteristics of different ages. The assessment will focus on knowledge, understanding, explanation and analysis.
- in the British depth study, study focuses on a substantial and coherent short time span and requires students to understand the complexity of a society or historical situation and the interplay of different aspects within it. The assessment will focus on knowledge, understanding, explanation and analysis, alongside the study of sources.
- in the study of the historic environment, study will examine the relationship between a place and historical events and developments. The assessment will focus on the study of sources, alongside knowledge, understanding, explanation and analysis.

All topic combinations result in a course that will ground and expand on learners' understanding of the world around us today.

Permitted combinations

Learners take one component from Component Group 1 (01–07), one from Component Group 2 (08–10) and one from Component Group 3 (11–13).

Learners can take any combination of topics across the three component groups but the following combinations must be taken together:

- learners taking 'Migration to Britain c.1000 to c.2010' (J410/08) must also take 'The Impact of Empire on Britain 1688–c.1730' with 'Urban Environments: Patterns of Migration' (J410/11);
- learners taking 'Power: Monarchy and Democracy in Britain c.1000 to 2014' (J410/09) must also take 'The English Reformation c.1520–c.1550' with 'Castles: Form and Function c.1000–1750' (J410/12); and
- learners taking 'War and British Society c.790 to c.2010' (J410/10) must also take 'Personal Rule to Restoration 1629–1660' with 'Castles: Form and Function c.1000–1750' (J410/13).

The entry codes for each permitted combination are given in Section 4a and Section 5d.

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 learners will not be awarded a grade for the qualification.** For any further advice on valid combinations please contact OCR using history@ocr.org.uk.

The following page contains a full list of topics available.

Topics available in GCSE (9–1) History A (Explaining the Modern World)

Component Group 1	International Relations: the changing international order 1918–1975 <u>+ one depth study →</u>	China 1950–1981: The People and the State <u>or</u> Germany 1925–1955: The People and the State <u>or</u> South Africa 1960–1994: The People and the State <u>or</u> The USA 1919–1948: The People and the State <u>or</u> The USA 1945–1974: The People and the State
Component Group 2	Migration to Britain c.1000 to c.2010 (1) <u>or</u> Power: Monarchy and Democracy in Britain c.1000 to 2014 (2) <u>or</u> War and British Society c.790 to c.2010 (3)	
Component Group 3	The Impact of Empire on Britain 1688–c.1730 with Urban Environments: Patterns of Migration (1) <u>or</u> The English Reformation c.1520–c.1550 with Castles: Form and Function c.1000–1750 (2) <u>or</u> Personal Rule to Restoration 1629–1660 with Castles: Form and Function c.1000–1750 (3)	

(1)

(2) These options are linked and must be studied together.

(3)

The OCR set site will be reviewed after three years and may be subject to change. Each OCR set site will remain on the specification for a minimum of three years, unless the review process identifies a necessary change. If an OCR set site is to be changed and replaced with a new set site, centres will be notified in the September two years prior to the examination.

2c. Content of the period study (J410/01–07 entry code determined by non-British depth study chosen)

Introduction to the period study

All centres will study the period 'International Relations: the changing international order 1918–1975'. A period study focuses on a substantial and coherent medium time span of at least 50 years and requires learners to understand the unfolding narrative of substantial developments and issues associated with the period.

This period study is at the very core of this specification, as it will offer learners a common knowledge and understanding of the narrative of the 20th century and thus contribute greatly to 'Explaining the Modern World'.

This approach will also add greatly to course coherence by ensuring that learners have a common background in twentieth century international relations.

By studying different historical interpretations of two developments during the period, learners will also be able to see how and why different interpretations came about and whether these interpretations have changed over time.

This period study will help candidates to 'Explain the Modern World' especially with regard to:

- the struggle between different types of government

- the rise and fall of Communism as a political, ideological and economic model
- human rights
- the idea of powers and super-powers
- ideas of nation and nationalism
- how ideology can impact politics
- why there are different interpretations of current events.

Learners will not be expected to look at each event listed in the specification content in depth, but will be looking at the specification content in terms of how it contributes to the overall narrative of International Relations: the changing international order 1918–1975.

The period study will be worth 30% of the overall specification and should take approximately 36 hours to teach.

A detailed assessment overview can be found in section 3 of the specification.

International Relations: the changing international order 1918–1975 (J410/01–07 entry code determined by non-British depth study selected)

The focus of the period study is on the unfolding narrative of international relations from 1918–1975. Learners will study the substantial developments and issues associated with this period, in order to understand the forces and events which shaped the 20th and early 21st century world and how these forces and events have come to shape our world.

Learners will also study the ways in which some of the developments have been interpreted

differently by different historians or others (including popular interpretations) and also how and why these interpretations have sometimes changed over time.

Learners must have studied a range of interpretations in order to gain the skills necessary to analyse and evaluate unfamiliar interpretations.

Key Topics	Content Learners should have studied the following:
<p>Conflict and co-operation 1918–1939 Successes and failures of internationalist approaches in the 1920s and the retreat to nationalism in the 1930s</p>	<p>The Versailles Peace Settlement; the League of Nations in the 1920s; international agreements in the 1920s (Dawes Plan 1924, Locarno 1925, Kellogg-Briand 1928, Young Plan 1929); attempts at disarmament.</p> <p>The impact of the worldwide economic depression.</p> <p>Tension in Europe in the 1930s, including the failure of the League of Nations, the policy of Appeasement and outbreak of war in 1939.</p>
<p>The Cold War in Europe 1945–1961: Rising Tensions The changing international order after 1945 and its consequences</p>	<p>Actions of the USSR in Eastern Europe 1945–1948 and response of USA and its allies, including conferences at Yalta and Potsdam.</p> <p>The division of Germany; the Truman Doctrine and the Marshall Plan; the Berlin Blockade and Airlift.</p> <p>Development of NATO and the Warsaw Pact.</p> <p>The building of the Berlin Wall 1961 and its effects on international relations.</p>
<p>Cold War confrontations and conflict 1954–1975 Developing Cold War tensions and conflicts</p>	<p>The Cuban Missile Crisis 1962.</p> <p>Origins of US involvement in Vietnam 1954–65.</p> <p>The Vietnam War: US tactics and their consequences; Vietcong tactics and their consequences.</p> <p>US withdrawal from Vietnam including opposition in the USA to the war.</p> <p>The end of the war and its impact on international relations.</p>



Historical controversy	Content Learners should have studied the following:
Changing interpretations of Appeasement	How and why the following have resulted in differing interpretations of appeasement: the Second World War; the Cold War; new sources of evidence c.1990 onwards.
Changing interpretations of the responsibility for the Cold War	How and why the following have resulted in differing interpretations of the Cold War: the internal culture and politics of the USSR and USA; the Vietnam War; new sources of evidence c.1990 onwards.



2c. Content of the non-British depth studies (01–07)

Introduction to the non-British depth studies

Centres should choose one non-British depth study from a choice of five, which will be studied alongside the period study 'International Relations: the changing international order 1918–1975'.

The non-British depth studies focus on a substantial and coherent short time span and require learners to understand the complexity of a society or historical situation and the interplay of different aspects within it. The non-British depth studies focus in particular on the relationship between the people and the state in a range of countries in the 20th century.

The coherence between the period study and the chosen non-British depth study is achieved by the fact that each of the depth studies feature states which

play some role in the main narrative of the period study. As a result, learners will all see, at some point in their studies, how the international situation affects the internal politics and lives of states and vice versa, even though this exact point of confluence will be different depending on which depth study has been chosen. For example: the attempts to achieve a settlement at the end of the First World War form an important backdrop to understanding the emergence of the Nazis in Germany; the context of the Cold War is highly relevant to the pressures on the apartheid regime in the 1980s, etc. At the same time an understanding of the internal history of particular states can enhance understanding of wider international relations.

