

Unit Y246: The USA in the 19th Century: Westward expansion and Civil War 1803–c1890	
Key Topics	Content Learners should have studied the following:
Westward expansion; causes and impacts AS INTERPRETATION TOPIC	The factors which contributed to the opening up of the West, e.g. exploration, fur trade, cattle, mining and farming, gold, trails, roads, e.g. Cumberland Road, steamboats, railways, telegraph, the Mormons, settlers, including push and pull factors, 'manifest destiny', opportunities, incentives and escape; the impact of the Federal Government on westward expansion, e.g. Louisiana Purchase, Florida, Texas, Oregon, Gadsden Purchase, War with Mexico, admission of new states to the Union, Federal Government and communications, mail, Homestead Act, Morrill Act, conservation; the economic, social, political, cultural impact of westward expansion.
Native Americans	Nature and diversity of Native American society in the early 19 th Century, Tecumseh's Confederacy, First Seminole War and other 'wars', Jackson and the Indian Removal Act; Bureau of Indian Affairs; treaties and the 'Indian Wars' of 1860s/70s; resources, e.g. gold and actions of settlers, Dawes Act and Americanisation; reasons for destruction of Native American societies.
The growth of sectional tension 1850–1861 AS INTERPRETATION TOPIC	Main differences between North and South by 1850 including the breakdown of the Missouri Compromise; sectionalism, the issues of slavery and westward expansion as they developed in the 1850s including 1850 Compromise, Kansas–Nebraska, Dred Scott, John Brown, Lincoln and the Republican Party; Election of 1860, secession and the failure of compromise; reasons for outbreak of hostilities.
The Civil War	Leadership in the North and South during the Civil War; Lincoln and the Union, character, appointments, relations with ministers, organisation of war effort, Emancipation Proclamation, election of 1864; Davis and Confederacy, character, appointments, relations with ministers, states, organisation of war effort; reasons for Union victory including effectiveness of McClellan, Grant and Lee as military commanders; resources; morale; strategies; the significance of major campaigns and battles including Antietam, Shiloh, Vicksburg, Gettysburg, the march through Georgia, Wilderness Campaign; naval blockade, international situation. <i>[Learners will not be expected to have a detailed knowledge of military campaigns or battles but should be prepared to discuss the significance of key events.]</i>

Unit Y247: Japan 1853–1937	
Key Topic	Content Learners should have studied the following:
The impact of foreign intrusion on Tokugawa Japan 1853–1868	Japanese society and state in the late Tokugawa period; peasant unrest and social tensions, disease and inflation; the impact of the arrival of US force under Perry 1853 and the unequal treaties, including France and Russia, of 1858; resistance to the Shogunate; civil war, the end of the Shogunate and the restoration of the Emperor Meiji in 1868.
Westernization and nationalism in Meiji Japan 1868–1912 AS INTERPRETATION TOPIC	Nature of change and emergence of Japan as a major power; ending of the power of the Samurai and changes in taxation, government and the army; economic and social change, industrial growth, e.g. coal, silk and railways; growth of large businesses; naval development; the 1889 Constitution; educational change.
Foreign relations and overseas expansion 1868–1920	Population pressure and imperial ambitions; annexation of the Ryukyu Islands 1875 and greater control over Northern territories; ambitions in Korea; the causes, course and results of the Sino–Japanese War 1894–1895, acquisition of Taiwan; participation in international action in China; the alliance with Britain; relations with Russia and the Russo–Japanese War 1904–1905; relations with the USA; participation in the First World War; the 21 Demands; the Siberian expedition; the Treaty of Versailles and resentments; the Washington Conference.
The growth of nationalism in Japan 1920–1937 AS INTERPRETATION TOPIC	Radicalism and repression in post–war Japan; the 1923 earthquake; social change and electoral reform 1925 and growing police powers; the rise of nationalism; resentment about western influences, Ikki Kita, the growth of emperor worship after the accession of Hirohito in 1926; the impact of the Great Depression on Japan; the development of militarism and ideas of pan–Asianism: the Manchuria incident 1931 and its effects, the coup of 1936; increasing military influence over Imperial policy making and the outbreak of war against China in 1937.

