

2 The specification overview

2a. Overview of A Level in History A (H505)

Learners must take one unit from each of unit groups 1 to 3 as well as the mandatory non exam assessment unit Y100 Topic based essay.

Content Overview	Assessment Overview	
<p>British period study and enquiry: (unit group 1)</p> <p>Learners study one of the 13 units available, each of which constitutes a substantial and coherent element of British History.</p> <p>The enquiry is a source-based study which immediately precedes or follows the outline period study.</p>	<p>British period study and enquiry (Y101-Y113) 50 marks 1 hour 30 minute paper</p>	<p>25% of total A level</p>
<p>Non-British period study: (unit group 2)</p> <p>Learners study one of the 24 units available, each of which constitutes a coherent period of non-British History.</p>	<p>Non-British period study (Y201-Y224) 30 marks 1 hour paper</p>	<p>15% of total A level</p>
<p>Thematic study and historical interpretations: (unit group 3)</p> <p>Learners study one of the 21 units available. Each unit comprises a thematic study over a period of at least 100 years, and three in-depth studies of events, individuals or issues that are key parts of the theme.</p> <p>Learners will develop the ability to treat the whole period thematically, and to use their detailed knowledge of the depth study topics to evaluate interpretations of the specified key events, individuals or issues.</p>	<p>Thematic study and historical interpretations (Y301-Y321) 80 marks 2 hour 30 minute paper</p>	<p>40% of total A level</p>
<p>Topic based essay: (unit Y100)* **</p> <p>Learners will complete a 3000–4000 word essay on a topic of their choice, which may arise out of content studied elsewhere in the course. This is an internally assessed unit group. A Title(s) Proposal Form must be submitted to OCR using the Title(s) Proposal tool.</p>	<p>3000–4000 word essay (Y100/03 or 04) Non exam assessment 40 marks</p>	<p>20% of total A level</p>

*Includes synoptic assessment

**Learners who are retaking a qualification can choose either to retake the non exam assessment unit or to carry forward their mark for that unit. See Section 4d for further details.

2c. Content of unit group 1: British period study and enquiry (Units Y101 to Y113)

Introduction to unit group 1

Centres should choose one unit from the thirteen available in unit group 1.

2

Each unit has two elements: a Period Study and an Enquiry. The Enquiry element either precedes or continues the Period Study element so as to provide increased coherence and coverage of the chosen period of British history.

The Period Study element of the unit is assessed by essays, which will allow learners to develop their use and understanding of historical terms, concepts and skills. The length of the periods studied will encourage learners to develop their interest in, and understanding of, important developments. The topics available in the units in this group will enable learners to ask significant questions about important issues. They are sufficiently broad and balanced to ensure both coherence and variety and have sufficient chronological range to provide for the study of continuity and change, which allows analysis of causes and consequences within the periods.

The addition of the Enquiry element to either the beginning or end of the period will ensure that learners do not have a borehole approach to their study, but will be able to see change and developments, and make substantiated judgements, over a substantial length of time, so that they can see issues in a wider perspective. The Enquiry topic areas include the study of significant individuals, societies, events and issues. They also include a range of different historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social and technological.

The nature of the examination will require learners to demonstrate an understanding of the key historical terms and concepts relevant to the period studied. The questions relating to the Period Study element will require learners to recall, select and deploy

appropriate knowledge and communicate this clearly and effectively. Learners will be expected to demonstrate abilities to explain, assess, analyse and consider the relationships between key features of the period studied in order to reach substantiated judgements. All responses will require judgements, and at the top level will be more analytical with judgements more effectively substantiated than similar questions set at AS Level. This is ensured by a more demanding top level to the generic mark scheme.