Key issues

Learners will need to be familiar with key political, social and economic developments in the period, but the primary focus of the depth study will be on how these events and developments affected different groups of people within the state. Learners will be required to study the following issues:

- the policies of the state, including their aims and implementation;
- the impact of the state on different groups throughout the period, including different social classes, women, young people, religious and ethnic groups;

- the reasons for, and extent of, support and/or opposition to the state from different groups throughout the period; and
- the ways in which source material from the time can be used to investigate the issues above, and the challenges presented by the use of primary source material.

The above issues will be assessed in the examination.

The period study will be worth 20% of the overall specification and should take approximately 24 guided learning hours to teach.

A detailed assessment overview can be found in section 3 of the specification.

China 1950–1981: The People and the State (J410/01)

This depth study focuses on the relationship between the Chinese people and the Communist government of China from 1950–1981.

Learners will need to be familiar with the key issues specified in the introduction to the non-British depth studies on page 12 of the specification. These issues will be assessed.

Key Topics	Content Learners should have studied the following:
Establishing Communism in China 1950–1965	Early purges against opposition in the 1950s in the cities, countryside and regions; intentions and impact of the Hundred Flowers campaign; Communist social policies under Mao and how these differed from Chinese traditionalism; policies towards women, young people and education; agricultural policies, including early land reform, collectivisation and its impact; industrial policy, including the First Five Year Plan; the Great Leap Forward, its effect across Chinese society and reasons for failure; Dazhai Commune as a case study of Mao’s economic policies.
China during the Cultural Revolution 1966–1976	Reasons for the Cultural Revolution; impact of the Cultural Revolution on the people, including intellectuals and students; the role of the Red Guards; impact of Communism in Tibet; the nature of Communist propaganda and its impact, including Mao’s personality cult; Dazhai community as a case study of Communist Party repression.
Communism in China after the death of Mao 1976–1981	Attitudes to opposition and its repression after 1976, including the Gang of Four and the ‘democracy wall’; changes in economic policy under Deng and its impact, including the Four Modernisations; the nature of Communist propaganda and its impact; social changes under Deng and its impact, including the role of women, changes in education and the One Child policy.

Germany 1925–1955: The People and the State (J410/02)

This depth study focuses on the relationship between the German people and the Nazi regime that ruled Germany from 1933–1945. The depth study ranges from 1925–1955 in order to provide the context for the Nazi period in Germany.

Learners will need to be familiar with the key issues specified in the introduction to the non-British depth studies on page 12 of the specification. These issues will be assessed.

2

Key Topics	Content Learners should have studied the following:
The rise and consolidation of the Nazi regime 1925–1934	Strengths and weaknesses of the Weimar Republic 1925–1928, including Nazi policies in the 1920s and the position of the party in 1928; the impact of the Depression on different groups in Germany; the political, social and economic crisis of 1929–1933; rising support for Nazis 1929–1933; the Nazi consolidation of power 1933–1934, including the Reichstag Fire, the suspension of the Weimar constitution and the Enabling Act, the elections of March 1933, the takeover of/or collaboration with key institutions (particularly the army), and the elimination of opposition (including trade unions, opposition parties and the SA).
Nazi Germany and its people 1933–1939	Elements of the Nazi terror state, including the SA, SS, Gestapo, SD, courts and police; Nazi use of culture and propaganda; personal popularity of Hitler; attempts to create a National Community; economic policies of Nazi regime and their effects on sections of German society (winners and losers); Nazi social policies, including policies on women and youth; the lack of effective opposition to the regime; persecution of Jews and other groups, including Roma, Jehovah’s Witnesses and homosexuals; eugenics policies.
War and its legacy 1939–1955	Initial reaction to outbreak of war; changing fortunes of Germany in the war (initial gains and colonisation in East); growing impact of war, including bombing; extent of support for war effort; opposition during war; escalation of racial persecution leading to the Holocaust; defeat and occupation; Allied policy of de-Nazification (methods and impact); the differing experiences of people in East and West Germany 1945–1955.

South Africa 1960–1994: The People and the State (J410/05)

This depth study focuses on the relationship between the people and the state in South Africa from the Sharpeville Massacre to the release of Mandela and the start of the collapse of Apartheid.

Learners will need to be familiar with the key issues specified in the introduction to the non-British depth studies on page 12 of the specification. These issues will be assessed.

Key Topics	Content Learners should have studied the following:
Opposition to the Apartheid regime c.1960s	The consolidation of Apartheid – Separate Development and the establishment of the Bantustans; nature and extent of support for Apartheid; methods used by government to maintain the Apartheid regime; the Sharpeville Massacre and its impact; reasons for, methods of and impact of different types of resistance to the Apartheid regime, including the ANC, continuing impact of the Freedom Charter and Umkhonto we Sizwe and Poqo; the Rivonia Trial 1964 and its consequences.
Growing resistance and repression c.1970s	The further development of resistance: the Black Consciousness Movement, SASO, women's groups, trade unions including the Durban workers' strike 1973 and young people, including the Soweto students' uprising 1976; the ANC in exile; the international Anti-Apartheid Movement; the impact of resistance on the Apartheid regime; the response of the regime to resistance.
The collapse of apartheid c.1980s–1994	Growing pressure on the regime, including the impact of sanctions, the United Democratic Front, the growth and impact of mass resistance; the growth of Inkatha, 'civil war' and the impact on Black communities; opposition to the 1983 constitution; the State of Emergency 1985–1990; divisions within the National Party government and the failure of 'total strategy', including the impact of the defeat at Cuito Cuanavale; the role of leading figures, including FW de Klerk, Ramaphosa and Mandela; negotiations between the government and the ANC; unbanning of the ANC, Pan African Congress and the South African Communist Party; the first free elections in 1994.

The USA 1919–1948: The People and the State (J410/06)

This depth study focuses on the relationship between the people and the state in the USA from 1919–1948.

Learners will need to be familiar with the key issues specified in the introduction to the non-British depth studies on page 12 of the specification. These issues will be assessed.

2

Key Topics	Content Learners should have studied the following:
The 'Roaring Twenties'	The US economy in the 'Roaring Twenties', including Republican party policies and ideology; areas of industry and social groups that did, and did not, experience prosperity; the US government and women in the 1920s, including women's rights movements and the Sheppard-Towner Act; causes, aims, implementation and failure of prohibition; prejudice and discrimination in US society, including the Jim Crow Laws and the Ku Klux Klan; the Red Scare, including the Palmer Raids and Sacco and Vanzetti; restrictions on immigration throughout the 1920s; attempts to combat prejudice, including the NAACP and the UNIA.
The 1930s and the New Deal	Economic and social effects of the Great Depression and government response; Presidential election campaigns of 1932; Roosevelt and the First New Deal: the Hundred Days, Alphabet Agencies, including Agricultural Adjustment Agency, Civilian Conservation Corps, Federal Emergency Administration, National Recovery Administration and the Tennessee Valley Authority; the Second New Deal, including Works Progress Administration, Social Security Act, Wagner Act, Resettlement Administration and Farm Security Administration; reactions to, and impact of, the New Deals.
The impact of the Second World War on US society	The mobilisation of the US people for the war effort, including propaganda campaigns, war production and its effects, the end of Depression; increased government and Presidential powers, including control of wages and prices, response of population to US involvement in war; social impact of the war, including rationing, tax on luxuries, housing shortages and an increase in divorce; women and the war effort; Japanese internment; the war as the foundation for the Civil Rights movement; the Detroit Race Riots 1943; segregation within the military; Executive Order 8802; desegregation of US troops in 1948.