Unit Y248: International Relations 1890–1941	
Key Topic	Content Learners should have studied the following:
The causes and nature of the First World War AS INTERPRETATION TOPIC	Nationalism, imperialism, militarism, war plans and navies, the Alliances and Ententes; the Anglo–German naval race; the Moroccan and Balkan Crises and the July crisis; aims and policies of Germany, Austria–Hungary, France, Russia and Great Britain; The nature of the war; main events on the Western Front, trench warfare; the war on the Eastern Front; the role of the generals; the role of technology, naval and air warfare; the entry of the USA; the reasons for the outcome on Western and Eastern fronts.
The Paris Peace Conference, the League of Nations, and international diplomacy 1919–1935	Aims and motives of the ‘Big Four’; the terms and impact of the Peace Treaties (Versailles, St Germain, Trianon, Neuilly, Sèvres and Lausanne), the reaction in Germany; the reasons for and nature of the League of Nations; the activities of the League of Nations and its response to international and social problems, 1920–1935, including Corfu Incident, Greek–Bulgarian war, Manchuria and Abyssinia; the Conference of Ambassadors; disarmament, the Washington and London Naval Agreements; the Locarno Treaties; the Kellogg–Briand Pact.
Dictators and Appeasers in Europe 1929–1941 AS INTERPRETATION TOPIC	The impact of the Great Depression on international relations; Italian foreign policy 1935–1941; appeasement policies of Britain and France; the Spanish Civil War and its impact on international relations; the relations between Russia and the rest of Europe to 1941, including the Nazi–Soviet Pact; the outbreak and expansion of war in Europe.
The Far East 1918–1941	The impact of the Treaty of Versailles on Japan; Japanese nationalism in the 1920s and 1930s, and Japanese aims in the Far East; the impact of the Depression on Japan; the origins and impact of the Manchurian Crisis; the impact of the war between Japan and China 1937–1941; policies towards Japanese expansion in the 1930s including those of Britain and the USA; the Japanese invasion of Indo-China and the outbreak of war between Japan and the USA in 1941.

Unit Y249: Russia 1894–1941	
Key Topics	Content Learners should have studied the following:
The rule of Tsar Nicholas II AS INTERPRETATION TOPIC	Character, attitude and abilities of Nicholas II; political, economic and social problems of Russia in 1894; opposition, liberals, populists and Marxists; national minorities; the influence of Pobedonostsev, Witte; the Russo–Japanese War; the causes, extent, nature and consequences of the 1905 Revolution; Witte and the October Manifesto; the Fundamental Law; the Dumas; repression and reform under Stolypin; the political social and economic situation in Russia in 1914.
The 1917 Revolutions	The impact of the First World War 1914–1917, defeats, losses, economic dislocation, food shortages, transport problems, inflation; Nicholas' leadership; Rasputin; criticism in the Duma; the events of March 1917; Kerensky, the Provisional Government and Petrograd Soviet; return of exiles and the April Theses; July Days; Kornilov Revolt; events of November 1917; the roles of Lenin and Trotsky.
The Civil War and Lenin AS INTERPRETATION TOPIC	The Constituent Assembly, Lenin decrees; Civil War, White forces, foreign intervention, Red Army, 'war communism', reasons for Bolshevik victory/White defeat; murder of the Tsar; Red Terror, Kronstadt Rising; NEP; constitution and government; strengths and weaknesses of Lenin as leader.
The rule of Stalin	Character and abilities of Stalin; rivalries and divisions in the Bolshevik party, Trotsky, Bukharin, Kamenev, Zinoviev; Stalin's tactics and victory, 'socialism in one country' v 'permanent revolution'; consolidation of power, propaganda and 'Cult of Personality', growth of police state (OGPU, NKVD, purges and gulags); economic policies in the 1930s, agriculture, kulaks, voluntary and forced collectivisation, mechanisation; industrialisation, Gosplan, first two Five Year Plans; economic, social and political effects of Collectivisation and Five Year Plans.

