Introduction

The Edexcel GCSE in History B (Schools History Project) is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Edexcel.

About this specification

- Relevant and stimulating for students.
- Clear and coherent, addressing a range of key historical themes and contexts.
- Straightforward and appropriate assessment methodology.
- Gives an introduction to the key concepts and contexts of history enabling progression to GCE Advanced Level History.

Key subject aims

The Edexcel GCSE in History B (Schools History Project) aims to:

- actively engage students in the process of historical enquiry to develop them as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop students’ knowledge and coherent understanding of selected periods, societies and aspects of history
- develop students’ awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes
- develop students’ abilities to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context
- enable students to organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgements
- recognise that students’ historical knowledge, understanding and skills help them understand the present and provide them with a basis for their role as responsible citizens, as well as allowing further study of history.
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The Edexcel GCSE in History B (Schools History Project) comprises four units which can be taken in any order.

### Unit 1: Schools History Project Development Study

*Unit code 5HB01*

- Externally assessed
- Availability: January and June series
- First assessment: June 2010

**Overview of content**

Students should select one option from:
- 1A: Medicine and treatment
- 1B: Crime and punishment
- 1C: The changing nature of warfare.

**Overview of assessment:**

- This unit is assessed through a 1-hour and 15-minute examination.
- Students answer five questions.
- There are 50 marks available for this paper.

### Unit 2: Schools History Project Depth Study

*Unit code 5HB02*

- Externally assessed
- Availability: January and June series
- First assessment: June 2010

**Overview of content**

Students should select one option from:
- 2A: The transformation of British society c1815–c1851
- 2B: The American West c1840–c1895
- 2C: Life in Germany c1919–c1945.

**Overview of assessment:**

- This unit is assessed through a 1-hour and 15-minute examination.
- Students answer five questions.
- There are 50 marks available for this paper.
<table>
<thead>
<tr>
<th><strong>Unit 3</strong></th>
<th><strong>Schools History Project Source Enquiry</strong></th>
<th><strong>Unit code 5HB03</strong></th>
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<td>25% of the total GCSE</td>
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<td>Students select one option from:</td>
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<td>3A: The transformation of surgery c1845–c1918</td>
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<td>3B: Protest, law and order in the twentieth century</td>
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<td>3C: The impact of war on Britain c1914–c1950</td>
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<td>3D: The work of the historian.</td>
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<td><strong>Overview of assessment</strong></td>
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<td>This unit is assessed through a 1-hour and 15-minute examination.</td>
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<td>The question paper has six to eight sources and five questions and there are 50 marks available for this paper.</td>
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<th><strong>Unit 4</strong></th>
<th><strong>Representations of History</strong></th>
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<td>Students should select one of the following 13 options:</td>
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<td>CA1: Germany 1918–39</td>
<td>CA8: Crime, policing and punishment in England c1880–c1990</td>
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<td>CA3: USA 1919–41</td>
<td>CA10: The impact of war on Britain c1914–c1950 (This option may have a local focus as CA10L)</td>
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<td>CA4: China 1945–76</td>
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<td>CA5: Vietnam 1960–75</td>
<td>CA11: Change in British society 1955–75</td>
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<td>CA6: Government and Protest in the USA 1945–70</td>
<td>CA12: Power and political transformation in Britain 1970–90</td>
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<td>CA7: The Indian subcontinent: The road to independence 1918–47</td>
<td>CA13L: History around us — a local community.</td>
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<td><strong>Overview of assessment</strong></td>
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<td>Students are assessed through a single internally-assessed, externally-moderated assessment consisting of one task. This task is assessed under controlled conditions.</td>
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<td>There are 50 marks available for this assessment.</td>
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*See Appendix 3 for a description of this code and all other codes relevant to this qualification.*
A Qualification content

Subject content

This GCSE specification requires students to demonstrate knowledge and understanding of:

- the key individuals, societies, events, developments and issues in the period(s), theme(s) or topic(s) specified
- the key features and characteristics of the period(s), theme(s) or topic(s) specified and, where appropriate, the social, cultural, religious and ethnic diversity of the societies studied, and the experiences of people in these societies
- the links between the key individuals, societies, events, developments and issues specified and those in the present day
- a substantial and coherent element of British history and/or the history of England, Scotland, Ireland or Wales (a minimum of 25 percent)
- change and/or development over a period of time sufficient to demonstrate understanding of the process of change, both long term and short term
- at least two different scales, such as local, national, European, international or global
- aspects of the past in breadth, through period(s), outline(s), or theme(s), and in depth
- GCSE specifications in history may also include the study of how history links to related areas including the heritage, tourism and media sectors.

Knowledge and understanding of the past

This GCSE requires students to demonstrate knowledge and understanding of the historical periods, themes and topics studied and their chronology through:

- making connections and comparisons between different aspects of the periods, themes and topics studied
- describing, analysing and evaluating the causes and consequences of historical events and situations
- describing, analysing and evaluating changes and developments in the periods, themes and topics studied
- assessing the significance of individuals, events, developments and/or ideas in the history studied.
**Historical interpretation**

This GCSE requires students to:

- understand, analyse and evaluate how the past has been interpreted and represented in different ways, using a range of appropriate media.

**Historical enquiry**

This GCSE requires students to:

- investigate specific historical questions, problems or issues, reviewing and reflecting on progress being made
- use a range of historical sources (such as written and visual sources, artefacts, film, ICT, paintings, photographs, music, oral accounts, and buildings and sites) critically in their context, deploying appropriate information and reaching reasoned conclusions.

**Organisation and communication**

This GCSE requires students to:

- independently select, organise and communicate their historical knowledge and understanding in a variety of ways
- use appropriate historical terms and ideas to communicate their knowledge and understanding.
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Overview

Content overview

This unit allows students to demonstrate an understanding of human development and change in British history over an extended period of time. Students should analyse developments within and between periods to show an understanding of causation, change and continuity, similarity and difference, and significance.

Through a study of the specified content, candidates should be able to:

• show an understanding of the process of change, including the role of individuals and a range of factors
• show an understanding of the nature and extent of change and the impact of specified developments throughout society
• show an understanding of patterns of change; trends and turning points, and whether change brought progress
• relate events in their chosen study to the wider historical context.

Students will not be required to have knowledge of specialised legal terms other than those specified, or to explain technological or scientific principles, for example the circulation of the blood or the operation of particular weapons of war.

Students choose one option from:

• 1A: Medicine and treatment
• 1B: Crime and punishment
• 1C: The changing nature of warfare.

Within each option, students should also select one of the specified extension studies.

The key features of each study are summarised in bullet points. The features are amplified in the text beneath.
Assessment overview

- This unit is assessed through a 1-hour and 15-minute examination.
- Students answer five questions.
- There are 50 marks available for this paper.
Option 1A Medicine and treatment

Core content: c1350 to present day

Developments in medicine and medical treatment and their impact throughout society; the nature and significance of changes, the extent of change and continuity and factors affecting these issues: the role of individuals, war, government, attitudes and beliefs in society, chance, science and technology.

c1350–c1750

- Ideas about the cause of disease: belief in the supernatural; the search for a natural explanation of illness.
- Approaches to the treatment and prevention of disease and illness.
- The influence of the Church and the Renaissance on medicine.

Amplification of content

Medical ideas and practices at the time of the Black Death; continuity with the Ancient World; the importance of Galen’s ideas and the influence of religion.

The medical Renaissance: new knowledge, ideas and technology; the development of printing and its significance; the influence of Vesalius; changes in the training of physicians and the reduction in Church influence; the Royal Society: a scientific approach. Medicine and health care in the home and in hospitals.

The significance of key individuals and events: William Harvey and the theory of the circulation of the blood.

c1750–c1900

- Ideas about the cause of disease: the development of the germ theory; the identification of microbes.
- Approaches to the treatment and prevention of diseases and illness; the development of vaccination.
- The influence of industrialisation and science on changes in medicine.

Amplification of content

New knowledge about the cause and prevention of disease: the significance of the work of Pasteur and Koch on microbes and vaccines; the importance of research teams. The fight against smallpox: Jenner and vaccination.
Improvements in hospitals and training and the professionalisation of the roles of nurses, midwives, and doctors; the significance of Elizabeth Garrett Anderson in the training of women. Informal medical treatment: within the home; patent medicines. The contribution of improved communications and technology to medical research. The importance of science in the search for microbes and the 'magic bullet'.

The significance of key individuals and events: the Germ Theory; Florence Nightingale.

