

GCSE

History A (The Making of the Modern World)

Specification

Edexcel GCSE in History A (The Making of the Modern World) (2HA01)

First examination June 2010

Introduction

The Edexcel GCSE in History A (The Making of the Modern World) 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 contexts and events.
- Straightforward and appropriate assessment methodology.
- Provides an introduction to the key concepts and contexts of history enabling progression to Advanced Subsidiary and Advanced GCE History.

Key subject aims

This Edexcel GCSE in History A (The Making of the Modern World) 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 to 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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Specification at a glance

The Edexcel GCSE in History A (The Making of the Modern World) comprises four units which can be taken in any order.

Unit 1: Peace and War: International Relations 1900-1991	*Unit code 5HA01
<ul style="list-style-type: none"> Externally assessed Availability: January and June series First assessment: June 2010 	25% of the total GCSE
<p>Overview of content</p> <p>Students should select three of the following six sections:</p> <ul style="list-style-type: none"> Section 1: Why did war break out? International rivalry 1900- 14 Section 2: The peace settlement 1918-28 Section 3: Why did war break out? International relations 1929-39 Section 4: How did the Cold War develop? 1943-56 Section 5: Three Cold War crises: Berlin, Cuba and Czechoslovakia c1957-69 Section 6: Why did the Cold War end? The invasion of Afghanistan (1979) to the collapse of the Soviet Union (1991). 	
<p>Overview of assessment</p> <ul style="list-style-type: none"> Students will be assessed through a single examination, during which they will be required to answer questions from three of the sections within this unit. There are 60 marks available in total. The examination time is 1 hour 15 minutes. 	

Unit 2: Modern World Depth Study	*Unit code 5HA02
<ul style="list-style-type: none"> Externally assessed Availability: January and June series First assessment: June 2010 	25% of the total GCSE
<p>Overview of content</p> <p>Students should select one of the following three options:</p> <ul style="list-style-type: none"> Option 2A: Germany 1918-39 Option 2B: Russia 1917-39 Option 2C: The USA 1919-41 	
<p>Overview of assessment</p> <ul style="list-style-type: none"> Students will be assessed through a single examination. Students answer six questions and there are 50 marks available. The examination time is 1 hour 15 minutes. 	

Unit 3: Modern World Source Enquiry	*Unit code 5HA03
<ul style="list-style-type: none"> Externally assessed Availability: January and June series First assessment: June 2010 	25% of the total GCSE
<p>Overview of content</p> <p>Students should select one of the following three options:</p> <ul style="list-style-type: none"> Option 3A: War and the transformation of British society c1903-28 Option 3B: War and the transformation of British society c1931-51 Option 3C: A divided union? The USA 1945-70 	
<p>Overview of assessment</p> <ul style="list-style-type: none"> Students will be assessed through a single examination based on sources. Students answer five questions and there are 50 marks available. The examination time is 1 hour 15 minutes. 	

Unit 4: Representations of History	*Unit code 5HA04														
<ul style="list-style-type: none"> Internally assessed Availability: June series First assessment: June 2010 	25% of the total Full Course marks														
<p>Overview of content</p> <p>Students should select one of the following 13 options:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">CA1: Germany 1918-39</td> <td style="width: 50%;">British history options</td> </tr> <tr> <td>CA2: Russia 1917-39</td> <td>CA8: Crime, policing and punishment in England c1880-1990</td> </tr> <tr> <td>CA3: USA 1919-41</td> <td>CA9: Northern Ireland: 1968-99</td> </tr> <tr> <td>CA4: China 1945-76</td> <td>CA10: The impact of war on Britain c1914-c1950 (This option may have a local focus as CA10L)</td> </tr> <tr> <td>CA5: Vietnam 1960-75</td> <td>CA11: Change in British society 1955-75</td> </tr> <tr> <td>CA6: Government and protest in the USA 1945-70</td> <td>CA12: Power and political transformation in Britain 1970-90</td> </tr> <tr> <td>CA7: The Indian subcontinent: The road to independence 1918-47</td> <td></td> </tr> </table>		CA1: Germany 1918-39	British history options	CA2: Russia 1917-39	CA8: Crime, policing and punishment in England c1880-1990	CA3: USA 1919-41	CA9: Northern Ireland: 1968-99	CA4: China 1945-76	CA10: The impact of war on Britain c1914-c1950 (This option may have a local focus as CA10L)	CA5: Vietnam 1960-75	CA11: Change in British society 1955-75	CA6: Government and protest in the USA 1945-70	CA12: Power and political transformation in Britain 1970-90	CA7: The Indian subcontinent: The road to independence 1918-47	
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CA7: The Indian subcontinent: The road to independence 1918-47															
<p>Overview of assessment</p> <ul style="list-style-type: none"> Students are assessed through a single internally-assessed, externally-moderated assessment consisting of one task. This task is assessed under controlled conditions. There are 50 marks available for this assessment. 															

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

A Qualification content

Subject content	
	<p>This GCSE specification requires students to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none">• 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• a 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	
	<p>This GCSE requires students to demonstrate knowledge and understanding of the historical periods, themes and topics studied and their chronology through:</p> <ul style="list-style-type: none">• 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	
	<ul style="list-style-type: none"> • 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	
	<p>This GCSE requires students to:</p> <ul style="list-style-type: none"> • 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	
	<p>This GCSE requires students to:</p> <ul style="list-style-type: none"> • 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.