Unit Y250: Italy 1896–1943	
Key Topic	Content Learners should have studied the following:
Italy 1896–1915	Italy in 1896; political, social and economic problems, including the legacy of <i>Trasformismo</i> ; industrial growth and its consequence, violence and strikes; Giolitti's ministries; colonial conflicts, including the war in Abyssinia and the Tripoli campaign; the challenges caused by irredentism, nationalism and socialism; foreign policy and the growing demand for war by 1915.
Italy 1915–1925 AS INTERPRETATION TOPIC	Early neutrality and subsequent entry into war; Treaty of London; the conduct of war, including the defeat at Caporetto and the victory at Vittorio Veneto; post-war problems, including economic problems, industrial and agrarian unrest, political instability; the career of Mussolini; the ideas, appeal and support of Fascism; the weaknesses of the post-war governments, the mutilated victory, reactions to the Paris Peace conference and the seizure of Fiume by d'Annunzio; electoral pact 1921 and the March on Rome; the transition of Mussolini from prime minister to Duce; the Acerbo law and the murder of Matteotti.
Fascist Italy 1925–1943 AS INTERPRETATION TOPIC	The Corporate State in theory and practice; propaganda and the image of the Duce; relations with the church; economic policy: the revaluation of the lira, agrarian policy; industrial policy; public works, including railways and roads; social policy: education and youth policy, sport, <i>Dopolavoro</i> , policies concerning women and population; preparations for and domestic impact of war. Jewish policy in 1930s.
Foreign Policy of Mussolini 1922–1943	Aims of foreign policy; Corfu incident; Locarno and Kellogg–Briand Pact; policy towards Britain, France, Austria and Germany including Stresa Front, Abyssinian War; Spanish Civil War, Rome–Berlin Axis, Anti–Comintern pact, Munich Conference, Pact of Steel; Albania; entry into Second World War 1940; failures in Africa; Greece; allied invasion and fall of Mussolini.

Unit Y251: Democracy and Dictatorships in Germany 1919–1963	
Key Topics	Content Learners should have studied the following:
The establishment and development of the Weimar Republic: 1919–Jan 1933 AS INTERPRETATION TOPIC	Consequences of the First World War; impact of the Treaty of Versailles; the Weimar Constitution; coalition governments; challenges to Weimar; Communist revolts, Kapp Putsch, Munich Putsch, invasion of the Ruhr, hyperinflation; Stresemann and the ‘Golden Years’; Dawes and Young Plans, economic recovery, foreign loans, political stability, improvements to working and living conditions; the impact of the Great Depression, elections and governments 1928–1933; rise and appeal of Nazism, role of propaganda and Hitler; Papen, Schleicher and ‘backstairs intrigue’; Hitler’s appointment as Chancellor.
The establishment of the Nazi Dictatorship and its domestic policies Feb 1933–1939	Hitler’s consolidation of power, the Reichstag Fire, March Elections and Enabling Act, Gleichschaltung, creation of the one-party state, Night of the Long Knives, army oath and death of Hindenburg; system of government and administration; censorship and propaganda, machinery of terror, including courts, SS, Gestapo; treatment of opposition; religious policies; economic policies, Schacht’s Four Year Plan, Goering’s New Plan, public works, conscription and autarky; German Labour Front; ‘Strength through Joy’; policy towards women; education and policy towards youth; racial policies to 1939; benefits of Nazi rule.
The impact of war and defeat on Germany: 1939–1949 AS INTERPRETATION TOPIC	The war economy and Total War; impact of bombing; war and racial policies, the Final Solution; morale and rationing; opposition and resistance; consequences of the Second World War; Cold War, Potsdam, division of Germany, Bizonia and developments in the Soviet Zone, currency and the Berlin Blockade.
Divided Germany: The Federal Republic and the DDR 1949–1963	The creation of West Germany and the DDR; the Basic Law and constitution of West Germany; the 1949 election; the economic miracle; political and social stability; foreign policy, rapprochement with France, EEC, rearmament, NATO, policy towards USA and USSR, DDR; elections of 1953, 1957 and 1961; Berlin Wall; Adenauer’s decline and the Der Spiegel Crisis of 1962; West Germany in 1963; the GDR in 1949; uprising 1953; economic change, land reform, collectivisation, nationalisation and heavy industry; social change, churches, Trade Unions, education and youth; Berlin Wall.