The USA 1945–1974: The People and the State (J410/07)

This depth study focuses on the relationship between the people and the state in the USA from 1945–1974.

Learners will need to be familiar with the key issues specified in the introduction to the non-British depth studies on page 12 of the specification. These issues will be assessed.

Key Topics	Content Learners should have studied the following:
Post-war challenges in the USA 1945–1954	Concerns of US government about the influence of Communism in the USA and responses to these concerns, including media campaigns highlighting American values and institutions; the Red Scare of the late 1940s, including the role of J Edgar Hoover and the Rosenberg case; reaction to the Red Scare; the nature of, support for and opposition to McCarthyism; the position of African Americans in US society, including the Jim Crow Laws, access to education, voting rights and lack of equality in employment.
Civil Rights in the USA 1954–1964	The development and achievements of the civil rights movement, including Brown vs. Board of Education 1954; Montgomery Bus Boycott 1956; leadership of Martin Luther King in civil rights campaigns; roles of the SNCC, SCLC, NAACP in civil rights campaigns; opposition to the civil rights movement, including illegal organisations and the police and state authorities; the contribution of government and official institutions in improving civil rights, including the roles of the Supreme Court in civil rights campaigns; the roles of Kennedy and Johnson in civil rights campaigns; reasons for, and impact of, the Civil Rights Act 1964.
Government and dissent c.1964–1974	Development and impact of African American radical movements and leaders, including Malcolm X and Black Power; impact of civil rights campaigns for Native Americans and Chicanos; development of feminist movements, including Betty Friedan and National Organisation for Women; the impact of feminism, including Status Commission 1963, Equal Pay Act, use of Civil Rights Act, the 1972 Supreme Court ruling on equal rights; Stonewall riots 1969; political, economic and social divisions in the USA: anti-Vietnam War protests, campaigns to improve welfare of the poor, Johnson’s ‘Great Society’, Nixon’s pledges on welfare.

2c. Content of the British thematic studies (08–10)

Introduction to the thematic studies

Centres should choose one British thematic study from a choice of three, which will be studied alongside the British depth study and the study of the historic environment.

The thematic studies require learners to understand change and continuity across a long sweep of British history, including the most significant characteristics of different ages. They reveal changes and aspects of continuity in society over the centuries and allow comparisons to be made between different periods of history.

Each theme has been chosen to enable learners to see how issues and developments have concerned people in the past and are relevant and significant today.

Learners should be taught to develop an overview of key themes and developments within each of the sections listed and across each of the three eras set out in the content section below. Learners will need to develop knowledge and express their understanding in a range of ways.

- Learners should be able to identify and **outline** key features of each of the sections listed.
- Learners should be able to explain key themes and developments **within** each of the sections listed. Learners should be able to demonstrate understanding of causes and effects and the ways in which causes in particular are connected.

- Learners should be able to demonstrate understanding of change, including causes and consequences of change, nature of change, rate of change and extent of change. Learners should also be able to demonstrate understanding, where appropriate, of continuity. They should also be able to explain, where appropriate, the significance of the developments they study.
- Learners should also be able to use relevant concepts such as cause, consequence, change, continuity and significance to make comparisons **between** the sections within each era and also across eras.

Learners will be expected to demonstrate these capabilities in the examination.

Our recommendation is that you begin to teach the thematic study and when you reach the point where the depth study is due to start, you pause and take a step horizontally to teach the British depth study which will have a different focus to the theme but will help with learners' overall understanding of the history. Once you have taught the British depth study, we recommend that you return to teach the remainder of the theme.

The thematic study will be worth 25% of the overall specification and should take approximately 30 guided learning hours to teach.

A detailed assessment overview can be found in section 3 of the specification.

Permitted combinations

Learners can take any combination of topics across the three component groups but the following combinations must be taken together:

- learners taking 'Migration to Britain c.1000 to c.2010' (J410/08) must also take 'The Impact of Empire on Britain 1688–c.1730 with Urban Environments: Patterns of Migration' (J410/11);
- learners taking 'Power: Monarchy and Democracy in Britain c.1000 to 2014' (J410/09) must also take 'The English Reformation c.1520–c.1550 with Castles: Form and Function c.1000–1750' (J410/12); and
- learners taking 'War and British Society c.790 to c.2010' (J410/10) must also take 'Personal Rule to Restoration 1629–1660 with Castles: Form and Function c.1000–1750' (J410/13).

Migration to Britain c.1000 to c.2010 (J410/08)

This British thematic study has been developed in conjunction with BASA.



This thematic study focuses on patterns of change and continuity in Migration to Britain over a long period of British history, c.1000–c.2010.

This includes a broad sweep of time in which British social, cultural, economic and political life has been shaped by continually changing patterns of migration.

This thematic study focuses on patterns of continuity and change over time although issues of cause, consequence and historical significance are also important elements of the study.

Covering over 1000 years, the thematic study is a different type of historical practice from the depth studies and even the period study. The broad sweep of time covered by the unit precludes the listing of specific events in the manner of other parts of the specification.

Therefore, the study is divided into three eras and these eras are divided into broad sections. The eras and sections have been chosen as vehicles through which learners can investigate a number of key themes.

- Reasons for immigration – differing political, economic, social and religious reasons.
- The experience and actions of immigrants – positive actions and experiences such as community cohesion and contribution, and negative experiences and resistance to discrimination.
- Responses to immigration – including responses from government and established communities.
- Impact of immigration – including social, cultural, economic, religious and political impacts.
- The impact of immigration on Britain’s relationship with the wider world.
- (from c.1500) Ideas of national ‘identity’ – how we have differently defined ‘Englishness’ and ‘Britishness’ over time.

Learners should consider the following concepts when studying this unit: society, culture, economy, politics, migration, empire, identity, racism and resistance.

Key Topics	Content Learners should have studied the following:
c.1000–1500 Themes: <ul style="list-style-type: none"> • Reasons for immigration • The experience and actions of immigrants • Responses to immigration • Impact of immigration • The impact on immigration of England’s relationship with the wider world 	Population diversity in England before 1066; the impact of the Norman Conquest; resistance to the Normans in William’s reign. Jews in England: their first arrival in 1066 and their treatment and experiences until their expulsion in 1290. Immigrants in England during the Middle Ages: the lives and impact of resident ‘aliens’; their treatment by the authorities and the population generally; the extent to which they integrated.