**c1900 to present day**

- Ideas about the cause of disease: growing understanding of microbes and of genetic conditions.
- Approaches to the treatment and prevention of diseases and illness; high-tech medicine.
- The influence of science and technology on changes in medicine.

**Amplification of content**

Increased understanding of the causes of disease and illness: the significance of Watson and Crick's discovery of the DNA structure. Developments in the fight against disease: a new pharmaceutical industry and improvements in treatment; the development of antibiotics; increased use of vaccinations; work on genetic conditions. Improved access to treatments available through state funding of medical and hospital care. Changes in the roles of doctors, nurses and midwives and the increased regulation of training.

Informal and alternative medicine: products available for use at home, for example medicines and monitoring devices from pharmacies, alternative medicine such as acupuncture. The contribution of science and technology to research, diagnosis and treatment, for example in enabling x-rays, radiotherapy, scans and monitors.

The significance of key individuals and events: Alexander Fleming; the establishment of the National Health Service in 1948.

**Extension studies**

In the examination, one question will be set on each study. Students must also be prepared to draw on their knowledge of the core content in responding to these questions.
Medicine and public health from Roman Britain to c1350

This, combined with the core, will comprise a study of the process of change in medicine and treatment from Roman Britain to the present day.

- Ideas about the cause of disease.
- Approaches to the treatment and prevention of disease and illness.
- The influence of changes in society on medicine and treatment.

Amplification of content

The key features of medicine from Roman Britain to c1350, including the influence of the ideas of Hippocrates and Galen, the importance of public health and hygiene, the role of government and the effects of war. The role of religion and the work of the Catholic Church in the care of the sick.

Supernatural and rational explanations for diseases and illness and the belief in the Theory of the Four Humours. Changes in the training and work of doctors.

The significance of key individuals and events: Galen; the Roman withdrawal from Britain.

Public health c1350 to present day

This, combined with the core, will comprise a study of the process of change in medicine, treatment and public health provision from c1350 to the present day.

- Problems of public health and their attempted solutions.
- The impact of industrialisation and the reasons for the growth of government intervention.
- The changing nature of state provision.

Amplification of content

Changing approaches to the provision of water supplies and the disposal of waste from c1350. The nature of public health provision and the role of government in c1350–1750, 1750–1900 and 1900–the present day.
Qualification content

Industrialisation and the growth of towns and pressures on public health; the contribution of industry and new technology to improved provision; the impact of the cholera epidemics and the work of John Snow.

Changing attitudes to government intervention: the public health acts of 1848 and 1875; Liberal welfare reforms in the early twentieth century; the National Health Service.

The significance of key individuals: Edwin Chadwick and Aneurin Bevan.
Option 1B  Crime and punishment

Core content: c1450 to present day

Change and continuity in the nature of criminal activity, the response of authority, the use of punishment and the changing experience of men, women and children before the law. The nature and significance of changing attitudes to criminal activity and punishment, and the factors affecting these issues: attitudes and beliefs in society; the roles of governments, science and technology, economic and social conditions.

c1450–c1750

- The nature of criminal activity: crimes against the person, property and authority.
- The nature of punishment and law enforcement; the development of the Bloody Code.
- The influence of attitudes in society on crime and punishment.

Amplification of content

Criminal activity in the late Middle Ages and Tudor and Stuart periods: the nature of and attitudes to theft, violence, poaching, smuggling, vagabondage and treason. The roles and approaches of the authorities and local communities in law enforcement and keeping the peace. Capital and corporal punishment. The reasons for increasingly severe approaches to punishment.

The significance of key individuals and events: Guy Fawkes, Jonathan Wild — the start of transportation.
c1750–c1900

- The nature of criminal activity: crimes against the person, property and authority.
- The nature of punishment and law enforcement: penal and prison reform; the development of the police force.
- The influence of attitudes in society on crime and punishment; the influence of industrialization.

**Amplification of content**

The nature of criminal activity and the problems of law enforcement in the period of industrialisation. The impact of urbanisation. The approaches of the authorities to law enforcement and dealing with riot and disorder. Policing: the work of the Fielding brothers and Sir Robert Peel. Punishment: penal reform; new prisons; the ending of transportation. Attitudes in society: the reasons for changes to the Bloody Code; the ending of public executions; the reform of prison conditions. Attitudes to social crimes: poaching and smuggling.

The significance of key individuals and events: John Howard; Elizabeth Fry; the transportation of the 'Tolpuddle Martyrs'.

c1900 to present day

- The nature of criminal activity: crimes against the person, property and authority.
- The nature of punishment and law enforcement: new approaches to punishment and developments in policing.
- The influences of attitudes in society on crime and punishment; the shift to reform and rehabilitation.

**Amplification of content**

The nature of criminal activity in the modern period and the influence of technology. Computer and car crime: 'new' crimes or 'old' crimes in a new format? The role of government in defining crime: traffic offences, race relations. Law enforcement; the role of the police and local communities; the move towards crime prevention. The effect of terrorism on the roles of the police and government. Punishment: alternatives to prison; the different experiences of men, women and children within the penal system. Attitudes in society: the reasons for the abolition of the death penalty and the development of a range of punishments with an emphasis on reform and rehabilitation. Attitudes to social crimes: smuggling and tax evasion.
The significance of key individuals and events: the execution of Derek Bentley; the London bombings July 2005.

### Extension studies

In the examination, one question will be set on each study. Students must also be prepared to draw on their knowledge of the core content in responding to these questions.

### Crime and punishment from Roman Britain to c1450

This, combined with the core, will comprise a study of the process of change in crime and punishment from Roman Britain to the present day.

- The nature of criminal activity.
- The nature of punishment and law enforcement.
- The influence of attitudes in societies on crime and punishment.

#### Amplification of content

Ideas about crime and approaches to punishment and law enforcement in Roman Britain, Anglo-Saxon and medieval England, including the role of governments and communities in each society. The role of religion. The similarities and differences in approaches to law making and the definition of crimes. The nature and extent of change that resulted from the Norman conquest. The links between attitudes and belief in society and approaches to punishment and law enforcement.

The significance of key events: the Norman conquest.
Changing views of the nature of criminal activity c1450 to present day

This, combined with the core, will comprise a study of crime and punishment and changing definitions of criminal activity from c1450 to the present day.

- Witchcraft in the sixteenth and seventeenth centuries.
- Conscientious objection in the twentieth century.
- Domestic violence in the twentieth century.

Amplification of content

This requires the study of the specified examples of activities that have been punished by the authorities. These case studies should be explored in conjunction with the core content focus on the influence of attitudes in society on crime and punishment. In each case, students should clearly understand attitudes in context, why attitudes changed and how this resulted in changes to the law. Each case study should cover how the authorities responded to these activities and how those involved were punished.
Option 1C The changing nature of warfare

Core content – c1350 to present day

Development in the British experience of warfare, the nature and significance of changes and their impact throughout society, the extent of change and continuity and the factors affecting these issues: the role of technology and communications, governments, individuals, attitudes in society.

c1350–c1700

- The nature of warfare, exemplified by the Agincourt campaign and the Battle of Naseby.
- Combatants: their recruitment, provisioning, movement and care.
- Influence of changes in technology and society on warfare.

Amplification of content

Developments in weaponry: the long bow; new firearms; their impact on strategy, tactics and combat. The problems of, and approaches to recruitment, organisation and daily routine from the perspective of both the commanders and the commanded. The importance of leadership, strategy, tactics, training and attitudes in the Agincourt Campaign and the Battle of Naseby.

The significance of key individuals: King Henry V and Oliver Cromwell.

c1700–c1900

- The nature of warfare exemplified by the Waterloo campaign and the Crimean war.
- Combatants: their recruitment, provisioning, movement and care.
- Influence of changes in technology and society on warfare.

Amplification of content

Developments in weaponry: the use of artillery and siege technology and the impact of these developments on strategy, tactics and combat.

The development of new approaches to army organisation and training including increased professionalism.

The impact of industrialisation and the developments in transport and communication.
The impact of developments in war reporting and photography on popular attitudes; the significance of Florence Nightingale and her work at Scutari.

The two case studies exemplify the nature of, and problems posed by, large-scale overseas campaigns.

The significance of key individuals: The Duke of Wellington.

c1900 to present day

- Combatants: their recruitment, provisioning, movement and care.
- Influence of changes in technology and society on warfare.