Unit Y252: The Cold War in Asia 1945–1993	
Key Topic	Content Learners should have studied the following:
Western Policies in Post War Asia 1945–1979	Decisions on Asia at Yalta and Potsdam; US policies– Kennan’s Long Telegram 1946, the creation of Model States (occupation and reconstruction of Japan; independence in the Philippines and Roxas), US involvement with Jiang Jieshi, the reasons for the fall of China to Communism in 1949 and US reactions, defensive perimeter strategy 1949 and NSC-68 1950; US policy towards China and Taiwan 1949 to 1979 (including Nixon’s visit to China 1972 and the end of recognition for Taiwan 1979), the occupation of a divided Korea and UN involvement (1945–1949); British policies in Malaysia – the Emergency 1948–1960 and independence 1963; Dutch policies in Indonesia – Sukarno and independence 1949 and the military/communist balance to Suharto; the USSR’s influence in Southeast Asia and her attitudes to China.
The Korean War 1950–1953 and its impact to 1977 AS INTERPRETATION TOPIC	Causes and outbreak of the Korean War, the aims of Kim Il Sung and Syngman Rhee; US and UN involvement in the war: Russian support for Kim, the Inchon landing, the UN crossing of the 38 th parallel and advance to the Yalu river, Chinese intervention in Korea and its impact; reasons for Truman’s dismissal of MacArthur; causes of stalemate 1951–1953; US public opinion; the changing nature of the war; difficulties in reaching a settlement; the outcome for the participants, the situation in Asia in 1953; the creation of SEATO in 1954 and its failure to 1977; non alignment – the Bandung Conference 1955 and its development from 1961.
Indochina 1945–1967	French colonial government in Indochina; Ho Chi Minh and the rise of the Viet Minh; the battle of Dien Bien Phu (1954); the Geneva Conference 1954 and the division of Vietnam; Eisenhower’s policies towards Indochina; Diem’s government of South Vietnam (1955–1963), its relations with Hanoi; formation of the NLF (1961), its impact; Kennedy’s policies towards Indochina (1961–1963), Diem’s assassination (1963); Johnson’s policy: the Gulf of Tonkin resolution (1964), start of US escalation of forces in Vietnam (1965); start of Operation Rolling Thunder (1965).
Wars in Vietnam and Cambodia 1968–1993 AS INTERPRETATION TOPIC	The role of the US military in Vietnam, the Vietcong and guerrilla warfare, the Tet Offensive (1968), continuation of bombing campaigns, Nixon’s policies in Vietnam, Cambodia and Laos, his relations with China, Paris peace talks (1967–1973), victory of North Vietnam and the fall of Saigon (1975) and the reasons why the USA failed to win the war; Cambodia – Sihanouk 1955–1970, reasons for civil war and North Vietnamese intervention, US bombing and the fall of the Khmer republic 1970–1975, Pol Pot and Democratic Kampuchea (the Khmer Rouge 1975–1978, Chinese