Key Topics	Content Learners should have studied the following:
<p>c.1500–1900</p> <p>Themes:</p> <ul style="list-style-type: none"> • Reasons for immigration • The experiences and actions of immigrants • Responses to immigration • Impact of immigration • Ideas of national ‘identity’ • The impact on immigration of Britain’s relationship with the wider world 	<p>Africans in sixteenth century England: reasons for their arrival; their experiences.</p> <p>The foundation of the East India Company and arrivals from the Indian subcontinent – <i>Lasca</i>r and other Asian merchant seamen, child servants and <i>ayahs</i>, including how they arrived and their lives in England.</p> <p>The growth of African communities in Britain: reasons including the Royal African Company and the trade in enslaved Africans, loss of the American colonies and the expansion of the British Empire.</p> <p>The readmission of Jews in 1656 and their experiences; religious refugees – the arrival of Protestant refugees from the 1670s including the Huguenots and the Palatines: their reasons for emigrating, their reception, their impact, and the extent of their assimilation.</p> <p>Impact of the Industrial Revolution on migration: Irish and Scottish migrants to England; the impact of migrants on political movements including the Abolition movement and the Chartists; Eastern European Jewish immigrants, their experiences and impact.</p> <p>The process of naturalisation and denization: government legislation on immigration and nationality, including the Naturalisation Act of 1870.</p>
<p>1900–c.2010</p> <p>Themes:</p> <ul style="list-style-type: none"> • Reasons for immigration • The experiences and actions of immigrants • Responses to immigration • Impact of immigration • Ideas of national ‘identity’ • The impact on immigration of Britain’s relationship with the wider world 	<p>The continued growth of diverse port communities in the early twentieth century.</p> <p>Government legislation in the first half of the twentieth century: the reasons for, and impact of, the Aliens Act 1905, the Status of Aliens Act 1914 and the British Nationality Act 1948.</p> <p>The arrival of Jewish refugees in the 1930s; different attitudes towards Jews in Britain in the 1930s; the experiences of migrants and their descendants during the two world wars; the experience of Poles who settled in Britain after the Second World War.</p> <p>Commonwealth migration after the Second World War: the varied reasons for this immigration; the impact of immigrants; the experiences of immigrants; the resulting debate over immigration – political racism and antiracism; the impact of race relations legislation and immigration controls including the 1962 Commonwealth Immigrants Act and the 1981 British Nationality Act.</p> <p>Immigration as a political issue c.1990–c.2010: the debate over a ‘multi-cultural society’; attitudes towards, and treatment of, political refugees and asylum seekers; the issues raised by EU ‘open borders’.</p>

Power: Monarchy and Democracy in Britain c.1000 to 2014 (J410/09)

2

This British thematic study focuses on patterns of change and continuity in Power: Monarchy and Democracy in Britain over a long period of British history, c.1000 to 2014. This includes a broad sweep of time in which Britain is ruled by monarchs and which then develops into constitutional monarchies and finally parliamentary democracy.

Covering over 1000 years, the thematic study is a different type of historical practice from the depth studies and even the period study. The broad sweep of time covered by the unit precludes the listing of specific events in the manner of other parts of the specification.

Therefore, the study is divided into three eras and these eras are divided into broad sections. The eras and sections have been chosen as vehicles through which learners can investigate a number of key themes.

- Individuals, institutions and groups with power – particular institutions, groups and individuals holding power (such as monarchs, feudal aristocracy, gentry, elected representatives) and the social and political structures which have divided these elites from those they rule.
- Claims to power – the basis used by individuals or groups to acquire and hold on to power (such as religious claims, legal claims, hereditary principles, democratic principles, force).
- Methods of maintaining power – the methods used by individuals or groups to maintain themselves in power (such as military force, religion, propaganda and control of information, role of specific ideas and or institutions, negotiation and compromise).
- Challenges to power and power changing hands – different reasons why (such as religion, political ideology, ambition) and ways in which those in authority have been challenged (such as popular uprisings, power struggles within and between elites).

Key Topics	Content Learners should have studied the following:
<p>c.1000–c.1485</p> <p>Themes:</p> <ul style="list-style-type: none"> • Individuals, institutions and groups with power • Claims to power • Methods of maintaining power • Challenges to power and power changing hands 	<p>Anglo-Saxon kingship c.1000–1066: the basis of kingship; the power and responsibilities of the kings; relations between the kings and the thegns.</p> <p>Different claims to the throne in 1066: the Norman invasion, including the establishment of the Norman monarchy and the transfer of power from Saxons to Normans at all levels of society; the extent of the power of the monarch and the barons by 1087.</p> <p>Struggles over power: John’s ascension and early revolts against his rule; John and Magna Carta; emergence of Parliament in the reigns of Henry III and Edward I, including the role and importance of Simon de Montfort; deposition of Richard II in 1399; Wars of the Roses.</p>
<p>c.1485–c.1800</p> <p>Themes:</p> <ul style="list-style-type: none"> • Individuals, institutions and groups with power • Claims to power • Methods of maintaining power • Challenges to power and power changing hands 	<p>Tudor government: growth of royal power under Henry VIII; the role of Parliament under Henry VIII and Elizabeth I.</p> <p>Defeat and return of monarchy: Charles I’s personal rule 1629–1640; the Civil Wars and the abolition of the monarchy; the Restoration of the monarchy in 1660.</p> <p>James II’s rule and the reasons for the 1688 Revolution (The Glorious Revolution); the legacy of the Glorious Revolution including the Bill of Rights; the development of Parliament under William III and Anne; the emergence of political parties and the development of a Parliamentary monarchy in the course of the 1700s.</p>
<p>c.1800–2014</p> <p>Themes:</p> <ul style="list-style-type: none"> • Individuals, institutions and groups with power • Claims to power • Methods of maintaining power • Challenges to power and power changing hands 	<p>The changing relationship between Parliament and people c.1800 to c.1918: dissatisfaction with electoral system by early 1800s; reasons for and impacts of the Parliamentary Reform Acts of 1832, 1867 and 1884; the rise and effectiveness of mass Trade Unions and the Labour Party 1880s–1914; the struggle for the vote for women and the reasons why it was won for some women in 1918.</p> <p>The changing relationship between Parliament and people c.1914–c.1980: government control in the world wars; the increased role of the state from 1945 to c.1980.</p> <p>Challenges to Parliament c.1980 to early 2000s: the Miners’ Strike 1984–1985, CND and Greenpeace; Prime Ministerial power under Thatcher and Blair; the devolution of power to regions of the UK; the challenges of coalition government.</p>

War and British Society c.790 to c.2010 (J410/10)

2

This British thematic study focuses on the relationship between war and society over a long period of British history, c.790 to c.2010. This includes a broad sweep of time which covers the impact of different types of warfare (including defence from invasion, conquest and civil war).

Covering 1000 years, the thematic study is a different type of historical practice from the depth studies and even the period Study. The broad sweep of time covered by the unit precludes the listing of specific events in the manner of other parts of the specification.

Therefore, the study is divided into three eras and these eras are divided into broad sections. The eras and sections have been chosen as vehicles through which learners can investigate a number of key themes.

- The impacts of different types of war – the study covers wars of defence, wars of conquest, wars of religion and civil wars, providing opportunities to consider whether different types of wars have different impacts.
- Attitudes and responses to war – the sections in the study are designed to examine the ways in which civilians and military personnel react to different wars and how this might change in the course of a war.
- Impacts of war on people – the different conflicts covered in the study have been chosen to illustrate the different ways in which wars impact on populations, both military and civilian (or in the earlier in the periods, the aristocracy where military or civilian status was blurred).
- Impacts of war on the relationship between governments and people – the range of conflicts here demonstrates some of the ways in which wars can unite and also divide people and their governments.