Amplification of content

The nature of trench warfare. Developments in weaponry: tanks, gas, and the impact of these developments on strategy, tactics and combat. The experience of combatants on the Western Front. The influence of changes in transport and communications in the twentieth century on deployment. Computerised and high-tech weapons and warfare in the later twentieth century. Approaches towards recruitment: propaganda, conscription and a professional army. The influence of war reporting on popular attitudes and the significance of those attitudes for the conduct of war.

The significance of key individuals: Earl Haig.

Extension studies

In the examination, one question will be set on each study. Students must also be prepared to draw on their knowledge of the core content in responding to these questions.

The changing nature of warfare from Roman Britain to c1350

This, combined with the core, will comprise a study of the process of change in warfare from the ancient world to the present day.

- The changing nature of warfare, exemplified by Boudicca’s revolt, the Battle of Hastings and the Third Crusade and the Siege of Acre 1189–91.
- Combatants: their recruitment, provisioning, movement and care.
- Influence of changes in technology and society on warfare.
Amplification of content

The links between society and warfare: recruitment, training and command structure in Celtic, Roman, Saxon and Norman armies.

Developments in strategy, tactics and weapons: the role of the mounted knight; castles and siege technology in the eleventh and twelfth centuries.

The significance of key individuals: William I.

**Reasons for military conflict c1450 to present day**

This, combined with the core, will comprise a study of motives for military action and of changes in warfare from c1450 to the present day.

- The English Civil War.
- The American War of Independence.
- The First World War.

Amplification of content

In exploring the three case studies, students should be aware of the context of, and the range of reasons for, each conflict: political, economic and ideological. They should make comparisons, exploring the similarities and contrasts between the case studies.
Unit 2 | Schools History Project Depth Study

Overview

Content overview

This unit enables students to study a key period in depth, exploring the reactions of groups and individuals to developments within the society studied. Students should analyse developments to show an understanding of causation and motivation, change and continuity, similarity and difference, and significance.

Students choose one option from:

- 2A: The transformation of British society c1815–c1851
- 2B: The American West c1840–c1895
- 2C: Life in Germany c1919–c1945

The key features of each study are summarised in bullet points. The features are amplified in the text beneath.

Assessment overview

- This unit is assessed through a 1-hour and 15-minute examination.
- Students must answer five questions.
- There are 50 marks available for this paper.
Option 2A  The transformation of British society c1815–c1851

This study examines, in depth, the ways in which Britain changed in a period of rapid industrialisation. It deals with the impact of a factory-based economy on population movement and working conditions. It examines the reasons for, and consequences of, the building of the railways. The emphasis is on the changes to the lives of the working population, and the roles of groups and individuals in bringing about change.

People and poverty

- The consequences of industrialisation in Britain.
- Working conditions of men, women and children.
- Poverty and poor relief before 1834.

Amplification of content

Changes to the numbers and distribution of the working population in Britain; the impact of rural unemployment; migration from Ireland and Scotland; the reasons for the growth of urban areas. Knowledge of emigration from Britain is not required.

The impact of industrialisation on employment, including the conditions of work in different types of manufacturing: hours, wages, rules, fines, Tommy shops and the apprentice system. The roles of women and children in factories and mines.

The contrast between rich and poor and the extent of poverty at the beginning of the nineteenth century, including the reasons for increasing numbers of poor; the systems of relief in place and the effectiveness of these including the Elizabethan Poor Law, the Roundsman System, the Speenhamland System.
Reform and protest

- Changes to The Poor Law, 1834–50.
- Attempts to reform working conditions.
- Parliamentary reform and protest.

Amplification of content

The reasons for the review of the Poor Law in 1832: high poor rates, Swing Riots, the work of Chadwick, concerns of government. The aims and rationale of the Poor Law Amendment Act; the implementation of the New Poor Law; the responses of different groups in society and the extent of its success or failure in different areas of the country.

Early attempts by individuals and groups to reform conditions in factories and mines, including the work of the Earl of Shaftesbury and Robert Owen, Co-operative movement, GNCTU, Ten Hour movement. The changing attitude of the government from laissez-faire to early legislation; the factory and mines commissions and acts. The effectiveness of all these initiatives in improving the conditions of workers by 1850.

The 1832 Reform Act, its aims and its impact. The Chartist movement: the reasons for its formation; its political and economic aims; its appeal to working class; peaceful and violent activities, the reasons for its collapse including problems of leadership, government opposition and the improving conditions of working people.

The coming of the railways

- Reasons for development of the railways.
- Construction of railway lines.
- The impact of railways.

Amplification of content

The reasons for the growth of the railway system; the arguments for and against the construction of tracks; the reactions to the development of the railway from different groups and individuals; the growth of passenger transport.
The role of individuals and groups in the construction of railways: engineers, navvies, speculators, government, George Stephenson and Isambard Kingdom Brunel. The impact of the railways on economy and society in Britain by 1851, including effects on trade, industry, farming, education, politics, communications, holidays and improved quality of life.

The Great Exhibition of 1851 as a symbol of the age. Evidence of progress, industrial advance, improvements in communication and technology.
Option 2B The American West c1840–c1895

This enquiry examines in depth the way in which the American West was settled and developed by various groups of people between 1840 and 1895, and the impact of this on the Native American peoples. The emphasis should be on the reasons for the westward movement of the frontier, the conflicts that resulted from the clash of different cultures and lifestyles and the nature of the changes that occurred in this period.

Inhabitants and early settlers

- The Plains Indians: their beliefs and way of life.
- Migrants and settlers in the west.
- Farming on the plains.

Amplification of content

The culture of the Plains Indians includes their ability to live on the plains, their beliefs on land and nature, their attitudes to war and property, the social structure of tribes and their dependence on the buffalo.

Migrants and settlers includes trappers or mountain men, for example Jim Bridger, and miners, the Californian Gold Rush in 1849, the impact of the number of migrants, the development of mining towns and problems of law and order.

Further migration as a result of the push and pull factors of the 1840s includes economic depression and unemployment in the east, pressure on land, promises of land and wealth in the west, the organisation and routes of the Wagon Trains. The dangers and difficulties of travelling west can be exemplified by the Donner party or other examples. A specific study should be made of the Mormons and their settlement at Salt Lake City, the reasons for their long-term success, and the roles of Joseph Smith and Brigham Young.

The changing attitudes to settlement on Plains and the factors encouraging settlement including the concept of Manifest Destiny, the role of the government and the Homestead Act of 1862. The problems faced by the homesteaders and the extent to which solutions were found; the impact of technology and migrants from Europe. The contribution of women to farming, the development of settlements and the social life on the Plains.
Development of the plains

- The construction of the railroads.
- Cattlemen and cowboys: the rise and fall of the industry.
- Establishing law and order: problems and solutions.

Amplification of content

The importance of the railroads: the aims and role of the government and the railroad companies; the problems of construction. The impact of the railroads on different groups: farmers, cattle ranchers, Plains Indians. The growth of settlements on the plains including cow towns. The reasons for the growth of the cattle industry after 1865, including increased demand, cattle drives and the impact of the railways, the reasons for the move onto the plains and the subsequent boom and bust of the industry including the price of beef, investment, over stocking and the winter of 1886–87. The contribution of Charles Goodnight, Joseph McCoy and John Iliff. The changing role of the cowboy: cattle drives, changes in the nature of ranching from open range to fenced pasture.

The focus of law and order includes the problems of lawlessness in the early settlements and the role of government and local communities in tackling this, including the role of sheriffs, marshals, judges and vigilantes. These can be exemplified with some knowledge of individual law breakers, law enforcers or towns: Jesse James, Wyatt Earp, Dodge City or other examples. The conflict between homesteaders and cattle ranchers leading to the Johnson County War is included.

Conflict on the plains

- Conflict between settlers and Plains Indians: the Indian Wars.
- Change of policy from 1876: destruction of Native American way of life.
- Changes to Native American culture by 1890: life on reservations.

Amplification of content

Conflict between settlers and Plains Indians includes the clash of cultures, the significance of pressures from migration, the discoveries of gold. The key events and misunderstandings leading to open conflict, including the Fort Laramie Treaties of 1851 and 1868, Little Crow’s War, the Sand Creek Massacre and the completion of the transcontinental railroad. The reasons for Red Cloud’s War (1865–68) and the Great Sioux War (1876–77) and their impact. The parts played by individuals such as Red Cloud, and Custer, and the significance of the Battle of Little Big Horn as a turning point.
Changes in policy includes the change in attitude to the Plains Indians after 1876, the roles of the government, army and the railroads in destroying the Plains Indians' way of life and the significance of the Dawes Act, the Battle of Wounded Knee.