List of unit content

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Unit 2: Modern World Depth Study	11
<i>Choose one option.</i>	
Option 2A: Germany 1918-39	12
Option 2B: Russia 1917-39	14
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<i>Choose one option.</i>	
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Unit 1: Peace and War: International Relations 1900-91

Overview

Content overview	
	<p>This unit gives students an overview of key developments in international relations from 1900 to 1991. The unit consists of six sections, of which three should be covered.</p> <p>Each topic includes three bullet points giving the key features of a specific aspect of international relations. These key features are amplified in the text beneath.</p> <p>Students select three of the six sections.</p> <p>The sections are:</p> <p>Section 1: Why did war break out? International rivalry 1900-14</p> <p>Section 2: The peace settlement 1918-28</p> <p>Section 3: Why did war break out? International relations 1929-39</p> <p>Section 4: Why did the Cold War develop? 1943-56</p> <p>Section 5: Three Cold War crises: Berlin, Cuba and Czechoslovakia c1957-69</p> <p>Section 6: Why did the Cold War end? The invasion of Afghanistan (1979) to the collapse of the Soviet Union (1991).</p>
Assessment overview	
	<ul style="list-style-type: none">• Students will be assessed through a single examination, during which they will be required to answer questions from three of the sections within this unit.• There are 60 marks available in total.• The examination time is 1 hour 15 minutes.

Section 1: Why did war break out? International rivalry 1900-14

- The alliance system and international rivalry between the Great Powers 1900-14.
- The struggle for control in the Balkans 1900-14.
- The growth of tension in Europe 1900-14.

The alliance system before 1914: the Triple Alliance, the formation of the Entente Cordiale, the Triple Entente and the economic, imperial and military reasons behind the international rivalry. The key issues in the Balkans: exemplified with the weaknesses of the Ottoman Empire, Balkan nationalism, the Bosnian Crisis, Great Power interference and the Balkan Wars. The increasing tension in Europe: the Anglo-German arms race, the Moroccan crises, the assassination at Sarajevo and the events leading to the outbreak of war.

Section 2: The peace settlement: 1918-28

- The Paris Peace Conference and the aims of the 'Big Three'.
- The peace treaties and their impact on the defeated powers.
- The creation and peacekeeping role of the League of Nations in the 1920s and the work of its agencies.

The armistice, the motives and attitudes of the 'Big Three', the issues and tensions at the Paris Peace Conference. The terms of Versailles: military, territorial, economic, Article 231 and the German reaction to them. The terms of the Treaties of Neuilly, Trianon, St Germain, Sevres and Lausanne and the changing shape of Europe, the post-war conferences and the revisions to the treaties by 1923, deterioration of relations in 1923 and the occupation of the Ruhr. The Locarno Pact and Kellogg-Briand Pacts.

The organisation and initial problems of the League: Council, Senate and Agencies, for example ILO, Mandates Commission, WHO, Slavery Commission, Refugee Organisation and membership. The peace keeping role of the League and the work of its special commissions up to 1926.

This option does **not** involve a study of domestic issues within the central powers as a result of the peace treaties.

Section 3: Why did war break out? International relations 1929-39

- Failure of the League of Nations: Manchuria (1931-32) and Abyssinia (1935-36).
- Hitler's challenges to the peace settlement, 1933-March 38.
- The failure of appeasement: 1937-39.

The impact of the Depression on international relations. The Manchurian Crisis (1931-33) and Abyssinia (1935-36): the League's actions, the consequences of the League's approach and failure.

Hitler's aims and policies with regard to the Versailles settlement: Lebensraum, Grossdeutschland, re-armament, the Saar, re-occupation of the Rhineland, links with Italy and Japan and the Anschluss. Britain's policy of appeasement: Chamberlain and appeasement, the Sudetenland crisis, Munich and the takeover of Czechoslovakia. Agreements with Poland and the abandonment of the policy. New and changing alliances and their consequences: the Pact of Steel, the Nazi-Soviet Pact, Poland and the outbreak of war.

Section 4: How did the Cold War develop? 1943-56

- The widening gulf between the Allies: the development of the 'iron curtain' and the Soviet control of Eastern Europe and the Allied response 1945-47.
- The development of the Cold War, 1948-49 following the Berlin Airlift.
- Hungary: the tightening of control.

The Teheran, Yalta and Potsdam Conferences, the attitudes of Stalin and Truman and the ideological differences between the superpowers.

The establishment and control of the Soviet satellite states; Cominform and Comecon. The growing involvement of the USA in Europe, the Truman Doctrine, the Marshall Plan, Bizonia, the Berlin Blockade/Airlift and the formation of NATO. Military developments and the beginnings of the arms race.

The impact of Soviet rule on Hungary, Rakosi, de-Stalinisation and optimism, Nagy and his demands, Soviet reaction and uprising, the death of Nagy, the re-establishment of Soviet control and international reaction.

Section 5: Three Cold War crises: Berlin, Cuba and Czechoslovakia

c1957-69

- Berlin: a divided city.
- Cuba: The world on the brink of war.
- Czechoslovakia: The Prague Spring.