Key Topics	Content Learners should have studied the following:
<p>c.790–c.1500</p> <p>Themes:</p> <ul style="list-style-type: none"> • Different types of war • Attitudes and responses to war • Impacts of war on people • Impacts of war on government and politics 	<p>Viking raids on Anglo-Saxon England 790–1066: impact of the raids; responses to the raids.</p> <p>The Norman Conquest: English resistance; the establishment of Norman control under William I; the establishment of the Feudal system; the extent of the impact of the changes introduced by the Normans on different levels of society.</p> <p>Feudal society c.1100–1215: feudal relationship between monarchs and barons; breakdowns in the relationship under Stephen 1135–1154 and John 1214–1216.</p> <p>Significance of war in medieval society c.1290–c.1450: changing nature of war and its effects; development and adaptation of feudal service; financial cost of war; impact on populations where armies fought or were stationed.</p>
<p>c.1500–c.1750</p> <p>Themes:</p> <ul style="list-style-type: none"> • Different types of war • Attitudes and responses to war • Impacts of war on people • Impacts of war on government and politics 	<p>Elizabeth I's wars with Spain in Europe and in the new world, their impact on the prestige and power of the monarch and relations with Parliament; the actions of English privateers, including their impact on the security, economy and the people of England.</p> <p>Warfare on the English-Scottish borders and its impact on border society c.1500–c.1600.</p> <p>The Civil Wars of 1642–1651 in England, Scotland and Ireland: the nature of these wars; their impact on the people of England, Scotland and Ireland.</p> <p>The Jacobite Wars 1715 and 1745: the impact on Scotland of the repression of the Jacobites.</p>
<p>c.1750–c.2010</p> <p>Themes:</p> <ul style="list-style-type: none"> • Different types of war • Attitudes and responses to war • Impacts of war on people • Impacts of war on government and politics 	<p>Imperial wars in the 18th and early 19th centuries: gains made in Seven Years War (1756–1763) and their effects on Britain.</p> <p>Wars against Revolutionary / Napoleonic France and subsequent effects on British society and politics.</p> <p>Imperial conflicts in the second half of the 19th century: effects of the Crimean War; Boer Wars 1880–1881 and 1899–1902.</p> <p>The First and Second World Wars: the beginnings of 'total war', including the impact on people's lives, increased state power and the changing relationship between the state and the people.</p> <p>Post-1945 conflicts - impacts and popular responses: Cold War and Britain in the 1950s and 1960s; IRA campaigns 1969–1994; the Iraq War 2003; terrorist threats and counter measures post-2003.</p>

2c. Content of the British depth studies (11–13)

Introduction to the British depth studies

Centres should choose one British depth study from a choice of three, which will be studied alongside the thematic study.

The British depth studies focus on a substantial and coherent short time span and require learners to understand the complexity of a society or historical situation and the interplay of different aspects within it.

Our recommendation is that you begin to teach the thematic study and when you reach the point where the depth study is due to start, you pause and take a

step horizontally to teach the British depth study. This will have a different focus to the theme but will help with learners overall understanding of the history. Once you have taught the British depth study, we recommend that you return to teach the remainder of the theme.

The British depth study will be worth 15% of the overall specification and should take approximately 18 guided learning hours to teach.

A detailed assessment overview can be found in section 3 of the specification.

Permitted combinations

Learners can take any combination of topics across the three component groups but the following combinations must be taken together:

- learners taking 'Migration to Britain c.1000 to c.2010' (J410/08) must also take 'The Impact of Empire on Britain. 1688–c.1730 with Urban Environments: Patterns of Migration' (J410/11);
- learners taking 'Power: Monarchy and Democracy in Britain c.1000 to 2014' (J410/09) must also take 'The English Reformation c.1520–c.1550 with Castles: Form and Function c.1000–1750' (J410/12); and
- learners taking 'War and British Society c.790 to c.2010' (J410/10) must also take 'Personal Rule to Restoration 1629–1660 with Castles: Form and Function c.1000–1750' (J410/13).

The Impact of Empire on Britain 1688–c.1730 (J410/11)

This depth study has been developed in conjunction with BASA.



This depth study focuses on England and then Britain in a period which saw the early stages of its expansion towards becoming a global power through colonisation, maritime trade and mercantile capitalism.

The aim is to give learners the opportunity to study in depth a period of fundamental significance in the development of the British Empire and the shaping of Britain's place in the modern world.

It reinforces and underpins key elements of the British thematic Study on Migration to Britain and helps an understanding of causes of,

and responses to, migration in the following centuries.

In the course of the study learners will be assessed on their ability to use historical sources in an investigation on the subject.

Learners should be taught about:

- the economic, social and political impact in Britain of imperial expansion
- the impact on the British Isles of English expansion.
- the significance of English and British expansion in this period.

Learners should examine the points above through the contexts and content set out below.

Key Topics	Content Learners should have studied the following:
English expansion and its impact on the British Isles c.1688–c.1730	Significance of the Glorious Revolution and the Hanoverian succession on England's position within the British Isles including: military campaigns in Ireland 1688–1691 and the settlement which followed; relationship between England and Scotland after 1688 including Jacobite opposition and the Massacre of Glencoe 1692; Darien Scheme and the Act of Union 1707; Jacobite Rebellion 1715; Emigration (including forced emigration) from the British Isles to the Americas.
Economic impact of empire on Britain 1688–c.1730	Economic impact of war and imperial expansion: changes to the British economy; establishment of the Bank of England (1694); growing trade with India and China and the establishment in Kolkata and role of the East India Company; political and economic impact of the lifting of the Royal African Company monopoly 1698; Treaty of Utrecht 1713; the South Sea Bubble 1719; economic importance of colonies in North America and Caribbean; origins and development of the slave based economy.
Political and social impact of empire on Britain 1688–c.1730	The emergence of consumerism and its wider political and economic impacts; involvement of the British population in the slave trade including: the development of 'slave ports' – Bristol, Liverpool, London – and involvement of smaller ports; growth of ideas of a racial hierarchy and impact of these ideas on settled minority communities; opposition to slavery and the slave trade (including slave resistance); developing political activism including the role of coffee houses.

The English Reformation c.1520–c.1550 (J410/12)

This depth study focuses on the English Reformation from religious, social and economic perspectives as well as the psychological impact of religious change on the ordinary people of England.

Learners will not be required to know about Henry VIII's break with Rome and the international political issues associated with that except as background supporting knowledge.

Learners should be taught about:

- the English Church and the nature of religious practice before and during the Reformation
- the impact of the Reformation.

Learners should examine the points above through the contexts and content set out below.

Key Topics	Content Learners should have studied the following:
English Reformation c.1520–c.1535	Role and importance (including wealth) of the church in England c.1520; religious practice and the relationship between the church and ordinary people; the role and impact of the Lollards' and Luther's ideas; critics of the English church in the 1530s; popular attitudes towards reform of the church; Henry VIII's desire to annul his first marriage; the legislation of the Reformation Parliament 1529–1534.
Dissolution of the Monasteries c.1534–c.1540	Thomas Cromwell and the Valor Ecclesiasticus; the Visitation of the Monasteries; the process of dissolution; Suppression Acts 1536 and 1539; immediate reactions to Dissolution including support, those who took advantage and those who opposed; effects of Dissolution on religious orders; effects on lives of ordinary people, especially the old and poor; cultural impacts; resistance and protest, including the Lincolnshire Rising and the Pilgrimage of Grace 1536–1537.
The impact of the Reformation in English parishes c.1534–c.1550	Development and changes in religious policy under Henry VIII and Edward VI; effects on religious worship, including church services, prayer books and the issue of the Bible in English; impact on the fabric of churches; effects on the clergy; enforcement of new religious policies; response of ordinary people to religious changes; resistance and protest, including the Prayer Book Rebellion 1549.

Personal Rule to Restoration 1629–1660 (J410/13)

This depth study focuses on the main political and religious developments in Britain from 1629–1660. The aim is to give learners the opportunity to study in depth a period of fundamental significance in British history.

This depth study should be taken alongside the thematic study ‘War and Society c.790–2010’. It takes a different focus from the thematic study by focusing on the role and development of Parliament in this period.

In the course of the study learners will also be assessed on their ability to use historical sources in an investigation.