Changes to Native American culture includes the extent of the changes brought about by white settlement by 1895, including land use, the extermination of the buffalo, and a study of life on the reservations.
Option 2C Life in Germany c1919–c1945

This enquiry examines the reasons for and the impact of the development of totalitarianism in Germany. It examines conditions in Weimar Germany and the reasons why many German people supported National Socialism. It explores the setting up and nature of Nazi government. The emphasis is on the impact on and the reactions of differing groups of people in Germany living in the Nazi state.

The rise of the Nazi Party

- The early years: the Weimar Republic.
- Challenges and recovery: the impact of economic problems 1923–29.
- Increasing support for the Nazi Party.

Amplification of content

The Weimar Republic includes its problems and successes and how these relate to the formation of the Nazi party. The terms of the Treaty of Versailles and reactions to this within Germany: the Spartacists, the Kapp Putsch, the formation of the National Socialist party.

Challenges and recovery includes the key events of 1923, including the invasion of the Ruhr, hyperinflation and the Munich Putsch; the work of Stresemann in aiding recovery of the Weimar Republic between 1924 and 1929, including the introduction of a new currency, the Dawes and Young Plans and Germany’s entry to the League of Nations. Coverage of Stresemann’s foreign policy is not required other than its significance for the domestic situation within Germany.

Increasing support for the Nazi Party involves the support from different social groups in the years to 1929 and the reasons for its dramatic increase after 1929, including changes of tactics, the appeal of Hitler, the role of propaganda, the work of the SA and the economic and political consequences for Germany of the Wall Street crash of 1929.

Government of the Third Reich

- Creation of the Nazi state.
- Nazi methods of control.
- Opposition and resistance to the Nazi government.
Amplification of content

The creation of the Nazi state involves the reasons why Hitler was able to gain total power in Germany, including the significance of the existing constitution and the role of von Papen and von Hindenburg in 1932–33, and of the key events of 1933–4: the Reichstag Fire, the Enabling Act, the banning and removal of rival power groups including political parties, trade unions and the Night of the Long Knives. The nature of Hitler’s role as Fuhrer.

Methods of control relate to both national and local groups and systems. They include the role of the SS, concentration camps and local wardens; laws restricting civil liberties; treatment of the press, political parties, churches and opposition groups and individuals, the uses of censorship, and the role of Goebbels. The purpose and effectiveness of different types of propaganda, for example films, posters, rallies.

Opposition and resistance involve its nature and extent, including the significance of the White Rose Group and Pastor Niemoller.

Social impact of the Nazi state

- Nazi policies towards women and the young.
- Economic changes.
- Nazi treatment of minorities including the ‘final solution’.

Amplification of content

Nazi policies towards young people and women; their importance to the Nazi state and party including the nature and purpose of education in schools for boys and girls; the role and effectiveness of youth movements including preparation for war, charity work and military role in the war years. The emergence of rebel groups, for example the Edelweiss Pirates. The role of women within the family, society and employment, and changes to their role during the period.

The impact of economic policies to reduce unemployment: the New Plan, labour service, construction of autobahns and rearmament. Changes in the standard of living for German workers, Strength Through Joy.

The importance of Nazi beliefs in Aryan supremacy and the ‘master race’. The treatment of minority groups, for example Jews, gypsies and disabled people. The changes in policies during the period and the escalating discrimination and persecution including the Nuremberg Laws and Kristallnacht up to and including the ‘final solution’.
Overview

Content overview

In the case of options 3A, 3B and 3C, the specified historical content provides the context for the enquiry. The context for the fourth option, 3D, is the knowledge and understanding of a wide range of historical sources and how they are used in different types of historical enquiry. In all four options, the focus of the paper is on the skills involved in using sources, separately and in combination, in their context, rather than on simple recall of the historical content of the unit.

Students choose one option from:
- 3A: The transformation of surgery c1845–c1918
- 3B: Protest, law and order in the twentieth century
- 3C: The impact of war on Britain c1914–c1950
- 3D: The work of the historian

The key features of each enquiry are summarised in bullet points. The features are amplified in the text beneath.

Assessment overview

- This unit is assessed through a 1-hour and 15-minute examination.
- The paper will have six to eight sources and students must answer five questions.
- There are 50 marks available for this paper.
Option 3A The transformation of surgery c1845–c1918

Core content

An understanding of the way surgery was perceived before anaesthetics were available.

Developments in dealing with the three main problems in surgery: pain, infection and blood loss.

An understanding of the main factors influencing these changes.

Dealing with pain

- Developments in anaesthetics; the work of Simpson.

Amplification of content

The use of nitrous oxide, ether and chloroform; the importance of Simpson’s work; opposition to anaesthetics and why improvements in anaesthetics led to the ‘Black Period’ of surgery.

Dealing with infection

- Battle against infection, developments in antiseptics; the work of Lister.

Amplification of content

The battle against infection, the importance of Lister’s work, opposition to Lister’s ideas, the move from antiseptic to aseptic surgery.

Dealing with blood loss

- Blood types, blood banks, transfusions.

Amplification of content

The problem of blood loss and ‘shock’, the work of Landsteiner in establishing blood types and the development of techniques to store blood.
Factors influencing these developments

- The role of science and technology; war; communications.

Amplification of content

Science and technology: the impact of Pasteur’s Germ Theory (although questions will not be set directly on Pasteur’s work), the discovery of x-rays and improvements in knowledge and the development of equipment.

The effects of war on injuries and as a catalyst for developments.

Communications: reporting and sharing advances, the influence of reports on medical and public opinion.
**Option 3B Protest, law and order in the twentieth century**

**Core content**

The causes, leaders and tactics of protest, exemplified through four case studies.

The response of the authorities and the outcome of protest.

Key factors affecting these issues.

**Economic protest**

- The General Strike 1926; the Miners’ Strike 1984.

**Amplification of content**

General Strike 1926: economic situation, the role of the TUC, the organisation of resources, attitudes towards socialism and communism.

Miners’ Strike 1984: economic situation, government relations with trade unions, the role of the police.

**Political protest**

- Suffragettes 1903–1914, the poll tax protests 1990

**Amplification of content**

The range of tactics used by the Suffragettes, the difficulties of the authorities in dealing with such tactics.

The motives and methods of the poll tax protesters, the difficulties of the authorities in dealing with violent protest and tax evasion.
Factors influencing these events

- Leadership and organisation; communications and the media; the role of government and authority.

Amplification of content

The quality and success of leadership.

The importance of communications and organisation.

The importance of the media in the public perception of the protest.

The resources available to, and the decisions made by, government and authority.
Option 3C  The impact of war on Britain c1914–c1950

Core content

Attempts by the government to ensure the safety of civilians and to mobilize them in the war effort.

The long-term effects of wartime changes on civilian life, exemplified through changes in women’s role in society and changing attitudes in wartime (political and economic events in the inter-war years such as the Depression will not be examined).

The key factors affecting these issues.

The civilian experience of total war

- Propaganda and censorship; the experience of air raids and bombs.

Amplification of content

The use of propaganda for recruitment to the armed forces before 1916 and to maintain morale in both world wars. Civilian attitudes to war. The effects of the Blitz.

Government organisation for war

- The effects on society of government action.

Amplification of content

The effects on society of government action such as the Defence of the Realm Act, conscription, the creation of women’s services in the armed forces and mobilisation of women into the workforce; the introduction of rationing and evacuation.

The impact of war on society

- The changing role of women in society; changing social attitudes.

Amplification of content

The situation of women in 1914, growing independence and changes in their activities during the First World War, position in interwar period, conscription and opportunity in the Second World War, situation in 1950. The social impact of war — a more equal society?
Factors influencing these developments

- The role of the government; the media; changes in industry.

Amplification of content

The government role in leadership and organisation of the war effort.

The use of the media for propaganda and censorship, and for entertainment.

The impact of changes in industry on the lives of civilians.
Option 3D The work of the historian

Core content

Knowledge and understanding of the availability of different types of source, their strengths and limitations, and techniques used in dealing with them. The skills and techniques required to conduct different types of historical research, exemplified through a range of case studies. Students will be expected to draw on their knowledge and understanding of the work of the historian in responding to and describing approaches to the enquiry presented to them in the examination.

Types of historical investigation

- Individual, local, family, social, political history.
- Reconstruction, testing a hypothesis, investigating a mystery.

Amplification of content

The range of approaches to, and the scale of, different types of enquiry, from an investigation into personal experience to an assessment of the validity of a reconstruction.