In the Enquiry element, the focus will be on the critical use of evidence in investigating and assessing historical questions, problems and issues. The link with the Period Study will make it easier for teachers to provide the historical background, context and awareness of how their option is located within the longer term developments of the topic. The focus of the questions may be on depth of one Key topic or breadth, using parts of several key topics for the evaluation of a theme. Each Enquiry topic is of sufficient length to provide a coherent and worthwhile study within the overall period. Each provides a range of perspectives affecting individuals, societies and groups and will enable learners to analyse and evaluate different interpretations and representations of the past through contemporary perspectives. The critical evaluation of sources will be central to this element, with all marks awarded against AO2. The sources selected for examination will be a range of types of written sources, contemporary to the period. Learners will always have to analyse and evaluate **four** sources, answering **one** question which sets the sources in their historical context. The complexity of this task thus represents differentiation from AS, where fewer sources are analysed and shorter-answer questions are set. Sources will be fully attributed and only edited for accessibility. Learners' knowledge of the historical context will only be credited insofar as it is used to analyse and evaluate the sources in relation to the question set.

Unit Y112: Britain 1900–1951	
Enquiry Topic: England and a New Century c.1900–1918	
Key Topics	Content Learners should have studied the following:
Political issues c.1900–1914	England in 1900; The Conservative government under Balfour 1902–1905; reasons for the Liberal landslide; the origins and development of the Labour Party and the Trade Unions from 1893 to 1914; constitutional crisis, causes, course and results; the issue of women’s suffrage 1906–1914; problems in Ireland 1910–1914; Trade Unions and problems of industrial unrest.
Social issues 1900–1918	The development of ideas of new liberalism, including the role of Lloyd George and Churchill; the debate over poverty (Booth, Rowntree and Galt) and the debate over national efficiency; education and young people: the acts of 1902, 1906 and 1918, school measures, the Children’s Charter; Old Age pensions; National Insurance; measures to protect workers.
Britain at war 1914–1918	Attitudes to war; the impact of war on the Home Front; political developments during the war: the coalition of 1915, the creation of the Lloyd George Coalition; the splits in the Liberal Party and their importance; the development of the Labour Party and its Constitution of 1918; the role of women in the war, and the extension of the franchise in 1918.

British Period Study: Britain c.1918–1951	
Key Topics	Content Learners should have studied the following:
British politics 1918–1929	The result of, and reasons for, the outcome of the 1918 election; the decline of the Liberal party to 1924; Lloyd George's coalition, policies and reasons for fall; the 1923 election and its significance; the first Labour government 1924, MacDonald's aims, domestic reforms, international relations and fall from power; the Conservative recovery 1918–1924; the Conservatives in power 1924–1929, the leadership of Baldwin, Churchill as Chancellor, the work of Neville Chamberlain; extension of the franchise; the 1929 election.
British domestic politics 1929–1939	The Second Labour government 1929–1931, economic problems, domestic policies, MacDonald as leader, Snowden as Chancellor; the formation, nature and impact of the National Government; MacDonald, Baldwin and Chamberlain as Prime Ministers; the Abdication Crisis; political extremism including Communism, Mosley and the British Union of Fascists; the impact of foreign affairs on domestic government.
Economic issues 1918–1939	Post-war economic conditions; the problems of the staple industries; economic unrest; the problems of the mining industry, the causes and failure of the General Strike; the impact of the Great Depression; unemployment in the interwar period, causes, extent, regional patterns; the economic policies of the National Government, success and limitations; social policies of the National Government; the recovery, causes, extent, regional variations.
Domestic politics 1940–1951	The fall of Chamberlain and replacement by Churchill; the effects of the war on food, women, industry, health and housing; wartime reports and their impact, including Beveridge (1942) and Butler Act (1944); the issues in the 1945 election, the reasons for Labour victory, reputation of the Conservative and Labour parties, outcome of the election; the Labour governments 1945–1951, Attlee as Prime Minister, government policies and achievements, its record on national insurance, health, education and nationalisation; the impact of their reforms; Labour's achievements, the problems of balance of payments, rationing, wage freezes, internal divisions, Conservative reorganisation; the 1950 and 1951 elections.