Learners should be taught about:

- the political and religious tensions which led to war
- divisions within Parliament
- the changing relationship between parliament and key individuals and groups
- the nature and extent of political and religious change in the period.

Learners should examine the points above through the contexts and content set out below.

Key Topics	Content Learners should have studied the following:
Relationship between Parliament and Charles I 1629–1642	Reasons why Charles I called Parliament in 1640; the Long Parliament’s criticisms of Charles I’s Personal Rule, including financial and religious measures and suppression of criticism (1629–1640); attacks on Laud and Strafford; events leading to civil war, including rebellion in Ireland in 1641, Grand Remonstrance 1641, attempt on the Five Members 1642, Militia Ordinance 1642, Nineteen Propositions 1642; divisions within Parliament 1640–1642.
The political and religious impact of war 1642–1649	Parliament’s attempts to reach agreement with Charles I 1646–1647 (Propositions of Newcastle); reaction of Parliament to the emergence of new religious and political groups, including Levellers, Quakers and Diggers; relationship between Parliament and the Army, including the emergence of the Presbyterian and Independent parties and the debate about settlement with the King; the execution of Charles I 1649; Rump Parliament and the declaration of Republic 1649.
The nature and extent of political and religious change 1649–c.1660	Relationship between Rump Parliament and Cromwell 1649–1653; relationship between Parliament and Cromwell 1653–1658, including the Instrument of Government and rule of the Major Generals; Humble Petition and Advice, and Cromwell’s response; attempts to reach a settlement September 1658 – April 1660; restoration of the monarchy, including the terms of Restoration c.1660.

2c. Content of the study of the historic environment (J410/11–13 determined by entry code for British depth study)

Introduction to the study of the historic environment

The study of the historic environment should focus on one particular site in its historical context. Learners study should examine the relationship between a place and historical events and developments.

The study of the historic environment will be linked to your theme and will be assessed alongside the British depth study.

If you are studying ‘Migration to Britain c.1000 to 2010’ (J410/08) and ‘The Impact of Empire on Britain 1688–c.1730’ (J410/11), your study of the historic environment will be:

Urban Environments: Patterns of Migration

If you are studying ‘Power: Monarchy and Democracy in Britain c.1000 to 2014’ (J410/09) and ‘The English Reformation c.1520–c.1550’ (J410/12), your study of the historic environment will be:

Castles: Form and Function c.1000–1750

If you are studying ‘War and British Society c.790 to c.2010’ (J410/10) and ‘Personal Rule to Restoration 1629–1660’ (J410/13), your study of the historic environment will be:

Castles: Form and Function c.1000–1750

The study of the historic environment will be worth 10% of the overall specification and should take approximately 12 guided learning hours to teach.

The OCR set site will be reviewed after three years and may be subject to change. Each OCR set site will remain on the specification for a minimum of three years, unless the review process identifies a necessary change. If an OCR set site is to be changed and replaced with a new set site, centres will be notified in the September two years prior to the examination.

A detailed assessment overview can be found in section 3 of the specification.

Urban Environments: Patterns of Migration (J410/11)

The essence of this study is on learners practising and developing their ability to use evidence effectively to understand how urban environments reflect population changes due to immigration. For the purposes of this study, the definition of an urban environment is that it is a defined area of a port city that has a long and varied history of immigration.

The aim of this study is that learners should be able to explain how historians can use the physical fabric of the site and accompanying relevant documents and other source material to understand how changes in the site have reflected patterns of migration, including:

- when immigrant groups arrived, why and from where
- how immigrants were received by settled populations
- the experiences of immigrants, including daily lives and occupations
- key events in local migration history
- the impact of migration on the area.

Learners should also investigate how the site is presented and described in accompanying material and consider what may be absent and what other research may need to be carried out to better understand the links between the site and migrant communities. Although the focus is primarily on migration to Britain (and the chosen site must reflect this), the study can include evidence linked to emigration where appropriate.

OCR have specified a site for each year (please note that the SAM uses Ancoats in Manchester as an exemplar and Ancoats is NOT one of the specified sites). From 2020 onwards the site will be fixed at Spitalfields.

The specified sites for this study have been selected in conjunction with BASA.



- o **2018 site:** Butetown, Cardiff
- o **2019 site:** South Shields, Tyne and Wear
- o **2020 site:** Spitalfields, London
- o **2021 site:** Spitalfields, London
- o **2022 site:** Spitalfields, London

Questions will assess learners' knowledge of aspects of the site's history of migration. Questions will also assess learners' ability to analyse and evaluate different types of source material (both physical and documentary) as evidence about the migration history of the area.

Sites may provide evidence about patterns of migration in a number of ways. For example:

- buildings including visible evidence of changing use and building styles
- names and signs including street names, shop fronts and signage
- monuments, gravestones or other commemorative artefacts
- on-site information about a key event
- related contemporary documents linked to the site including contemporary maps and plans
- related oral histories either in archives or collected by learners
- local history collections.

Please turn over for the Urban Environments: Patterns of Migration contents grid.

Learners should examine these points through the contexts and content set out below.

Key Topics	Content Learners should have studied the following:
When immigrant groups arrived, why and from where	<ul style="list-style-type: none"> • The history of immigration to and emigration from the area. • Where people migrated from and why. • How patterns of migration have changed over time. • How these are reflected in the urban environment.
How immigrants were received by the settled populations	<ul style="list-style-type: none"> • How and where immigrant groups settled in the area. • Positive and negative responses by the receiving population. • Positive and negative responses by the authorities. • How these are reflected in the urban environment.
The experiences of immigrants	<ul style="list-style-type: none"> • Housing, welfare and living conditions. • Employment and occupations. • Faith and community organisations. • How these are reflected in the urban environment.
Key events in local migration history	<ul style="list-style-type: none"> • Events of key significance in the immigration history of the area. • Where these events took place. • How these events are remembered and commemorated. • How they are reflected in the urban environment.
The impact of migration on the area	<ul style="list-style-type: none"> • Economic, social, political and cultural impact. • How continued migration has affected and changed the area. • The nature of the current multicultural community. • How this is reflected in the urban environment.

2

Castles: Form and Function c.1000–1750 (J410/12 and J410/13)

OCR has specified a set site for this element of the course. Kenilworth Castle has been selected as this site for assessment from 2019 onwards, in conjunction with English Heritage.



The essence of this study is for learners to practise and develop their ability to use evidence effectively, specifically Kenilworth Castle. In general terms, castles usually perform a range of functions across their history. For example Kenilworth was used as a:

- military installation for defence
- military installation to maintain power over the population
- site used by rulers and/or rebels in times of civil war, rebellion or protest
- residence for elites which combined comfort with display and possibly intimidation
- political and administrative centre with roles such as collecting taxes, administering justice or a prison.

The aim of this study is that learners should be able to explain how historians and archaeologists can use the physical fabric of Kenilworth Castle and accompanying relevant documents and other source material to understand the purpose of the site at specific points in time and also how this purpose may have changed across a particular time span.

Questions will assess learners' knowledge of aspects of the history of the castle and the lives of those who lived and worked in it. Questions will also assess learners' ability to analyse and evaluate different types of source material (both physical and documentary including the castle itself) as evidence about this history the castle.

Please note that the SAM uses Conwy Castle in North Wales as an exemplar and Conwy is NOT an OCR set site.

Please turn over for the Castles: Form and Function contents grid.

Learners should examine these points through the contexts and content set out below.