(Case studies could include, for example: whether Richard III has been unfairly treated by history; an assessment of the achievements of Oliver Cromwell, a study of the importance of a local factory; an investigation into a grandparent’s experiences of the Second World War or evacuation; an investigation into the changes in women’s lives during the Industrial Revolution or the experiences of immigrants in the 1950s.)

Knowledge and selection of sources

- Knowledge of sources: physical, textual, visual, oral.
- Recognition of the strengths and weaknesses of different types of sources, for specific enquiries.
- Selection of appropriate sources for specific investigations.

Amplification of content

The range of sources available for different enquiries, their suitability and value for specific investigations. Students should encounter some of the examples from each category below, but are not expected to have made use of all of them.
Private records, for example diaries, letters, paintings, photographs, oral histories. Published sources and representations, for example autobiographies, memoirs, written histories, newspapers, film and television. Local records, for example building plans, financial accounts, council records. Buildings, artefacts and museum collections. Government records, for example demographic, financial and statistical records, official documents.

How historians use sources

- Stages of an historical investigation.
- Questions historians ask of sources.
- Problems in conducting an investigation when sources are absent, limited or conflicting.

Amplification of content

Through selected case studies students should understand the process of historical investigation and the way the enquiry is refined as the historian responds to the evidence; the techniques used when evidence is problematic.

Reaching valid interpretations and conclusions

- The construction of interpretations and conclusions.
- Evaluation of the conclusions reached.
- Validity of conclusions reached by other historians.

Amplification of content

Through selected case studies students should understand the process of justifying an interpretation; the provisional nature of conclusions and possible challenges from other historians; the use made of other historians’ work.
Overview

This unit gives students the opportunity to:

- analyse and evaluate representations of History
- carry out a historical enquiry
- make links between modern representations and the key features of the content area studied.

The assessment task is divided into two parts. Part A and Part B. Part B has two sections.

**Part A** requires students to undertake limited research and complete an enquiry question.

**Part Bi** requires students to compare two representations related to their chosen option. At least one of the two representations will be from a period later than the event, issue or individual being represented.

**Part Bii** requires them to analyse and evaluate three sources as representations.

This unit is divided into sections.

**Choice of option:** this refers to the content choices you have for this unit.

**Task setting:** refers to the setting of the task.

**Task taking:** refers to the research required and to the writing of the task.

**Task marking:** refers to teacher marking.
Choice of option

Which controlled assessment option should be selected?

Students must complete Parts A, Bi and Bii from a single controlled assessment option. There are 13 options to choose from.

CA10L and CA13L have a local focus, and may focus on a local community.

The following forbidden combinations ensure that study is not duplicated, and that students study the breadth of history required by the subject criteria. These forbidden combinations are repeated under the controlled assessment option bullets.

Forbidden combinations.

- If students have been prepared for Unit 1 Option B then they must not submit a task for CA8.
- If students have been prepared for Unit 1 Option C then they must not submit a task for CA10 but may submit a task for CA10 L.
- If students have been prepared for Unit 2 Option A then the choice of Controlled Assessment task is limited to CA1-7, CA10L or CA13.
- If students have completed Unit 2 Option C then they may not submit a task for CA1.
- If students have completed Unit 3 Option C then they may not submit a task for CA10 and CA10L.

Curriculum time

It is recommended that preparation and research for this unit be allocated 25 per cent of the total time for this GCSE.

CA1 Germany 1918–39

- The Weimar Republic 1918–32.
- Hitler and the growth of the Nazi Party 1918–33.
- The Nazi dictatorship 1933–39.
- Key features of Nazi rule 1933–39.

(This must not be combined with Unit 2 Option C Life in Germany c1919–c1945.)
### A Qualification content

#### Unit 4

<table>
<thead>
<tr>
<th>CA2</th>
<th>Russia 1917–39</th>
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<tbody>
<tr>
<td></td>
<td>The collapse of the Tsarist regime 1917.</td>
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<td>Bolshevik takeover and consolidation 1917–24.</td>
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<td>The nature of Stalin’s dictatorship 1924–39.</td>
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<td>Economic and social changes 1928–39.</td>
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<th>CA3</th>
<th>USA 1919–41</th>
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<td>The USA in Depression 1929–33.</td>
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<td>Roosevelt and the New Deal 1933–41.</td>
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<th>CA4</th>
<th>China 1945–76</th>
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<td>The triumph of communism and the creation of the communist state, 1945–57.</td>
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<td>The Great Leap Forward.</td>
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<td>The Cultural Revolution.</td>
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<td>Mao: hero or villain?</td>
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<th>CA5</th>
<th>Vietnam 1960–75</th>
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<tr>
<td></td>
<td>The reasons for US involvement in Vietnam.</td>
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<td>The nature of the conflict and reasons for US defeat.</td>
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<td></td>
<td>The impact of the war on civilians and the military, in the USA and in North and South Vietnam.</td>
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<td>The growth of protest in the USA and the end of the conflict.</td>
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<th>CA6</th>
<th>Government and protest in the USA 1945–70</th>
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<td>The Civil Rights Movement 1945–62.</td>
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<td></td>
<td>Changes in the Civil Rights Movement 1963–70.</td>
</tr>
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<td></td>
<td>The presidency — Eisenhower, Kennedy and Johnson.</td>
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<td></td>
<td>Protest and dissent — mass protest and assassination as factors for change 1955–70.</td>
</tr>
</tbody>
</table>
**CA7 The Indian subcontinent: The road to independence 1918–47**

- Britain and India after the First World War; the rise of nationalism.
- The roles of Gandhi, Nehru and Jinnah.
- India during the Second World War.
- Events in India from 1945 to 1947: the path to independence and partition.

**CA8 Crime, policing and punishment in England c1880–c1990**

- Changing approaches to punishment c1880–1990: the role of governments and changes in attitudes in society: the reform of prison conditions — Gladstone Committee 1885; the movement for the abolition of the death penalty (1948–1965/9); growing emphasis on reform and rehabilitation, parole, Community Service, probation centres. Case Study: Derek Bentley.

- Policing, law and order in the twentieth century: the siege of Sidney Street (1911) and armed police officers; Metropolitan Police Strike (1918); policing public order — Cable Street (1936), Brixton Riots (1981), the Miners’ Strike 1984–5; Newman’s Principles of Policing (1983).

- Changing nature of crime: terrorism — IRA campaigns (1939–40, 1971–97); the influence of technology: computer and car crime: ‘new’ crimes or ‘old’ crimes in a new format?

- Developments in investigative policing c1880–c 1990: Increasing specialism and use of forensic science and technology; creation of the CID (1878); Belper Committee and the creation of the Fingerprint Bureau (1900–01) Case Studies: investigations into Jack the Ripper; How sound was the conviction of Dr Crippen?

*This must not be combined with Unit 1 Option B Crime and punishment.*

**CA9 Northern Ireland: c1968–99**

- Northern Ireland in the 1960s: Catholic grievances and Protestant fears.

- Protest and violence: the role of paramilitary organisations; the police and the army.

- Failed attempts at conciliation and agreement.

- The Good Friday agreement.
CA10 | The Impact of War on Britain c1914–50
or
CA10L: The Impact of War on a Locality in Britain c1914–50

- Government organisation for war: new roles and powers: organisation of labour force, organisation of key industries, military equipment and munitions; controlling information, propaganda.

- The experience of fighting: volunteering, conscription, conscientious objectors, training, naval raids, air raids: Zeppelin attacks, bombing, the ‘Blitz’, V1 and V2 rockets.

- The civilian experience of total war: impact on daily life and routine: evacuation, rationing, travel, work and employment; coping with death, injury and destruction.

- The impact of war on society: changing social attitudes; change in the role and status of women; improvements in medical services; a land fit for heroes? Post-war reconstruction, housing and welfare.

*(CA10 must not be combined with Unit 1 Option C: The changing nature of warfare.*

*CA10 and CA10L must not be combined with Unit 3 Option C: The Impact of War on Britain c1914–1950.)*

CA11 | Change in British Society 1955–75

Immigration: post war need for more workers, Commonwealth immigration, immigrant experience — housing, work, race riots, integration or segregation? Government role in race relations.

Sex discrimination and the changing role of women. The forces for social change: the role of government’s movements and individuals: feminism, the Women’s Movement, changes in work and education.

The Liberalisation of society: changes in the franchise; abolition of the death penalty; changing social attitudes: abortion, contraception; changes in family life.