2c. Content of unit group 2: Non-British period study (Units Y201 to Y224)

Introduction to unit group 2

Centres should choose one of the twenty-four units available in this unit group.

The periods of non-British study will have the same number of Key Topics as for the British Period Study element, but there is no associated Enquiry element.

For the assessment of this unit group, each unit will have two questions set and learners will answer both parts from one of the questions. Learners will be required to answer both a traditional 'Period Study' essay (as in a unit group 1) and a shorter question assessing the significance of two events, pertaining to a different key topic from within the option chosen.

The nature of both questions ensures that learners will have to reach a supported judgement if they want to access the higher mark range.

The length of the periods studied within this unit group will encourage learners to develop their interest in, and understanding of, important developments. They will also enable learners to ask significant questions about important issues. They are sufficiently broad and balanced to ensure both coherence and variety. The units have sufficient chronological range to provide for the study of continuity and change, which will allow the development of the Key Topics and for the analysis of cause and consequences within the periods. The length of periods studied will prevent a borehole

approach to their study and learners will be able to see change and developments, and make substantiated judgements, over substantial lengths of time, so that they can see issues in a wider perspective. The topic areas available in the units in this group also include the study of significant individuals, societies, events and issues. They also include a range of different historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social and technological.

Centres will be able to choose, should they desire, a non-European period from the same time period as their British unit and this will also allow a broad understanding of the period in a wider context.

The nature of the examination will require learners to demonstrate an understanding of the key historical terms and concepts relevant to the period studied. The questions will require learners to recall, select and deploy appropriate knowledge and communicate this clearly and effectively. Learners will be expected to demonstrate abilities to explain, assess, analyse and consider the relationships between key features of the period studied in order to reach substantiated judgements. All responses will require judgements, and at the top level will be more analytical with judgements more effectively substantiated than similar question set at AS Level. This is ensured by a more demanding top level to the generic mark scheme.

2

Unit Y221: 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	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 New Plan, Goering's Four Year 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	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.

2c. Content of unit group 3: Thematic study and historical interpretations (Units Y301 to Y321)

Introduction to unit group 3

There are two elements to the thematic study and historical interpretations unit group:

2

- the thematic essay which will require learners to consider developments over at least 100 years
- the in-depth interpretation element where learners will comprehend, analyse and evaluate the ways in which the past has been interpreted by historians, by using their knowledge of specific individuals, events or developments that are prominent within the theme. Learners will be required to show an understanding of the wider historical debate connected to the issues. Three such depth studies are specified for each option.

This unit group seeks to develop an understanding of connections and interpretations between different elements of the subject and for learners to draw together knowledge, understanding and skills of diverse issues centred upon a common theme.

The topics covered by the units in this group are based on themes covering an extended period of at least 100 years with a focus on continuity, development, change and evaluation of interpretations appropriate to the topic. The emphasis is on developing and interpreting a broad overview of the period studied, whilst also considering the validity of historical interpretations on specific topics within the theme being studied, therefore combining breadth and depth. The themes identified within each topic in the unit are not to be studied in isolation to each other. They are not self-contained and learners need to examine the inter-relationships within the theme being studied.

The thematic essays will focus on making links and comparisons between different aspects of the topics studied and of testing hypotheses before reaching a judgement.

The depth studies will require learners to evaluate historians' interpretations of the named events (etc). This will provide learners with the opportunity to assess and evaluate the arguments using their analytical skills and knowledge of the wider historical debates. They will have the opportunity to show they can discriminate between different interpretations to reach a supported judgement on the issue on which they are being examined.

There will always be **one** interpretation style question set for examination on **one** of the three depth studies. The interpretations selected will always be deliberate constructs by historians, produced much later than the historical event. They represent progression from interpretations as examined at AS level in that they will require analysis of a greater depth and range of evidence. Therefore, the interpretations set will always be longer extracts (substantial paragraphs). The interpretations set for examination will provide candidates with the opportunity to analyse and evaluate by locating them in the wider historical debate. Interpretations will be fully attributed and will only be edited for accessibility.