2

Key Topics	Content Learners should have studied the following:
The location of Kenilworth Castle	<ul style="list-style-type: none"> • The strategic location of Kenilworth Castle. • The specific geographical location of Kenilworth Castle. • The specific physical location of Kenilworth Castle. • The evidence used by historians, e.g. maps from medieval to modern times, drawings in local histories.
The appearance and layout of Kenilworth Castle at different times in its history	<ul style="list-style-type: none"> • Key features of the castle e.g. motte and bailey layouts, stone towers, defences, great hall, causeway. • When and why these features were installed or removed, including the slighting. • What these changes reveal about the history of the country at the time. • The evidence used by historians e.g. contracts, architect plans, contemporary drawings, aerial photographs.
Day to day function(s) of Kenilworth Castle at different times in its history	<ul style="list-style-type: none"> • Kenilworth Castle as means of conquest, particularly in the Norman period. • Kenilworth Castle as means of baronial and or royal power. • Kenilworth Castle as centre of administration, justice etc. • Kenilworth Castle as a dwelling place. • The evidence used by historians, e.g. royal licenses, newspaper articles.
Life in Kenilworth Castle at different times in its history	<ul style="list-style-type: none"> • The lives of the castle owners e.g. the De Clintons, de Montfort, Lancaster, John of Gaunt, Tudors, Dudleys, Stuarts, Hydes. • The people who made the castle function e.g. blacksmiths, cooks etc. • The evidence used by historians e.g. bills and accounts, inventories.
Key events associated with Kenilworth Castle at different times in its history	<ul style="list-style-type: none"> • Connections to events including: baronial and other rebellions, border warfare, civil war sieges.

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 students to progress to OCR's AS Level in History A and A Level in History A.

Find out more at www.ocr.org.uk

3 Assessment of GCSE (9–1) in History A (Explaining the Modern World)

3a. Forms of assessment

OCR's GCSE (9–1) in History A consists of three components that are externally assessed.

Component group 1 (Components 01–07)

Period study and non-British depth study

The period study will be assessed alongside the non-British depth study that has been chosen by the centre. The period study will be assessed in 'Section A' of the examination and the non-British depth study

in 'Section B' of the examination. There are no prohibited combinations of study.

The period study will be assessed by four questions.

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	AO4 marks	SPaG marks	Total marks
1	Outline ...	5					5
2	Explain ...	5	5				10
3	Compare interpretations...	5			20		25
4	Essay using interpretations...	5	5		10	5	25

In question 1, learners will be required to create a structured account selecting, organising and communicating their knowledge and understanding in a short written narrative outlining the sequence of events relevant to the issues set by the questions.

In questions 2 and 4, learners will be required to understand second-order historical concepts. Second-order historical concepts include: continuity, change, cause, consequence, significance and similarity and difference within situations.

In questions 3 and 4, learners will be required to analyse and evaluate previously unseen extracts from interpretations.

There will also be an additional 5 marks available for spelling, punctuation and grammar connected to question 4, the extended essay question. Please see

section 3e for more information on spelling, punctuation and grammar.

The total amount of marks available for the period study, 'Section A' of the examination, will be 65. We recommend that learners spend one hour on 'Section A'.

The non-British depth study that has been chosen by the centre will be assessed alongside the period study. The period study will be assessed in 'Section A' of the examination and the non-British depth study in 'Section B' of the examination. There are no prohibited combinations of study.

The non-British depth studies will be assessed by either four or five questions.

Some years, the question papers will be structured as follows:

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	AO4 marks	SPaG marks	Total marks
5	Describe ...	2					2
6	Explain ...	5	5				10
7	Source comparison question ...			10			10
8	Essay ...	7	11				18

Other years, the question papers will be structured as followed:

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	AO4 marks	SPaG marks	Total marks
5	Describe ...	2					2
6	Explain ...	5	5				10
7a	Source question ...			5			5
7b	Source question ...			5			5
8	Essay ...	7	11				18

We have taken this decision to ensure variety in the types of questions set when using sources.

In question 7, learners will either have to answer two 5 mark source questions or one 10 mark source question. In either case, learners will always have two sources to deal with. Both of these options will be of a comparable standard.

In questions 6 and 8, learners will be required to understand second-order historical concepts. Second-order historical concepts include: continuity, change, cause, consequence, significance and similarity and difference within situations.

The total amount of marks available for the non-British depth study, 'Section B' of the examination, will be 40. We recommend that learners spend forty-five minutes on 'Section B'.

Component group 2 (Components 08–10)

Thematic study

The thematic study will be assessed by four questions.

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	AO4 marks	SPaG marks	Total marks
1	Describe ...	4					4
2	Explain ...	4	4				8
3	Second order concept ...	4	10				14
4	Essay ...	8	16				24

In questions 2, 3 and 4, learners will be required to understand second-order historical concepts. Second-order historical concepts include: continuity, change, cause, consequence, significance and similarity and difference within situations.

Question 4 will be an essay that will require learners to look at change and/or continuity over time. This

question will either require learners to use information from two of the three sections of content in the specification, or all three sections of content in the specification.

The total amount of marks available for the thematic study will be 50.

Component group 3 (Components 11–13)

British depth study with a study of the historic environment

The British depth study that has been chosen by the centre will be assessed alongside a study of the historic environment. The British depth study will be assessed in 'Section A' of the examination and a study

of the historic environment in 'Section B' of the examination.

The British depth study will be assessed by two questions.

3

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	AO4 marks	SPaG marks	Total marks
1	Explain ...	5	5				10
2	Essay using sources ...	5	5	10		5	25

In both questions, learners will be required to understand second-order historical concepts. Second-order historical concepts include: continuity, change, cause, consequence, significance and similarity and difference within situations.

The total amount of marks available for the British depth study, 'Section A' of the examination, will be 35. We recommend that learners spend 45 minutes on 'Section A'.

There will also be an additional 5 marks available for spelling, punctuation and grammar connected to

question 4, the extended essay question. Please see section 3e for more information on spelling, punctuation and grammar.

The study of the historic environment will be assessed alongside the British depth study that has been chosen by the centre. The British depth study will be assessed in 'Section A' of the examination and a study of the historic environment in 'Section B' of the examination.

The study of the historic environment will be assessed by two questions.

Question	Type of question	AO1 marks	AO2 marks	AO3 marks	AO4 marks	SPaG marks	Total marks
1	Explain ...	5	5				10
2	Source Comparison question			10			10

In question 1, learners will be required to understand second-order historical concepts. Second-order historical concepts include: continuity, change, cause, consequence, significance and similarity and difference within situations.

The total amount of marks available for the study of the historic environment, 'Section B' of the examination, will be 20. We recommend that learners spend 30 minutes on 'Section B'.

3b. Assessment objectives (AO)

There are 4 Assessment Objectives in OCR GCSE (9–1) in History A. 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.

3

AO weightings in OCR GCSE (9–1) History A (Explaining the Modern World)

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

Component	% of overall GCSE (9–1) in History A (J410)			
	AO1	AO2	AO3	AO4
Period study with non-British depth study (J410/01–07)	17.5	12.5	5	15
Thematic study (J410/08–10)	10	15	0	0
British depth study and a study of the historic environment (J410/11–13)	7.5	7.5	10	0
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 A 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.

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

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

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 5 marks available for SPaG for question 4 of the period study in paper 1.

There will be 5 marks available for SPaG for question 2 of the British depth study in paper 3. These marks

for SPaG are in addition to the total 200 marks for the assessment of GCSE (9–1) History A. The tasks in which SPaG is assessed will be extended responses and will be clearly indicated as 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.
- Synoptic assessment is found in the period study and non-British depth study exam paper through the assessment of all four assessment objectives in the paper.
- The course as a whole has a clear rationale and builds into a coherent study.