	<p>Models, evacuation to the rural areas, anti-intellectualism, the Killing Fields and ethnicity), Vietnamese invasion 1978 and its consequences (a People's Republic), the role of the UN, Paris Peace settlement (1991–1993) and the creation of a Cambodian Kingdom.</p>
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Unit Y253: The Cold War in Europe 1941–1995	
Key Topic	Content Learners should have studied the following:
The origins of the Cold War to 1945 AS INTERPRETATION TOPIC	The situation in 1941, Capitalism and Communism and general attitudes in East and West; wartime tensions in the Grand Alliance. Conferences; tensions and difficulties at Tehran, Yalta and Potsdam; the 'liberation of Europe in the East and West'; relations between Stalin, Churchill and Roosevelt (and later Truman and Attlee).
The development of the Cold War 1946–1955	'Iron Curtain' speech; Soviet control of Eastern Europe: including Baltic States, Poland, Hungary, Czechoslovakia, Romania, Greece, Yugoslavia; the Truman Doctrine and Marshall Aid; Cominform and Comecon; conflicts over Germany including the Berlin blockade and airlift; creation of West and East Germany; NATO; the Warsaw Pact; atomic weapons.
The Cold War 1956–1984	The impact of the Hungarian Rising 1956, the Czech Crisis 1968 and events in Poland 1956 and 1980–1981; developments in Germany, including rearmament of the Federal Republic and its inclusion in NATO and the Berlin Wall; the arms race; Space Race; Détente, the SALT talks, and Ostpolitik; Brezhnev Doctrine; the impact of the 'new Cold War' (1979–1985).
The end of the Cold War 1984–1995 AS INTERPRETATION TOPIC	Economic and social problems in the USSR and Eastern Europe; western influence; the pressure of the arms race; Gorbachev, glasnost and perestroika, Afghanistan, events of 1989 in Eastern Europe; the coup of 1991 and Russia under Yeltsin; reunification of Germany; civil war and the break-up of Yugoslavia to 1995.

Unit Y254: Apartheid and Reconciliation: South African Politics 1948–1999	
Key Topics	Content Learners should have studied the following:
Establishing Apartheid	Political, social and economic conditions in South Africa and nature and extent of segregation in 1948. 1948 election and reasons for Nationalist victory, origins and nature of Apartheid and its development to 1954: Population Registration Act (1950); prohibitions on mixed marriages and relationships; geographical segregation including Group Areas Act (1950), Influx Control, Pass System and creation of Reserves; Petty Apartheid and the Separate Amenities Act (1955), changes to education including Bantu Education Act (1955); Opposition and resistance to the Nationalist Government and the suppression of it 1948–54.
The development of Apartheid and growing resistance AS INTERPRETATION TOPIC	Reform and development of Apartheid under Verwoerd and Vorster including Bantu Self–Government Act (1959) – reasons for its introduction and consequences; impact and consequences of Apartheid for Black, White and Coloured South Africans; nature, development and effectiveness of resistance to Apartheid in this period including Nelson Mandela, ANC, Biko and the South Africa Learners’ Association, women’s groups, other forms of civil disobedience including anti–pass law demonstrations, boycotts and rural and urban protests, including Sharpeville (1960) and Soweto (1976) and their consequences; nature, development and consequences of international opinions towards Apartheid.
The collapse of Apartheid 1978–1989 AS INTERPRETATION TOPIC	Strengths and weaknesses of and threats to Apartheid by 1978; PW Botha, Total Onslaught, Total Strategy and consequences of his reforms for National Party and White, Black and Coloured South Africans; nature and development of opposition in this period: The United Democratic Front, ANC, Township Unrest, Church leaders; international relations and international opposition to Apartheid; reasons for and consequences of the State of Emergency 1985–1990; reasons for, nature and consequences of de Klerk’s reforms; importance of FW de Klerk, Nelson Mandela and other individuals in bringing about end of Apartheid.
A New South Africa 1989–1999	Political, social and economic conditions in South Africa in 1989; process towards and elections of 1994; the problem of violence; Government of National Unity and the role of Nelson Mandela; Reconstruction and Development Programme and its effectiveness, development of new constitution and its consequences, Truth and Reconciliation Commission; unity through sport; social and economic developments including the problem of HIV/AIDS; international relations; election of 1999; political, social and economic conditions in South Africa by 1999.

2d. Prior learning and progression

No prior knowledge of the subject is required. The specification builds on, but does not depend on, the knowledge, understanding and skills specified for GCSE History. It is recommended that learners have attained communication and literacy skills at a level equivalent to GCSE Grade C in English.

Learners in England who are beginning an AS course are likely to have followed a Key Stage 4 programme of study. This course will enable learners to progress to A level courses or combine it with vocational qualifications or progress directly to employment.

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3 Assessment of OCR AS Level in History

A

3a. Forms of assessment

Unit group 1: British period study and enquiry

1 hour 30 minutes examination in two sections.