Further advice and guidance on this unit group is available from the OCR website. The following pages detail the content options available.

Unit Y312: Popular Culture and the Witchcraze of the 16th and 17th Centuries

This theme focuses on the rise and decline in witchcraft during the 16th and 17th centuries and how far it emerged out of the popular culture of the time. It will examine the reasons for the increase and subsequent decline in persecutions, the nature of the Witchcraze, the reactions of the authorities and its impact on society. Learners should consider the Witchcraze in a variety of countries and regions in order to be able to establish patterns and make comparisons; (however, essays will not be set on particular countries). There are a wide range of

European countries, as well as America, that can be used as examples and learners should draw on a range of examples from these. The strands identified below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed knowledge of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

2

Thematic Study: Popular Culture and the Witchcraze of the 16th and 17th Centuries	
Key Topics	Content Learners should have studied the following:
Popular culture	Urban and rural popular culture; popular and elite culture, their definitions; participation in popular culture and the withdrawal of the elite; the significance of ritual; the role of pageants and the festivals of misrule; public humiliation; moral regulation; the role of magic in society; challenges to popular culture; religious change; political change; economic change; social control.
The main reasons for the growth and decline in the persecution of witches	Developments from the Papal Bull of 1484 and the Malleus Maleficarum (1486) to the end of the period; causes of growth and decline, including religious changes and confessional strife, economic causes, social structure, changes and divisions within society, scapegoats and minorities, popular culture and cultural changes, growth of rationalism and enlightened thinking, understanding of medicine and remedies; persecution from above or below; the role of wars and natural disasters, including plague and the mini Ice Age.
The persecuted	The geography of the Witchcraze in Europe and North America; regional variations; towns; countryside; religious variations, gender, age, social and employment composition of those prosecuted for witchcraft.
Responses of the authorities to witchcraft	Legal developments including the Inquisitorial system of criminal procedure, secular courts on both a local and regional scale; campaigns against medieval superstition; torture, trials, felony, burnings, sleep deprivation, confessions; survival of popular beliefs, impact on the Reformation; mistrust and fear, denunciations; impact on legal procedure.

Popular Culture and the Witchcraze of the 16th and 17th Centuries	
Depth Studies	Content Learners should be aware of debates surrounding the issues outlined for each in-depth topic:
The Witchcraze in Southern Germany c.1590–1630	Popular culture in Southern Germany; the impact of the Reformation; political, social and economic changes and their impact on order and conformity; the reasons for the increase in persecution; the frequency, nature and geography of witchcraft in the region; the responses of the authorities and its impact on society.
Hopkins and the witch hunt of 1645–1647	The religious, political, social and economic situation and their impact on order and conformity; moral regulation and the challenges to popular culture in the 1640s; the reasons for the persecution; the frequency, nature and geography of the persecutions; the response of the authorities to witchcraft and its impact on society.
The Salem witch trials	The religious, political, social and economic situation and their impact on order and conformity; Salem’s relationship with England and the legal situation; the reasons for the persecution; the frequency, nature and geography of the persecution; the response of the authorities to witchcraft and its impact on society.

2d. Non exam assessment: Topic based essay (Unit Y100)

Overview

The History A unit Y100 Topic based essay is an independently researched essay of 3000–4000 words in length. This unit is a non exam assessment. The work will be marked by centres and moderated by OCR.

Choice of essay topic

The essay should include an explanation and analysis of different perspectives on a clearly-stated historical issue, drawing on a range of primary and secondary material. It will therefore utilise the skills and understanding developed elsewhere in the course. As an independent enquiry using a range of sources and interpretations, the essay will require students to develop an understanding of how historians work.