CA12  Power and political transformation in Britain 1970–90

- Sovereignty and Europe: membership of the EEC, 1975 referendum on EEC membership, changing view of major political parties on EU direction.
- The Falklands War: causes, issue of sovereignty, action taken by Argentina, response by Thatcher Government, political consequences.
- The poll tax and the fall of Thatcher: poll tax as a replacement for Rates, issues of implementation, protest, replacement tax, issues over EU direction, Heseltine, Lawson and Howe resignations, Thatcher’s fall from power.

CA13L  History around us — a local community

- Pre-industrial society in a community
- Family life, housing and communications
- Work, employment and leisure
- The impact of industrialisation on families in the nineteenth century

(The first three bullet points may focus on any period of not less than 50 years prior to or post the nineteenth century.)
Task setting

Task setting: High level of control

A high level of control means that Edexcel will set the tasks that students complete, and that these will be replaced each year.

For each controlled assessment option, Edexcel will provide task questions and two representations. The third representation is chosen by the centre.

The task is structured as follows:

- **Part A: Carry out a historical enquiry**
  
  \[ \text{(AO1/AO2)} \] Students are expected to support their answer with knowledge and understanding from their programme of study and their own research.
  
  20 marks

- **Part B i: Compare two representations of history**
  
  \[ \text{(AO3b)} \] Students are expected to analyse two sources provided by Edexcel in order to show how the past has been represented in different ways. At least one of the two representations will be from a period later than the event, issue or individual being represented.
  
  10 marks

- **Part B ii: Analyse and evaluate three representations of history**
  
  \[ \text{(AO3b)} \] Students are expected to assess the accuracy and comprehensiveness of the two representations provided by Edexcel and a third centre choice.
  
  20 marks

Parts A, Bi and Bii of the task must be completed.
Choosing the third representation

The third representation, which is included in Part Bii assessment, may be chosen by centres from those suggested by Edexcel. Alternatively, centres may choose their own representation, which may or may not have a local focus. Suitable examples of representations include written history texts, paintings and film clips. Further guidance will be provided on how to select suitable representations.

When will the tasks be available?

Tasks will be made available for centres prior to the start of the autumn term. Students should be able to view the enquiry task early on in their programme of study to enable them to structure their enquiry.

Each task will be valid for two years.

Tasks will be replaced by Edexcel annually.

When should the tasks be made available to students?

Students should have access to the enquiry question (Part A) as soon as they are suitably prepared to start their enquiry.

Students must be given the representations and Part B two weeks before they are scheduled to complete the controlled assessment.
Task taking

Student research: limited level of control

A limited level of control means that there is some flexibility about the way in which the task is researched.

Preparation

Students’ preparation for all tasks should include a programme of study to provide the context for their evaluation of representations and for their enquiry. This should take approximately two thirds of the curriculum time for this unit.

Research

Student enquiry should take approximately one third of the curriculum time for this unit and some of this time should be spent preparing students for research.

• Feedback: teachers can support students through the enquiry process.
• Collaboration: students may conduct their research in groups and share their research in class but they must write up their response individually.

Resources

Students should use the range of appropriate resources available to the centre. These could include:

• internet
• sites and buildings
• photographs and artwork
• film
• artefacts
• oral accounts
• notes made in class
• primary and secondary written sources.

The same range of resources must be made available to all students within a centre.
The controlled assessment: high level of control

A high level of control means that the writing of the controlled assessment must be conducted under controlled conditions. This means that students should be supervised whilst they are writing their responses.

Controlled conditions

The writing of the task must take place under controlled conditions. Students will only be allowed to write their responses in a lesson, supervised by a teacher or invigilator. If the centre allows the writing to take place over more than one sitting the student’s materials must be collected in at the end of each lesson, stored securely and handed back at the beginning of the next lesson.

Students must write their responses individually, without assistance and intervention from others.

Students may take in:

- a workbook including research notes and preparatory answers, which must be checked to ensure that it does not include a pre-prepared draft.

Students may not take in:

- a pre-prepared draft of their answer.

Information and communication technology

Students may use IT equipment to complete their controlled assessment but centres must ensure that student IT equipment does not have internet access and that there is no access to any pre-prepared materials on the hard drive.

Time

Centres must allow no more than 2 hours and 30 minutes for students to write up the task. This time may be distributed over two or more sittings at the centre’s discretion.

All materials must be retained by the centre between sessions. The task must be collected at the end of the controlled assessment.

Authentication

Students’ work must be authenticated.
Task marking

Task marking — limited level of control

A limited level of control means that teachers mark the controlled assessment but that Edexcel externally moderates the marking process.

- Centres should mark the controlled assessment task.
- Centres should ensure that marking is internally moderated with reference to Edexcel procedures.

Edexcel will provide support to teachers on task marking in its support material for this GCSE.

Quality of written communication

Quality of Written Communication (QWC) will be assessed in the task. It will assess students on their ability to:

- present relevant information in a form that suits its purpose
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear
- use a suitable structure and style of writing
- use specialist vocabulary when appropriate.
# Assessment criteria

## Part A Carry out a historical enquiry

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<thead>
<tr>
<th>Target:</th>
<th>AO1/AO2</th>
<th>20 marks</th>
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<tbody>
<tr>
<td>Level</td>
<td>Descriptor</td>
<td>Mark</td>
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<tr>
<td>0</td>
<td>No rewardable material</td>
<td>0</td>
</tr>
<tr>
<td>Level 1</td>
<td>Simple comment offered and supported by some information. The material will be mainly generalised. There will be few, if any, links between comments offered.</td>
<td>1–5</td>
</tr>
<tr>
<td>QWC i–ii–iii</td>
<td>A limited number of sources has been identified and used in the enquiry Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</td>
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<tr>
<td>Level 2</td>
<td>Statements are developed with support that is mostly relevant and accurate but with an implicit focus on the question. The response may mainly take a descriptive form.</td>
<td>6–10</td>
</tr>
<tr>
<td>QWC i–ii–iii</td>
<td>A range of sources has been consulted and used Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>The response attempts an analysis that is linked to appropriately-selected information. The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes. The response may also include accurate material that is descriptive and/or that strays from the question focus, and judgement may be implicit.</td>
<td>11–15</td>
</tr>
<tr>
<td>QWC i–ii–iii</td>
<td>A range of sources appropriate to the enquiry has been identified and material from them has been well selected. Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td>A sustained analysis is supported by precisely-selected and accurate material and with sharply focused development of the points made. The answer as a whole will focus well on the question. An explicit judgement is given, with a reasoned argument about the nature of change OR whether one factor was more important than the others OR the response explains the inter-relationship between two or more of the factors.</td>
<td>16–20</td>
</tr>
<tr>
<td>QWC i–ii–iii</td>
<td>A range of sources appropriate to the enquiry has been identified and material from them has been well deployed. Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</td>
<td></td>
</tr>
</tbody>
</table>
## Part Bi Compare representations of history

<table>
<thead>
<tr>
<th>Target:</th>
<th>AO3b</th>
<th>10 marks</th>
<th>Level</th>
<th>Descriptor</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
<td>1–3</td>
<td>Level 1</td>
<td>Comprehends the surface features of the provided representations and selects material from them. Responses are descriptions, direct quotations, or paraphrases from one or more of the sources.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Level 2</td>
<td>Comprehends the provided representations and selects from them, similarities and/or differences of detail. At low level two, there may be only one developed comparison, and other comparisons will be undeveloped or unsupported with material from the sources.</td>
<td>4–7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Level 3</td>
<td>Analyses the sources and identifies a range of similarities and/or differences in representation. Uses precisely selected detail from the provided representations to support the explanation and makes a judgement about extent.</td>
<td>8–10</td>
</tr>
</tbody>
</table>
### Part Bii