For Section A, learners answer two compulsory source-based questions, worth a total of 30 marks, on three sources related to a key topic from the Enquiry element of their chosen unit.

For Section B, learners answer one essay question on the Period Study element. This is worth 20 marks.

Unit group 2: Non-British period study

1 hour 30 minutes examination.

Learners will answer two compulsory questions. The first is an essay worth 30 marks. The second question is in two parts, worth 10 marks each, and requires use of knowledge to evaluate a historians' interpretation of one of the key topics specified for the unit they have studied.

3b. Assessment availability

There will be one examination series available each year in June to **all** learners. This specification will be certified from the June 2017 examination series onwards.

3c. Assessment objectives (AOs)

There are three assessment objectives in OCR's AS Level in History A. These are detailed in the table below.

Learners are expected to demonstrate their ability to:

	Assessment Objective
AO1	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
AO2	Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

AO weightings in AS

The relationship between the assessment objectives and the unit groups are shown in the following table:

Units	% of AS Level			
	AO1	AO2	AO3	Total
British period study and enquiry (Unit group 1) (Units Y131 to Y143)	20%	30%		50%
Non-British period study (Unit group 2) (Units Y231 to Y254)	30%		20%	50%
	50%	30%	20%	100%

3d. Assessment of extended responses

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

3e. Synoptic assessment

Synoptic assessment allows learners to demonstrate their understanding between different aspects of the subject. Synoptic assessment involves the explicit drawing together of knowledge, skills and understanding of different aspects of the AS level course. The emphasis of synoptic assessment is to encourage the understanding of History as a discipline. Synoptic assessment tests the learners' understanding of the connections between different elements of the subject.

Synoptic learning is a feature of the AS qualification. Synoptic learning can be demonstrated through testing the learners' understanding of the connections between different elements of the subject. Each unit requires the drawing together of different elements of knowledge and understanding about different aspects of the periods studied to reach conclusions involving the analysis and evaluation of sources or interpretations. The skills of making historical links and thinking as an historian are common to both units that the learners will complete. Therefore the approach and skill set that each unit fosters will be drawn upon in the other unit taken, even though the specified content is different.

3f. Calculating qualification results

A learner's overall qualification grade for AS level in History A will be calculated by adding together their marks from the two units taken to give their total weighted mark. This mark will then be compared to the qualification level grade boundaries that apply for the combination of units 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 these processes, together with the deadlines, can be found in the OCR *Admin Guide and Entry Codes: 14–19 Qualifications*, which can be downloaded from the OCR website: www.ocr.org.uk

4a. Pre–assessment

Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a unit or 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 AS level History A must be entered for certification code H105.

All learners must also be entered for the two units they are taking using the relevant unit entry codes.

Unit entry codes for all units are given in the tables in section 2b.

Estimated grades

An estimated grade is the grade the centre expects a learner to achieve for a qualification. These are required at qualification level only – you do not need to supply estimated grades for units. These should be submitted to OCR by the specified deadline.

4b. Accessibility and special consideration

The AS level 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.

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*.

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 *A guide to the special consideration process*.

4c. External assessment arrangements

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

4d. Results and certificates

Grade scale

Advanced Subsidiary qualifications are graded on the scale: A, B, C, D, E, where A is the highest. Learners who fail to reach the minimum standard for E will be Unclassified (U). Only subjects in which grades A to E are attained will be recorded on certificates.

Units are graded on the scale a, b, c, d, e, where a is the highest. Learners who fail to reach the minimum standard for e will be unclassified (u). Unit results will not be recorded on certificates.

Results

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

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

- the grade for the qualification
- the raw mark and grade for each unit
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each unit
- weighted mark grade boundaries for the combinations of units taken by their candidates.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment. A learner's final results will be recorded on an OCR certificate.

The qualification title will be shown on the certificate as 'OCR Level 3 Advanced Subsidiary GCE in History A'.

4e. Post-results services

A number of post-results services are available:

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

4f. Malpractice

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

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5 Appendices

5a. Grade descriptors

Details to be confirmed by Ofqual.

5b. Overlap with other qualifications

There is no overlap with any other qualifications

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