The essay must be based on the **independent** investigation of historical issue. The issue may arise from the study of a period or topic in unit groups 1–3, or it may be on a topic, or from a period, that the learner has not studied as part of the A level course. **The topic for this essay cannot be the same as that chosen for the in-depth interpretation topics studied within Unit Group 3.**

Learners should choose their own essay title, but all titles must be checked by OCR. Centres **must** use the *Topic based essay Title(s) Proposal tool* to submit all chosen titles, along with the centre's choice for Unit group 3 to OCR for approval.

If you cannot find a suitable title for learners on the pre-approved lists, you can use the *Title(s) Proposal tool* to propose additional titles for approval.

It is the centre's responsibility to ensure that all text and task combinations **for all learners** are submitted via the *Title(s) Proposal tool*. Centres are advised to wait until they have received confirmation of approval from OCR before learners begin working on the tasks.

You can access the *Title(s) Proposal tool* through the OCR website (see also Appendix 5d). Centres must submit their *Title(s) Proposal tool* every series even if the titles have been approved previously. There is no restriction on the number of candidates choosing the same title, however centres **must** ensure that work is independent (see the 'selection of sources and interpretations' below).

OCR will verify that the in-depth interpretations topics studied by the learners in Unit group 3 have not been used as a basis for the Topic based essay and will confirm to the centres that appropriate essay titles have been chosen. OCR consultants may contact centres requesting further information in order to be able to confirm the appropriateness of the title(s). **Centres must wait until they have received confirmation from OCR that the chosen titles are suitable before learners begin working on their essays.**

The OCR Unit Y100 guide offers support with structuring task titles so that they reflect the assessment requirements. <https://www.ocr.org.uk/Images/297815-unit-y100-guide.pdf>

Centres must use the *Title(s) Proposal tool* to submit their text and task choices every year, even if the texts and/or tasks have been used previously. The deadline for submitting texts and task choices is 31st January of the year of assessment.

More information about the deadlines for submitting the form and expected turnaround times 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

Topic based essay assessment

The unit assesses AO1, AO2 and AO3 through one piece of written work. Half of the marks will be awarded for AO1, and thus the essay should be driven by use of knowledge and understanding to reach substantiated judgements. A range of primary (AO2) and secondary (AO3) sources should be evident and analysed, but formal critical evaluation in itself is less important than the discerning use of evidence to support analysis. Further advice and exemplification is available in the Coursework Guidance booklet.

The non exam assessment topics chosen can add coherence to the overall course in any of the following ways:

Learners may extend their knowledge of aspects of the past already studied.

An example of this may be that the French Revolution and Napoleon has been studied for unit group 2, but a learner has a special interest in the War of the Third Coalition, or the Hundred Days War. A learner has

studied US Civil rights in unit group 3 but may wish to consider the career of Martin Luther King in greater depth. The reign of Elizabeth has been studied in unit group 1, but a learner may wish to consider the issue of why she did not marry in greater depth. **Learners may not complete non exam assessment on any of the three in-depth interpretations topics they study in unit group 3.**

Learners may wish to build on what they know to study related aspects not specifically required by the specification.

An example of this may be that while US Civil Rights has led to the study of rights for women, African-Americans and Trade Unions, a learner is interested in knowing more about gay rights. A learner may have enjoyed studying Elizabeth and may wish to pursue a cultural aspect of the Elizabethan age. A learner may have studied China in unit group 3 between 1839 and 1989 but may wish to know more of Chinese history in an earlier era.

Learners may wish to study a topic which is not related to other topics studied in order to extend the range of their historical knowledge.

The focus of their studies may have been the modern period but they may wish to investigate something from an earlier period, or from a different geographical area. Such a study would involve using historical skills but would be a broadening rather than a deepening of knowledge.

Learners may wish to study a topic which involves a different sort of history than they have studied.