3k. Calculating qualification results

A learner's overall qualification grade for OCR GCSE (9–1) in History A 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 by the learner and for the relevant exam series to determine the learner's 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

Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series. Estimated entries

should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

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 a GCSE (9–1) in History A must be entered for one of the following entry options.

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J410 AA	History A (Explaining the Modern World) Option AA	01	International Relations: the changing international order 1918–1975 with China 1950–1981	External Assessment
		08	Migration to Britain c.1000 to c.2010	External Assessment
		11	The impact of Empire on Britain 1688–c.1730 with Urban Environments: Patterns of Migration	External Assessment
J410 AB	History A (Explaining the Modern World) Option AB	01	International Relations: the changing international order 1918–1975 with China 1950–1981	External Assessment
		09	Power: Monarchy and Democracy in Britain c.1000 to 2014	External Assessment
		12	The English Reformation c.1520–c.1550 with Castles: Form and Function c.1000–1750	External Assessment

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J410 AC	History A (Explaining the Modern World) Option AC	01	International Relations: the changing international order 1918–1975 with China 1950–1981	External Assessment
		10	War and British Society c.790 to c.2010	External Assessment
		13	Personal Rule to Restoration 1629–1660 with Castles: Form and Function c.1000–1750	External Assessment
J410 BA	History A (Explaining the Modern World) Option BA	02	International Relations: the changing international order 1918–1975 with Germany 1925–1955	External Assessment
		08	Migration to Britain c.1000 to c.2010	External Assessment
		11	The Impact of Empire on Britain 1688–c.1730 with Urban Environments: Patterns of Migration	External Assessment
J410 BB	History A (Explaining the Modern World) Option BB	02	International Relations: the changing international order 1918–1975 with Germany 1925–1955	External Assessment
		09	Power: Monarchy and Democracy in Britain c.1000 to 2014	External Assessment
		12	The English Reformation c.1520–c.1550 with Castles: Form and Function c.1000–1750	External Assessment
J410 BC	History A (Explaining the Modern World) Option BC	02	International Relations: the changing international order 1918–1975 with Germany 1925–1955	External Assessment
		10	War and British Society c.790 to c.2010	External Assessment
		13	Personal Rule to Restoration 1629–1660 with Castles: Form and Function c.1000–1750	External Assessment

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J410 EA	History A (Explaining the Modern World) Option EA	05	International Relations: the changing international order 1918–1975 with South Africa 1960–1994	External Assessment
		08	Migration to Britain c.1000 to c.2010	External Assessment
		11	The Impact of Empire on Britain 1688–c.1730 with Urban Environments: Patterns of Migration	External Assessment
J410 EB	History A (Explaining the Modern World) Option EB	05	International Relations: the changing international order 1918–1975 with South Africa 1960–1994	External Assessment
		09	Power: Monarchy and Democracy in Britain c.1000 to 2014	External Assessment
		12	The English Reformation c.1520–c.1550 with Castles: Form and Function c.1000–1750	External Assessment
J410 EC	History A (Explaining the Modern World) Option EC	05	International Relations: the changing international order 1918–1975 with South Africa 1960–1994	External Assessment
		10	War and British Society c.790 to c.2010	External Assessment
		13	Personal Rule to Restoration 1629–1660 with Castles: Form and Function c.1000–1750	External Assessment
J410 FA	History A (Explaining the Modern World) Option FA	06	International Relations: the changing international order 1918–1975 with The USA 1919–1948	External Assessment
		08	Migration to Britain c.1000 to c.2010	External Assessment
		11	The Impact of Empire on Britain 1688–c.1730 with Urban Environments: Patterns of Migration	External Assessment
J410 FB	History A (Explaining the Modern World) Option FB	06	International Relations: the changing international order 1918–1975 with The USA 1919–1948	External Assessment
		09	Power: Monarchy and Democracy in Britain c.1000 to 2014	External Assessment
		12	The English Reformation c.1520–c.1550 with Castles: Form and Function c.1000–1750	External Assessment

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J410 FC	History A (Explaining the Modern World) Option FC	06	International Relations: the changing international order 1918–1975 with The USA 1919–1948	External Assessment
		10	War and British Society c.790 to c.2010	External Assessment
		13	Personal Rule to Restoration 1629–1660 with Castles: Form and Function c.1000–1750	External Assessment
J410 GA	History A (Explaining the Modern World) Option GA	07	International Relations: the changing international order 1918–1975 with The USA 1945–1974	External Assessment
		08	Migration to Britain c.1000 to c.2010	External Assessment
		11	The Impact of Empire on Britain 1688–c.1730 with Urban Environments: Patterns of Migration	External Assessment
J410 GB	History A (Explaining the Modern World) Option GB	07	International Relations: the changing international order 1918–1975 with The USA 1945–1974	External Assessment
		09	Power: Monarchy and Democracy in Britain c.1000 to 2014	External Assessment
		12	The English Reformation c.1520–c.1550 with Castles: Form and Function c.1000–1750	External Assessment
J410 GC	History A (Explaining the Modern World) Option GC	07	International Relations: the changing international order 1918–1975 with The USA 1945–1974	External Assessment
		10	War and British Society c.790 to c.2010	External Assessment
		13	Personal Rule to Restoration 1629–1660 with Castles: Form and Function c.1000–1750	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*.

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.

The following supporting information will be available:

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

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

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

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:

for a learner is missing, or the learner has been omitted entirely from the results supplied.

- **Review of results** – If you are not happy with the outcome of a learner’s results, centres may request a review of their marking.
- **Access to scripts** – Centres can request access to marked scripts.
- **Missing and incomplete results** – This service should be used if an individual subject result

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) in History B (Schools History Project) (J411).

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.

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
July 2018	1.2	1b 2a 2b 2c	Why choose OCR GCSE History OCR's GCSE History Content of GCSE History Study of the historic environment (J410/11–13)	Changes to the site that is required for centres to study as part of this course from 2019 onwards.
May 2019	1.3	2a 2b	OCR's GCSE History Content of GCSE History	Amendment the date range of Component Group 1 International Relations period study. Removal of the Poland and Russia depth studies
March 2020	1.4	1d	How do I find out more information?	Insertion of link to the new Online Support Centre.
		4e	Post-results services	Enquiry about results changed to Review of results.
		Multiple	n/a	Change to component numbers from 01–07 to 14–18.
				Update to specification covers to meet digital accessibility standards
September 2021	1.5	2c	Content of the non-British depth studies (14-18) Content of the British thematic studies (08-10) Content of the British depth studies (11-13)	Updating of some terminology.
October 2022	1.6	Multiple	n/a	Amendments to the component numbers for Component Group 1 and correction of typographical errors.
February 2023	1.7	3	Assessment of GCSE (9-1) in History A (Explaining the Modern World)	Insertion of new section 3c. Total qualification time.
January 2024	1.8	3d, 3e	Qualification availability, Language	Inclusion of disclaimer regarding language and availability
		4a	Pre-assessment	Update to include resilience guidance
		Checklist		Inclusion of Teach Cambridge

Date	Version	Section	Title of section	Change
January 2026	1.9	2c	Content of the non-British depth studies (01-07) Covers, page footers, section 1a and 4d	Correction of Herbert to J Edgar Hoover 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.

Contact the team at:

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✉ **history@ocr.org.uk**

🏰 **ocr.org.uk**

To stay up to date with all the relevant news about our qualifications, register for email updates at **ocr.org.uk/updates**

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