#### Analyse and evaluate representations of history

<table>
<thead>
<tr>
<th>Target:</th>
<th>AO3b</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level</strong></td>
<td><strong>Descriptor</strong></td>
<td><strong>20 marks</strong></td>
</tr>
<tr>
<td>0</td>
<td>No rewardable material</td>
<td>0</td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td>Comprehends the surface features of the provided sources and selects material.</td>
<td>1–5</td>
</tr>
<tr>
<td>QWC i–ii–iii</td>
<td>Offers simple judgements about the representation, and offers a limited amount of accurate information about the period in question. The material will mostly be generalised and linkage to the representation will be implicit.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</td>
<td></td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>Comprehends the surface features of the provided sources and selects from them key features of the representations.</td>
<td>6–10</td>
</tr>
<tr>
<td>QWC i–ii–iii</td>
<td>Makes a judgement about the best representation and provides detailed and accurate material about the period in question, but with little linkage between description and judgment. Judgements may relate to the accuracy or comprehensiveness of the representation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</td>
<td></td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>Analyses the provided sources and shows some of the ways in which the past situation has been represented. Uses detail from the provided sources to support the analysis.</td>
<td>11–15</td>
</tr>
<tr>
<td>QWC i–ii–iii</td>
<td>Makes a critical evaluation of the representation based on well selected information about the period in question and applying at least two clear criteria, for example, the author’s purpose or objectivity, or the accuracy, comprehensiveness of the representation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</td>
<td></td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td>Analyses the provided sources in order to show the way in which the past situation has been represented. Uses precisely selected detail from the provided sources to support the analysis.</td>
<td>16–20</td>
</tr>
<tr>
<td>QWC i–ii–iii</td>
<td>Makes a critical evaluation of the representation based on precisely selected information about the period in question and applying at least three criteria, for example the author’s purposes or objectivity, or the comprehensiveness and/or accuracy of the representation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</td>
<td></td>
</tr>
</tbody>
</table>
Assessment summary

- Unit 1 is assessed through a 1-hour and 15-minute examination.
- Unit 2 is assessed through a 1-hour and 15-minute examination.
- Unit 3 is assessed through a 1-hour and 15-minute examination.
- Unit 4 is internally assessed under controlled conditions and externally moderated.

Summary of table of assessment

Unit 1: Schools History Project Development Study  Unit code 5HB01
- This unit is assessed through a 1-hour and 15-minute examination.
- Students answer five questions.
- There are 50 marks available for this paper.

Unit 2: Schools History Project Depth Study  Unit code 5HB02
- This unit is assessed through a 1-hour and 15-minute examination.
- Students answer five questions.
- There are 50 marks available for this paper.

Unit 3: Schools History Project Source Enquiry  Unit code 5HB03
- This unit is assessed through a 1-hour and 15-minute examination.
- The question paper will consist of six to eight sources and five questions.
- There are 50 marks available for this paper.

Unit 4: Representations of History  Unit code 5HB04
- This unit is assessed through a single internally-assessed, externally-moderated assessment consisting of one task.
- There are 50 marks available for this assessment.
Assessment Objectives and weightings

<table>
<thead>
<tr>
<th>AO1</th>
<th>Recall, select and communicate their knowledge and understanding of history.</th>
<th>31</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO2</td>
<td>Demonstrate their understanding of the past through explanation and analysis of:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• key concepts: causation, consequence, continuity, change and significance within a historical context</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• key features and characteristics of the periods studied and the relationships between them.</td>
<td>29</td>
</tr>
<tr>
<td>AO3</td>
<td>Understand, analyse and evaluate:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• a range of source material as part of a historical enquiry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.</td>
<td>40</td>
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</table>

TOTAL 100%

Relationship of Assessment Objectives to units

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Assessment Objective</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
<th>Total for AO1, AO2 and AO3</th>
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</thead>
<tbody>
<tr>
<td>Unit 1: Schools History Project Development Study</td>
<td>12%</td>
<td>11%</td>
<td>2%</td>
<td>25%</td>
<td></td>
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<tr>
<td>Unit 2: Schools History Project Depth Study</td>
<td>12%</td>
<td>11%</td>
<td>2%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Unit 3: Schools History Project Source Enquiry</td>
<td>2%</td>
<td>2%</td>
<td>21%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Unit 4: Representations of History</td>
<td>5%</td>
<td>5%</td>
<td>15%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Total for GCSE</td>
<td>31%</td>
<td>29%</td>
<td>40%</td>
<td>100%</td>
<td></td>
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</table>
Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in 
Edexcel’s Information Manual, a copy is sent to all examinations officers. 
The information can also be found on Edexcel’s website: www.edexcel. 
com.

Units may be taken in any order but students studying this qualification 
are required to complete at least 40 per cent (two units) of the overall 
assessment requirements as terminal assessment.

Forbidden combinations and classification code

Centres should be aware that students who enter for more than one 
GCSE qualification with the same classification code will have only one 
grade (the highest) counted for the purpose of the school and college 
performance tables. Edexcel GCSE History A and B share the same 
classification code.

Students should be advised that, if they take two specifications with the 
same classification code, schools and colleges are very likely to take the 
view that they have achieved only one of the two GCSEs. The same view 
may be taken if students take two GCSE specifications that have different 
classification codes but have significant overlap of content. Students who 
have any doubts about their subject combinations should check with 
the institution to which they wish to progress before embarking on their 
programmes.

Forbidden combinations:

- If students have been prepared for Unit 1 Option B then they must not 
  submit a task for CA8.
- If students have been prepared for Unit 1 Option C then they must not 
  submit a task for CA10 but may submit a task for CA10 L.
- If students have been prepared for Unit 2 Option A then the choice of 
  Controlled Assessment task is limited to CA1-7, CA10L or CA13.
- If students have completed Unit 2 Option C then they may not submit 
  a task for CA1.
- If students have completed Unit 3 Option C then they may not submit 
  a task for CA10 and CA10L.
Access arrangements and special requirements

Edexcel’s policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for students with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com/sfc) for:

- the Joint Council for Qualifications (JCQ) policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to students who are Eligible for Adjustments in Examinations.
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Disability Discrimination Act (DDA)

Please see the Edexcel website (www.edexcel.com/sfc) for information with regard to the Disability Discrimination Act.
Controlled assessment

In controlled assessments, control levels are set for three linked processes: task setting, task taking and task marking. The control levels (high, medium or limited, depending on the subject) are set for each process so that the overall level of control secures validity and reliability, provides good manageability for all involved and allows teachers to authenticate the student work confidently.

The summary of the controlled conditions for this specification are shown below.

Summary of conditions for controlled assessment

The writing of the controlled assessment must be conducted under controlled conditions. This means that students should be supervised whilst they are writing their responses.

Students may take in:

- a workbook including research notes and preparatory answers but which must be checked to ensure that it does not include a pre-prepared draft.

Students may not take in:

- a prepared draft of their answer.

If the controlled assessment is completed over a number of sessions, students’ work must be retained securely by centres until the next session. Students may not take their work out of the classroom.

Information and communication technology

Centres must ensure that student IT equipment does not have internet access or any pre-prepared materials on the hard drive.

Time

Centres must allow no more than 2 hours and 30 minutes to write up the task. This time may be distributed over two or more sittings at the centre’s discretion.

All materials must be retained by the centre between sessions. The task must be collected at the end of the controlled assessment.

Authentication

Students’ work must be authenticated.
Internal standardisation

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students’ work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

Authentication

All students must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any candidate unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.

Further information

For more information on annotation, authentication, mark submission and moderation procedures, please refer to the Edexcel GCSE in History B (Schools History Project): Instructions and administrative documentation for internally assessed units document, which is available on the Edexcel website.

For up-to-date advice on teacher involvement, please refer to the JCQ Instructions for conducting coursework/portfolio document on the JCQ website: www.jcq.org.uk. For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications (JCQ) Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio documents on the JCQ website www.jcq.org.uk.
Assessing your students

The first assessment opportunity for Unit 1, Unit 2 ands Unit 3 of this qualification will take place in the June 2010 series and in each following January and June series for the lifetime of the specification.

The first assessment opportunity for Unit 4 will take place in June 2010 and in each following June series for the lifetime of the specification.

Your student assessment opportunities

<table>
<thead>
<tr>
<th>Unit</th>
<th>June 2010*</th>
<th>January 2011</th>
<th>June 2011</th>
<th>January 2012</th>
</tr>
</thead>
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<tr>
<td>Unit 1: Schools History Project Development Study</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Unit 2: Schools History Project Depth Study</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Unit 3: Schools History Project Source Enquiry</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Unit 4: Representations of History</td>
<td>✓</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

*Note that centres may enter students for only two units in 2010

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice for courses starting in September 2009, which is published by the Qualifications and Curriculum Authority (QCA). The GCSE qualification will be graded and certificated on an eight-grade scale from A* to G. Individual unit results will be reported.

The first certification opportunity for the Edexcel GCSE in History B will be 2011.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.
### Unit results

The minimum uniform marks required for each grade for each unit:

<table>
<thead>
<tr>
<th>Unit grade</th>
<th>*A</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max uniform mark = 100</td>
<td>90</td>
<td>80</td>
<td>70</td>
<td>60</td>
<td>50</td>
<td>40</td>
<td>30</td>
<td>20</td>
</tr>
</tbody>
</table>

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–19.