Thus they may choose an aspect of social history to balance a course which has been more focused on political history. They may wish to study an aspect of local history when their main course has been predominantly based on national history. They may wish to pursue a cultural or intellectual topic – a study of the arts or philosophy or literature in a particular period. They may wish to focus on an economic topic or a scientific topic. This could well come out of interests and enthusiasms in other disciplines they have been studying. A love of modern languages and history, for example, might be linked by studying an aspect of France, Spain, Italy, China or Russia. This could involve looking at evidence in French, Spanish, Italian, Mandarin or Russian, or merely extending

knowledge and understanding of the history of a particular country whose language has been studied.

Learners may have an interest in a particular topic for its own sake.

This could emerge, for example, from their family, where they live, a hobby, a place they have visited, something they have seen in an exhibition, or a play, novel or film that has not featured in the main A level History course. Some examples might be the impact of industrial growth on a town or a region; the impact of civil war on a local area; the development of culture in a particular city; the impact of religious or social change on a locality; the significance of a particular person, or events which have impacted on past members of their family.

Selection of Sources and Interpretations

Candidates **must use a range of both** primary (sources) and secondary (interpretations) material. A 'range' is considered to be 10 to 15 in total; however, where appropriate candidates may use more. The balance between sources and interpretations will depend upon the topic studied, but candidates should choose a sufficient variety and quantity of each to allow them to explore their chosen topic in sufficient depth.

The topic must be independently researched by the learner. Centres may provide guidance regarding where learners can access appropriate sources and/or interpretations, and discuss the subsequent selection with learners. While candidates may inevitably select the same key texts in researching an interpretation, such as AJP Taylor on the Origins of the Second World War, or Goldhagen on The Holocaust, centres may **not** provide learners with pre-selected compilations of sources and interpretations.

Where candidates offer the same title, centres must be vigilant in order to ensure that the candidates' work is genuinely independent. Moderators will be checking the selections of sources and interpretations, and significant overlap in the material chosen will be considered potential evidence of collaboration.

Please remember, non exam assessment **does not** contribute to the 200 year minimum programme of study requirement.

3 Assessment of OCR A Level in History A

3a. Forms of assessment

OCR's A Level in History A consists of three units that are externally assessed and one unit that is assessed by the centre and externally moderated by OCR.

Unit group 1: British period study and enquiry

These units are assessed in two parts: the enquiry and the period study, and thus the question paper has two sections.

Section A is the enquiry. Learners will answer one compulsory question, requiring them to analyse and evaluate four primary sources in their historical context in order to test a hypothesis. This part of the paper is worth 30 marks.

Section B is the period study. Learners will answer one essay question from a choice of two. This part of the paper is worth 20 marks.

Unit group 2: Non-British period study

Learners will answer one two-part question from a choice of two.

The first part of the question will require learners to compare two factors and to make a judgement about their relative importance. There are 10 marks available.

For the second part of the question learners will write an essay on a different part of the period. As with the British period study essay in unit group 1, this question is worth 20 marks.

Unit group 3: Thematic study and historical interpretations

Assessment of units in this unit group is in two parts: the historical interpretations depth study and the

thematic essay, and thus the question paper has two parts.

Section A is the interpretations section. Learners will read two extracts from historians about one of the three depth studies specified for their chosen option, and will write an essay explaining which they think is more convincing. This part of the paper is worth 30 marks.

Section B is the themes section. Learners will answer two themes questions from a choice of three, each of which requires an essay covering the whole period studied. This part of the paper is worth 50 marks.

Unit Y100: Topic based essay

An extended essay of 3000–4000 words, arising from independent study and research, on a topic of the learner's choice.

Planning of the task

It is expected that the teacher will provide detailed guidance to learners in relation to the purpose and requirement of the task. The teacher should ensure that learners are clear about the assessment criteria which they are expected to meet and the skills which they need to demonstrate in the task. Any explanation or interpretation given by teachers must be general and not specific to learners' work.

Further guidance about the nature of advice that teachers can give to learners can be found in the JQC *Instructions for conducting coursework*.