The three flashpoints in the Cold War:

Berlin – The refugee problem, Khrushchev’s challenge to the USA, Summit Conference and Eisenhower, challenge to Kennedy, construction of the Berlin Wall and its impact, Kennedy’s visit to Berlin, 1963.

Cuba – the arms race to 1961, Cuba’s drift from the USA, Bay of Pigs, Castro’s friendship with the Soviet Union, economic ties, missile bases, the 13 days, immediate and longer-term results, ‘hot line’, Test Ban Treaty (1963) and the moves to détente.

Czechoslovakia – opposition to Soviet control, Dubcek as party secretary, the ‘Prague Spring’ reforms, the re-establishment of Soviet control and international reaction.

Section 6: Why did the Cold War end? The invasion of Afghanistan (1979) to the collapse of the Soviet Union (1991)

- The collapse of détente – the effects of the Soviet invasion of Afghanistan (1979).
- Reagan and the US reaction.
- Gorbachev and Eastern Europe, the end of the Cold War and the collapse of the Soviet Union.

The impact of the Soviet invasion of Afghanistan, détente in the 70s and its collapse (Helsinki, SALT 1, SALT 2), the Second Cold War, US reaction and Reagan’s approach, Olympic boycotts, SDI. The changes after 1985: Reagan and Gorbachev’s changing attitudes, summit conferences, INF, the loosening Soviet grip on eastern Europe, the Berlin Wall 1989, the end of the Cold War, the collapse of the Soviet Union and the end of the Warsaw Pact.

Unit 2: Modern World Depth Study

Overview

Content overview	
	<p>This unit gives students an opportunity to study in depth a key aspect of modern world history. The unit consists of three options, of which one should be covered.</p> <p>Each option includes four key topics. The key features of each topic are summarised in three bullet points. The features are amplified in the text beneath.</p> <p>Students select one of the three options. All key topics within the option must be covered.</p> <p>The options are:</p> <p>Option 2A: Germany 1918-39</p> <p>Option 2B: Russia 1917-39</p> <p>Option 2C: The USA 1919-41.</p>
Assessment overview	
	<ul style="list-style-type: none">• Students will be assessed through a single examination.• Students must answer six questions and there are 50 marks available.• The examination time is 1 hour and 15 minutes.

Option 2A: Germany 1918-39

All key topics must be taught

Key Topic 1: The Weimar Republic 1918-33

- The origins and early problems of the Weimar Republic 1918-23.
- The recovery of the Republic under Stresemann 1924-29.
- The impact of the Great Depression 1929-33.

The origins and early problems of the Weimar Republic relate to October/November 1918 and the setting up of the Republic, the signing and effects of the Treaty of Versailles and reasons for opposition, weaknesses in the Constitution, attacks from the Left (the Spartacists) and the Right (the Kapp Putsch), the French occupation of the Ruhr and the impact of hyperinflation. The recovery of the Republic in the years 1924-29 includes the work of Stresemann, the Dawes and Young Plans and US loans and Stresemann's successes abroad, especially Locarno, League and Kellogg-Briand. The impact of the Great Depression involves the worst effects of unemployment and the failure of successive Weimar Governments to deal with this between 1929 and January 1933.

Key Topic 2: Hitler and the growth of the Nazi Party 1918-33

- The founding and early growth of the Nazi Party 1919-23.
- The Munich Putsch and the lean years 1923-29.
- Increased support and political developments 1929-January 1933.

The founding of the Nazi Party includes Hitler's career before 1919, especially during the First World War, the setting up and early features of the Nazi Party, 1919-22, its aims and the role of the SA. The second bullet point includes the causes, events and results of the Munich Putsch of 1923, reasons for decline in support for the Nazis in the years 1924-28, party reorganisation and Mein Kampf. The third bullet point relates to the growth in Nazi support in the years 1929-32, especially the appeal of Hitler and the Nazis, Goebbels and propaganda and the work of the SA. The role of von Papen, von Schleicher and von Hindenburg in the years 1932-33.

Key Topic 3: The Nazi dictatorship 1933-39

- The removal of opposition 1933-34.
- The police state.
- Censorship and propaganda.

The removal of opposition includes the significance of the Reichstag Fire, the Enabling Act, the banning of other parties and trade unions, the threat from Rohm and the SA, the Night of the Long Knives and the death of von Hindenburg. The police state includes the role of the Gestapo, SS and concentration camps and the persecution of both the Catholic and Protestant Churches. Censorship and propaganda includes: Goebbels and the Ministry of Propaganda, Nazi use of the radio, cinema, posters, newspapers, rallies, censorship, sport, culture and the arts.

Key Topic 4: Nazi domestic policies 1933-39

- Nazi policies towards women and the young.
- Employment and the standard of living.
- The persecution of minorities.

Nazi aims and policies towards the young, especially control of education and the youth movements, and Nazi aims and changes in the role of women in the family and employment. Nazi policies to reduce unemployment, including the labour service, autobahns, rearmament and invisible unemployment. Changes in the standard of living, especially of German workers – the Labour Front, Strength Through Joy, Beauty with Labour, wages, prices and the Volkswagen. The persecution of minorities includes Nazi racial beliefs and policies, particularly with reference to the Jews.