### Qualification results

The minimum uniform marks required for each grade:

**GCSE in History B cash-in code: 2HB01**

<table>
<thead>
<tr>
<th>Qualification grade</th>
<th>*A</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max uniform mark = 400</td>
<td>360</td>
<td>320</td>
<td>280</td>
<td>240</td>
<td>200</td>
<td>160</td>
<td>120</td>
<td>80</td>
</tr>
</tbody>
</table>

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–79.

### Resitting of units

Students can resit the assessment requirements for an internally and externally assessed unit once before claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.

For internally assessed units students will need to retake all the assessment requirements for that unit.

Students that want to resit after they have completed all the assessment requirements of the course will be required to retake at least 40 per cent of the assessment requirements.

Results of units will be held in Edexcel’s unit bank for as many years as this specification remains available. Once the GCSE qualification has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level.
B Assessment

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Quality of written communication

Students will be assessed on their ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- use of a range of question types and stems to address different skills — for example describe, ‘in what ways’, ‘how far’ etc
- ensuring connectivity between sections of questions
- a requirement for extended writing
- the use of a range of questions which provide opportunities to demonstrate high level historical thinking.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications Suspected Malpractice in Examinations: Policies and Procedures document on the JCQ website www.jcq.org.uk
Student recruitment

Edexcel’s access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

Students can progress from this course to the Edexcel Advanced Subsidiary GCE and Advanced GCE in History.

Grade descriptions

| A | Candidates recall, select, organise and deploy detailed historical knowledge effectively and with consistency. They show thorough understanding of the historical periods, themes and topics studied. They communicate their ideas using historical terms accurately and appropriately.

They demonstrate their understanding of the past through developed, reasoned and well-substantiated explanations. They make perceptive analyses of the key concepts, features and characteristics of the periods studied, and the interrelationships between them.

They evaluate and use critically a wide range of sources of information in an historical context to investigate historical questions, problems or issues independently, and to reach reasoned and substantiated conclusions. |
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| **C** | Candidates recall, select, organise and deploy historical knowledge with accuracy and relevance. They show sound understanding of the historical periods, themes and topics studied. They communicate their ideas using historical terminology appropriately.  
They demonstrate their understanding of the past through structured descriptions and explanations of the main concepts, features and characteristics of the periods studied. Their descriptions are accurate and their explanations show understanding of relevant causes, consequences and changes.  
They evaluate and use critically a range of sources of information in an historical context to investigate historical questions, problems or issues, and with some limited guidance, to reach reasoned conclusions.  
They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, and provide an appropriate consideration of their value in the historical context. |
| **F** | Candidates recall, select and organise some relevant historical knowledge to show some basic understanding of historical periods, themes and topics studied. They communicate their ideas using everyday language.  
They demonstrate their understanding of the past through description of reasons, results and changes in relation to the events, people and issues studied. They provide limited descriptions of events, issues or periods, including characteristic ideas, beliefs and attitudes.  
They understand sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions.  
They identify some differences between ways in which events, people or issues have been represented and interpreted, and may identify some of the reasons for these. |
Edexcel aims to provide the most comprehensive support for our qualifications.

**Teacher and student support**

The new resources from Edexcel will provide you and your students with comprehensive support for our new GCSE 2009 History B (Schools History Project) qualification. This dedicated suite of resources will be written by subject experts to ensure that you and your department have everything needed to deliver the specification and help you to get better results for your students.

For more information, and to order a free Evaluation Pack, please call 01865 888080 or visit www.edexcel.com/gcse2009

**Edexcel publications**

You can order further copies of the specification and sample assessment materials (SAMs) documents from:

Edexcel Publications  
Adamsway  
Mansfield  
Nottinghamshire NG18 4FN

Telephone: 01623 467467  
Fax: 01623 450481  
Email: publications@linneydirect.com  
Website: www.edexcel.com

**Endorsed resources**

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.
Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus — ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in ‘one-click’. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert — Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.com/asktheexpert

Ask Edexcel — Ask Edexcel is Edexcel’s online question and answer service. You can access it at www.edexcel.com/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don’t find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They’ll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone — The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk.
Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0027
Email: trainingbookings@edexcel.com
Website: www.edexcel.com/training
## Appendices

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
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<td>Appendix 1</td>
<td>Key skills</td>
<td>69</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Wider curriculum</td>
<td>70</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Codes</td>
<td>71</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Controlled assessment record sheet</td>
<td>72</td>
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</table>
### Appendix 1 Key skills

#### Signposting

<table>
<thead>
<tr>
<th>Key skills (Level 2)</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
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<tr>
<td><strong>Communication</strong></td>
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<td>C2.1a</td>
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<td>✓</td>
</tr>
<tr>
<td>C2.1b</td>
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#### Development suggestions

Please refer to the Edexcel website: www.edexcel.com for key skills development suggestions.
## Appendix 2  Wider curriculum

### Signposting

<table>
<thead>
<tr>
<th>Issue</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
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### Development suggestions

<table>
<thead>
<tr>
<th>Issue</th>
<th>Unit</th>
<th>Opportunities for development or internal assessment</th>
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<tbody>
<tr>
<td>Spiritual</td>
<td>Unit 4</td>
<td>Aspects of religion may contribute to students’ understanding of topics and options.</td>
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<tr>
<td>Moral</td>
<td>Unit 1</td>
<td>Students will consider moral issues in understanding development of medicine, crime and punishment and warfare.</td>
</tr>
<tr>
<td>Social</td>
<td>Unit 3</td>
<td>Students will consider social issues through studying protest, law and order in the twentieth century and the impact of war in Britain in the early twentieth century.</td>
</tr>
<tr>
<td>Cultural</td>
<td>Unit 4</td>
<td>Students may consider a controlled assessment which develops their understanding of cultural aspects of society.</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Unit 4</td>
<td>Students may consider a controlled assessment which develops their understanding of citizenship.</td>
</tr>
<tr>
<td>Environmental</td>
<td>Unit 4</td>
<td>Students may consider a controlled assessment which develops their understanding of environmental issues.</td>
</tr>
<tr>
<td>European initiatives</td>
<td>Unit 2</td>
<td>Students consider European issues through study of life in early twentieth-century Germany.</td>
</tr>
<tr>
<td>Health and safety</td>
<td>Unit 4</td>
<td>Students will consider health and safety issues when researching their controlled assessment.</td>
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## Appendix 3 Codes

<table>
<thead>
<tr>
<th>Type of code</th>
<th>Use of code</th>
<th>Code number</th>
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<tbody>
<tr>
<td>National classification codes</td>
<td>Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.</td>
<td>4010</td>
</tr>
<tr>
<td>National Qualifications Framework (NQF) codes</td>
<td>Each qualification title is allocated a QCA National Qualifications Framework (NQF) code. The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QCA QAN is the number that will appear on the student’s final certification documentation.</td>
<td>The QAN for the qualification in this publication is: GCSE – 500/4501/5</td>
</tr>
<tr>
<td>Unit codes</td>
<td>Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.</td>
<td>Unit 1– 5HB01 Unit 2– 5HB02 Unit 3– 5HB03 Unit 4– 5HB04</td>
</tr>
<tr>
<td>Cash-in codes</td>
<td>The cash-in code is used as an entry code to aggregate the student’s unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.</td>
<td>Edexcel GCSE History B 2HB01</td>
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<tr>
<td>Entry codes</td>
<td>The entry codes are used to: • enter a student for the assessment of a unit • aggregate the student’s unit scores to obtain the overall grade for the qualification.</td>
<td>Please refer to the Edexcel Information Manual, available on the Edexcel website.</td>
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## Appendix 4  Controlled assessment record sheet

### GCSE HISTORY Unit 4 (5HB04)

<table>
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<th>Centre number</th>
<th>Centre name</th>
<th>Candidate number</th>
<th>Candidate name</th>
<th>Examination year</th>
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**Unit 4 Task**

Task title: ____________________________________________________________

Option reference (CA Number): __________________________

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<thead>
<tr>
<th>Assessment Criterion 1: Carry out a historical enquiry</th>
<th>Assessment Criterion 2: Compare representations of history</th>
<th>Assessment Criterion 3: Analyse and evaluate representations of history</th>
<th>TOTAL:</th>
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<tbody>
<tr>
<td>/20</td>
<td>/10</td>
<td>/20</td>
<td>/50</td>
</tr>
</tbody>
</table>

**Declaration of authentication:**

Signed (candidate): ___________________________          Date: ___________________________

Signed (teacher): ___________________________  Name of teacher: ___________________________

Date: ___________________________