Option 2B: Russia 1917-39

All key topics must be taught

Key Topic 1: The collapse of the Tsarist regime 1917	
	<ul style="list-style-type: none">• The nature of Tsarist rule.• The impact of the First World War.• The fall of the Tsar and the establishment of the Provisional Government
Russia in 1917, the weaknesses of Nicholas II, discontent among peasants and town workers and the growth of opposition. Military defeat, food shortages, inflation, transport problems and political upheaval. The events in Petrograd in February 1917, the mutiny in the army and the Tsar's absence and abdication. The weaknesses and failures of the Provisional Government, the Petrograd Soviet, Lenin's return and activities and the growth in support for the Bolshevik Party and the significance of the Kornilov Revolt.	
Key Topic 2: Bolshevik takeover and consolidation 1917-24	
	<ul style="list-style-type: none">• The October revolution• Imposing Bolshevik control, 1917-21.• Creating a new society, 1918-24.
The Bolshevik seizure of power, reasons for their success and the roles of Trotsky and Lenin. Imposing Bolshevik control involves the early Bolshevik decrees, the Constituent Assembly and the Treaty of Brest-Litovsk, the reasons for, events and effects of the Civil War, 1918-22, and reasons for Bolshevik victory. Creating a new society includes War Communism and its unpopularity, the Kronstadt Mutiny and the New Economic Policy.	

Key Topic 3: The nature of Stalin's dictatorship 1924-39

- The struggle for power 1924-28.
- The purges of the 1930s.
- Propaganda and censorship.

The struggle for power 1924-28 includes Stalin's strengths and the weaknesses and mistakes of his rivals, especially Trotsky, and how Stalin gradually removed these rivals. The purges of the 1930s relate to the use of terror, especially the reasons for, nature of, and consequences of the purges, the importance of the show trials and the work of the secret police. Propaganda and censorship includes the cult of Stalin, official culture and control of education and the 1936 Constitution.

Key Topic 4: Economic and social changes 1928-39

- Collectivisation.
- Industrialisation.
- Life in the Soviet Union.

Collectivisation refers to Stalin's reasons for change in agriculture, the organisation of collectives, mechanisation, widespread opposition and the attack on the kulaks, and its successes and failures. Industrialisation includes Stalin's motives for rapid industrialisation, Gosplan, Five-Year Plans, the Stakhanovites and the achievements of industrialisation. Life in the Soviet Union involves living and working conditions, the differing experiences of social groups, ethnic minorities and the changing role of women.

Option 2C: The USA 1919-41

All key topics must be taught

Key Topic 1: The US economy 1919-29	
	<ul style="list-style-type: none">• Causes and consequences of the economic boom.• Declining industries.• Problems in agriculture.
The causes and consequences of the economic boom includes the impact of First World War, post-war isolationism, government policies, mass production, Ford motor industry, new industries, hire purchase and the stock market boom. Declining industries relates to the problems of the old industries. Problems in agriculture refers to over-production, mechanisation and unemployment.	
Key Topic 2: US society 1919-29	
	<ul style="list-style-type: none">• The roaring 20s.• Prohibition and gangsters.• Racism and intolerance.
The roaring 20s includes the importance of advertising, consumerism, new forms of entertainment, Hollywood, jazz and changes in the position of women, especially the flappers. Prohibition and gangsters refers to the reasons for, and consequences of, Prohibition and the growth of organised crime, for example Capone. Racism and intolerance involves the Jim Crow Laws, segregation and the Ku Klux Klan, attitudes to immigrants, Sacco and Vanzetti and the significance of the Monkey Trial.	
Key Topic 3: The USA in Depression 1929-33	
	<ul style="list-style-type: none">• Causes and consequences of the Wall Street crash.• Government reaction 1929-32.• The impact of the Depression on people's lives.
The first bullet point includes the weaknesses in the US economy in the 1920s, especially over-production, lack of credit control, unequal distribution of incomes and tariff controls, problems in the stock market and the events of October 1929 and the immediate effects of the crash. Government reaction between 1929 and 1932 relates to the policies of Hoover towards the Depression and rising unemployment, Hoovervilles and the Bonus Marchers, his achievements and shortcomings. The impact of the Depression involves its effects in the cities, particularly unemployment and homelessness, and on the countryside, including the dust bowl.	

Key Topic 4: Roosevelt and the New Deal 1933-41

- The nature of the New Deal.
- Opposition to the New Deal.
- The extent of recovery.

The nature of the New Deal includes: Roosevelt's aims, the election of 1932, The Hundred Days, the Alphabet Agencies (TVA, NRA, WPA, CCC, AAA) and policies to deal with agriculture, industry, unemployment and welfare as well as the Second New Deal; the role of Roosevelt in recovery. Opposition to the New Deal relates to the Supreme Court, Republicans, business interests and radical critics such as Huey Long. The extent of recovery involves the achievements and shortcomings of the New Deal and the extent of recovery by 1941.

Unit 3: Modern World Source Enquiry

Overview

Content overview	
	<p>This unit gives students an opportunity to conduct a source-based enquiry within a key context of modern world history. The unit consists of three options, of which one should be chosen.</p> <p>Each option includes four key topics that must be studied. The enquiry will focus on one or more of these topics.</p> <p>Students choose one of the three options. All key topics within the option must be covered.</p> <p>Option 3A and Option 3B fulfil the requirements in this specification for 25 percent substantial and coherent British History. Selection of Option 3C will require centres to choose a British Controlled Assessment option in Unit 4: Representations of History.</p> <p>The options are:</p> <p>Option 3A: War and the transformation of British society c1903-28 Option 3B: War and the transformation of British society c1931-51 Option 3C: A divided union? The USA 1945-70</p>
Assessment overview	
	<ul style="list-style-type: none">• Students will be assessed through a single examination based on provided sources.• Students must answer five questions and there are 50 marks available.• The examination time is 1 hour 15 minutes.

Option 3A: War and the transformation of British society c1903-28

All key topics must be taught

Key Topic 1: The Liberals, votes for women and social reform	
	<ul style="list-style-type: none">• The activities of the women's societies and the reaction of the authorities.• Children's welfare measures, old age pensions.• Labour Exchanges 1909, the National Insurance Act 1911.
<p>The political position of women in 1903, the activities of the three women's societies: the NUWSS, the WFL and the WSPU and the reactions of the authorities to militancy and protest, forced feeding, the 'Cat and Mouse Act'. Children's welfare measures involves the Children's Charter (1906), the School Meals Act (1906) and Medical Inspection, 1907. The reasons for and importance of Old Age Pensions Act (1908). The Liberal attempts to reduce the effects of unemployment and sickness through the establishment of Labour Exchanges (1909) and the National Insurance Act 1911.</p>	
Key Topic 2: The part played by the British on the Western Front	
	<ul style="list-style-type: none">• The BEF and 1914.• Britain's contribution to the Western Front 1915-17.• The end of the war.
<p>The BEF and 1914 includes the despatch of the BEF and the part played in the events of 1914, the failure of the Schlieffen Plan, the race for the sea and setting up of the trench system. Britain's contribution to the Western Front involves the nature of trench warfare, Haig and the Battle of the Somme and the development and importance of new weapons and methods such as gas, tanks and the creeping barrage. The end of the war relates to Britain's part in the events of 1918, especially Ludendorff's offensives and the drive to victory.</p>	
Key Topic 3: The home front and social change	
	<ul style="list-style-type: none">• DORA, censorship and propaganda.• Recruitment and rationing.• The part played by women.
<p>Changes in the role of government brought about by DORA as well as the importance of censorship and propaganda and examples of both. Recruitment includes the various methods of recruitment: 1914-16, the reasons for, and impact of, conscription: 1916-18 and conscientious objectors. Rationing involves the effects of submarine warfare on Britain and the measures brought in by the Government to alleviate this threat. The final bullet involves the role of women in the war effort and the impact it had on attitudes to votes for women and female employment.</p>	

Key Topic 4: Economic and social change 1918-29

- The changing role of women 1918-28.
- Industrial unrest 1918-27.
- The General Strike of 1926.

The extent to which the social position and economic position of women changed. It involves the reasons for and importance of the extension of the franchise; the changes in women's work and social changes. The effects of the First World War on trade union membership and the reasons for and impact of industrial militancy in the years 1918-20, the long-term and immediate problems of the coal industry, the revival of the Triple Alliance, Black Friday (1921), Red Friday (1925) and the Samuel Commission (March 1926). Government preparations and measures to deal with the General Strike, the reasons why the TUC called off the strike and its effect on the coal industry and the trade union movement, especially the Trades Disputes Act of 1927.

Option 3B: War and the transformation of British society c1931-51

All key topics must be taught

Key Topic 1: The impact of the Depression 1931-39

- The growth of unemployment and the government response.
- The experience of the unemployed.
- Case study: the Jarrow Crusade.

The first bullet point includes the nature and extent of unemployment, regional variations, public spending cuts, 1931, the 'Dole' and the Means Test, Special Areas Act (1934), the Unemployment Insurance Act (1936). The experience of the unemployed includes the impact on living standards especially in the depressed areas, the Means Test in practice and attempts to influence public opinion. The Jarrow Crusade involves the impact of the depression on Jarrow, especially shipbuilding, reasons for the march, opposition from the Labour Party and NUWM, the marchers and their impact on public opinion, the government response and the importance of the Crusade.

Key Topic 2: Britain alone

- The BEF, Dunkirk and Churchill.
- The Battle of Britain.
- The Blitz.

The first bullet point includes the German invasion of the Low Countries and France, the retreat of the BEF, the importance of Dunkirk and the reasons for British survival, especially the role of Churchill. The Battle of Britain involves the reasons for the battle, key events, its importance and reasons for British victory. The third bullet point includes evacuation, the effects of the Blitz on British towns and cities 1940-41, the effects of the second Blitz by the V1 and V2 bombs 1944-45, the blackout, air raid shelters and the work of the Home Guard.

Key Topic 3: Britain at war

- The role of government, food supplies and rationing.
- The changing role of women.
- D-Day and the defeat of Germany.

The first bullet point includes censorship and propaganda, the impact of the war on food supplies in Britain and government measures to deal with the problem. The second bullet point includes the contribution made by women on the home front, especially in employment, including heavy industry, transport and the armed forces and its effects 1945-51. D-Day involves the preparation and organisation for the invasion, the events of D-Day and reasons for its success. The defeat of Germany relates to the Allied drive to victory, 1944-45, including Arnhem and the Battle of the Bulge and reasons for Germany's defeat.

Key Topic 4: Labour in power, 1945-51

- Labour comes to power.
- Responding to Beveridge: the attack on 'want'.
- The NHS.

Labour comes to power involves the reasons for the Labour Election victory of 1945. The second bullet point includes the recommendations of the Beveridge Report, including the 'Five Giants', and its importance. 'Want' includes the introduction of family allowances, the 1946 National Insurance Act, 1948 National Assistance Act and their effects on people's lives. The NHS involves the National Health Act of 1946, opposition from the medical profession, the introduction of the National Health Service in 1948 and its impact in the years 1948-51.

Option 3C: A divided union? The USA 1945-70

All key topics must be taught

Key Topic 1: McCarthyism and the Red Scare	
	<ul style="list-style-type: none">• The impact of the Cold War.• The development of the Red Scare.• The impact of McCarthyism.
<p>The impact of the Cold War involves reactions in the USA to the build-up of the Cold War in Europe including Soviet expansion in eastern Europe, the Truman Doctrine and Marshall Plan, the Berlin Crisis (1948-9), NATO, the Soviet Union and the atom bomb and the Korean War. The development of the Red Scare relates to events in the USA including the FBI, HUAC, the Hollywood Ten and the Hiss and Rosenberg court cases. The impact of McCarthyism involves McCarthy's emergence, the methods he used and their impact, the reasons for the decline of McCarthyism and its overall impact on the USA.</p>	
Key Topic 2: The civil rights movement 1945-62	
	<ul style="list-style-type: none">• Progress, especially in education and problems in implementation.• Montgomery Bus Boycott.• Martin Luther King and further progress and problems 1958-62.
<p>The first bullet point includes the impact of Second World War, the work of the NACCP, CORE, SNCC and the Supreme Court and key developments in education including Brown v Topeka, Little Rock and the Meredith Case, problems faced by students and levels of support for segregation. The Montgomery Bus Boycott, its causes, the events and results; the actions of Rosa Parkes, the organisation of the boycott, the involvement of Martin Luther King, reasons for its success and its importance. The final bullet point relates to the methods and leadership of Martin Luther King, sit-ins and the freedom riders, opposition, KKK violence and the Anniston bomb.</p>	

Key Topic 3: Changes in the civil rights movement 1963-70

- Peace marches in 1963: Washington and Alabama.
- Martin Luther King and civil rights legislation.
- Malcolm X and Black Power.

The first bullet point includes violent reactions to the peace march in Birmingham, Alabama, the peace march in Washington and the 'dream' speech. The second bullet point refers to the influence of Martin Luther King over John F Kennedy and the civil rights movement, 'Freedom Summer' of 1964, the murder of SNCC workers in Mississippi, Selma and the Voting Rights Act, the importance of the civil rights Act, 1964 and the impact of the assassination of Martin Luther King. The final bullet point focuses on Malcolm X and his initial beliefs, methods, influence and involvement with the Black Muslims and his later change in attitude. Black Power involves the leadership of Stokely Carmichael and the meaning of Black Power, the Black Panther movement, inner city riots and civil rights at the end of the 1960s.

Key Topic 4: Other protest movements in the 1960s

- The reasons for student protest.
- Key features of the student movement.
- The women's movement.

The first bullet point includes the influence of the 'swinging' 60s, protest singers, the death of Kennedy, worldwide protest and the war in Vietnam. The key features of the student movement refers to the SDS, opposition to the war in Vietnam, student radicalism, the 'hippy' movement and the overall importance of the student movement. The women's movement involves the position of women in the early 1960s, the influence of Eleanor Roosevelt and Betty Frieden, the achievements and importance of the women's movement including NOW and women's liberation, and opposition to the women's movement.

Unit 4: Representations of History

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 students to analyse and evaluate three sources as representations.

This unit is divided into sections.

Choice of option this refers to the content choices 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?	
	<p>Students must complete Parts A, Bi and Bii from a single controlled assessment option. There are 12 options to choose from.</p> <p>CA10L has a local focus, and may focus on a local community.</p> <p>The options are divided into non-British and British. This is because all students must study 25 percent substantial and coherent British history in this GCSE and the following forbidden combinations ensure that this requirement is met. These forbidden combinations are repeated under the controlled assessment option bullets.</p> <p>Forbidden combinations:</p> <ul style="list-style-type: none"> • If students complete Unit 3 Option C then the choice of controlled assessment task is limited to a British history option. Students may not submit a task for CA1 to 7. • If students complete Unit 2 Option A they may not submit a task for CA1. • If students complete Unit 2 Option B they may not submit a task for CA2. • If students complete Unit 2 Option C they may not submit a task for CA3. • If students complete Unit 3 Option A or B they may not complete a task for CA10.
Curriculum time	
	It is recommended that preparation and research for this unit be allocated 25 per cent of the total time for this GCSE.

Non British history options	
CA1: Germany 1918-39	
	<ul style="list-style-type: none"> • 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. <p><i>(This must not be combined with Unit 2 Option A: Germany 1918 -39 or with Unit 3 Option C: A divided union? The USA 1945-70.)</i></p>
CA2: Russia 1917-39	
	<ul style="list-style-type: none"> • The collapse of the Tsarist regime 1917. • Bolshevik takeover and consolidation 1917-24. • The nature of Stalin's dictatorship 1924-39. • Economic and social changes 1928-39. <p><i>(This must not be combined with Unit 2 Option B: Russia 1917-39 or with Unit 3 Option C: A divided union? The USA 1945-70.)</i></p>
CA3: USA 1919-41	
	<ul style="list-style-type: none"> • The US economy 1919-29. • US society 1919-29. • The USA in Depression 1929-33. • Roosevelt and the New Deal 1933-41. <p><i>(This must not be combined with Unit 2 Option C: The USA 1919-41 or with Unit 3 Option C: A divided union? The USA 1945-70.)</i></p>
CA4: China 1945-76	
	<ul style="list-style-type: none"> • The triumph of communism and the creation of the communist state, 1945-57. • The Great Leap Forward. • The Cultural Revolution . • Mao: Hero or Villain? <p><i>(This must not be combined with Unit 3 Option C: A divided union? The USA 1945-70.)</i></p>

CA5: Vietnam 1960-75	
	<ul style="list-style-type: none"> • The reasons for US involvement in Vietnam. • The nature of the conflict and reasons for US defeat. • The impact of the war on civilians and the military, in the USA and in North and South Vietnam. • The growth of protest in the USA and the end of the conflict. <p><i>(This must not be combined with Unit 3 Option C: A divided union? The USA 1945-70.)</i></p>
CA6: Government and protest in the USA 1945-70	
	<ul style="list-style-type: none"> • The civil rights Movement 1945-62. • Changes in the civil rights Movement 1963-70. • The presidency – Eisenhower, Kennedy and Johnson. • Protest and dissent – mass protest and assassination as factors for change 1955-70. <p><i>(This must not be combined with Unit 3 Option C: A divided union? The USA 1945-70.)</i></p>
CA7: The Indian subcontinent: The road to independence 1918-47	
	<ul style="list-style-type: none"> • 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. <p><i>(This must not be combined with Unit 3 Option C: A divided union? The USA 1945-70.)</i></p>

British History options

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-c1990: 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?

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 in 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 destructions.
- 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.

(This must not be combined with Unit 3 Option A: War and the transformation of British society c1903-28 or with Option B: War and the transformation of British society c1931-51.)

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 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.
- The swinging sixties? Youth culture: birth of the 'teenager', beatniks, mods and rockers, hippies, music, fashion, punks.

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.
- Government and trade unions: Miners' strike and the Heath Government, the Labour Party and the trade unions, Miners' strike and the Thatcher Government.
- 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.

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

(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

(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

(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, 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 in the Teachers Guide on how to select suitable representations.

When will the tasks be available?	
	<p>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.</p> <p>Students must be given the representations two weeks before they are scheduled to complete the controlled assessment.</p> <p>Each task will be valid for two years.</p> <p>Tasks will be replaced by Edexcel annually.</p>
When should the tasks be made available to students?	
	<p>Students should have access to the enquiry question (Part A) as soon as they are suitably prepared to start their enquiry.</p> <p>Students must be given the representations and Part B two weeks before they are scheduled to complete the controlled assessment.</p>

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 be allowed to write their responses only 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 or intervention from others.

Students may take in

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

Students may not take in

- A 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 **two 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	
	<p>A <i>limited level of control</i> means that teachers mark the controlled assessment but that Edexcel externally moderates the marking process.</p> <ul style="list-style-type: none">• Centres should mark the controlled assessment task.• Centres should ensure that marking is internally moderated with reference to Edexcel procedures. <p>Edexcel will provide support to teachers on task marking in its support material for this GCSE.</p>
Quality of written communication	
	<p>Quality of Written Communication (QWC) will be assessed in the task. It will assess students on their ability to:</p> <ul style="list-style-type: none">• 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		
Target:	A01/A02	20 marks
Level	Descriptor	Mark
0	No rewardable material	0
Level 1 QWC i-ii-iii	<ul style="list-style-type: none"> • Simple comment offered and supported by some information. The material will be mainly generalised. There will be few, if any, links between comments offered. • 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. 	1-5
Level 2 QWC i-ii-iii	<ul style="list-style-type: none"> • 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. • 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. 	6-10
Level 3 QWC i-ii-iii	<ul style="list-style-type: none"> • 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. • 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 	11-15

	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.	
Level 4 QWC i-ii-iii	<ul style="list-style-type: none"> • 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. • 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 	16-20

Part Bi: Compare representations of history

Target:	A03b	10 marks
Level	Descriptor	Mark
0	No rewardable material.	0
Level 1	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.	1-3
Level 2	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.	4-7
Level 3	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.	8-10

Part Bii: Analyse and evaluate representations of history		
Target:	A03b	20 marks
Level	Descriptor	Mark
0	No rewardable material	0
Level 1 QWC i-ii-iii	<ul style="list-style-type: none"> Comprehends the surface features of the provided sources and selects material. 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. 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. 	1-5
Level 2 QWC i-ii-iii	<ul style="list-style-type: none"> Comprehends the surface features of the provided sources and selects from them key features of the representations. 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. 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. 	6-10
Level 3 QWC i-ii-iii	<ul style="list-style-type: none"> 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. 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. Writing communicates ideas using historical terms 	11-15

	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.	
Level 4 QWC i-ii-iii	<ul style="list-style-type: none"> • 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. • 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. • 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. 	16-20

B Assessment

Assessment summary

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

Summary of table of assessment

Unit 1: Peace and War: International Relations c1900-1991	Unit code: 5HA01
<ul style="list-style-type: none"> • Students will be assessed through a single examination, during which they will be required to answer questions from three of the sections within this unit. • Students answer three questions on each section and there are 60 marks available in total. • The examination time is 1 hour 15 minutes. 	
Unit 2: Modern World Depth Study	Unit code: 5HA02
<ul style="list-style-type: none"> • Students will be assessed through a single examination. • Students answer six questions and there are 50 marks available. • The examination time is 1 hour 15 minutes. 	
Unit 3: Modern World Source Enquiry	Unit code: 5HA03
<ul style="list-style-type: none"> • Students will be assessed through a single examination based on sources. • Students answer five questions and there are 50 marks available. • The examination time is 1 hour 15 minutes. 	
Unit 4: Representations of History	Unit code: 5HA04
<ul style="list-style-type: none"> • Students are 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

	% in GCSE
AO1: Recall, select and communicate their knowledge and understanding of history.	31%
AO2: Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> • key concepts: causation, consequence, continuity, change and significance within a historical context • key features and characteristics of the periods studied and the relationships between them. 	31%
AO3: Understand, analyse and evaluate: <ul style="list-style-type: none"> • a range of source material as part of a historical enquiry • how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry. 	38%
TOTAL	100%

Relationship of Assessment Objectives to units

Unit number	Assessment Objective			Total for AO1, AO2 and AO3
	AO1	AO2	AO3	
Unit 1: Peace and War: International Relations c1900-1991	12.5%	12.5%	0%	25%
Unit 2: Modern World Depth Study	11.5%	11.5%	2%	25%
Unit 3: Modern World Source Enquiry	2%	2%	21%	25%
Unit 4: Representations of History	5%	5%	15%	25%
Total for GCSE	31%	31%	38%	100%

Entering your students for assessment

Student entry	
	<p>Details of how to enter students for this qualification can be found in Edexcel's <i>Information Manual</i>, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com.</p> <p>Units may be taken in any order but students studying this qualifications are required to complete at least 40 percent (two units) of the overall assessment requirements as terminal assessment.</p>
Forbidden combinations and classification code	
	<p>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.</p> <p>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.</p> <p>Forbidden combinations:</p> <ul style="list-style-type: none">• If students complete Unit 3 Option C then the choice of controlled assessment task is limited to a British history option. Students may not submit a task for CA1 to 7.• If students complete Unit 2 Option A they may not submit a task for CA1.• If students complete Unit 2 Option B they may not submit a task for CA2.• If students complete Unit 2 Option C they may not submit a task for CA3.• If students complete Unit 3 Option A or B they may not complete a task for CA10.

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 which must be checked to ensure that it does not include a 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 thirty 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 A: 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 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 and 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

Unit	June 2010*	January 2011	June 2011	January 2012
Unit 1: Peace and War: International Relations 1900-1991	✓	✓	✓	✓
Unit 2: Modern World Depth Study	✓	✓	✓	✓
Unit 3: Modern World Source Enquiry	✓	✓	✓	✓
Unit 4: Representations of History	✓	X	✓	X

* Note that centres may only enter students for 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 A 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:

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 100	90	80	70	60	50	40	30	20

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:

Edexcel GCSE in History A Cash-in code: 2HA01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 400	360	320	280	240	200	160	120	80

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	
	<p>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.</p> <p>For internally-assessed units students will need to retake the entire assessment requirements for that unit.</p> <p>Students that want to resit after they have completed all the assessment requirements of the course will be required to retake at least 40 percent of the assessment requirements.</p> <p>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.</p>
Language of assessment	
	<p>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.</p>
Quality of written communication	
	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • 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	
	<p>Students can be stretched and challenged in all units through the use of different assessment strategies, for example:</p> <ul style="list-style-type: none"> • 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	
	<p>For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications <i>Suspected Malpractice in Examinations: Policies and Procedures</i> document on the JCQ website www.jcq.org.uk</p>
Student recruitment	
	<p>Edexcel’s access policy concerning recruitment to our qualifications is that:</p> <ul style="list-style-type: none"> • 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	
	<p>Students can progress from this course to the Edexcel GCE Advanced Subsidiary and Advanced Level in History.</p>

Grade descriptions

Grade 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.

Grade 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.

Grade 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.

C Resources, support and training

Edexcel resources

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 A (Modern World History) 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.org.uk/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

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Appendix 1 Key skills

Signposting

Key skills (Level 2)	Unit 1	Unit 2	Unit 3	Unit 4
Communication				
C2.1a				✓
C2.1b				✓
C2.2	✓	✓	✓	✓
C2.3	✓	✓	✓	✓
Information and communication technology				
ICT2.1				✓
ICT2.2				✓
ICT2.3				✓
Improving own learning and performance				
LP2.1	✓	✓	✓	✓
LP2.2	✓	✓	✓	✓
LP2.3	✓	✓	✓	✓
Problem solving				
PS2.1	✓	✓	✓	✓
PS2.2	✓	✓	✓	✓
PS2.3	✓	✓	✓	✓
Working with others				
WO2.1				✓
WO2.2				✓
WO2.3				✓

Development suggestions

Please refer to the Edexcel: website www.edexcel.com for key skills development suggestions.

Appendix 2 Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual	✓	✓	✓	✓
Moral	✓	✓	✓	✓
Ethical	✓	✓	✓	✓
Social	✓	✓	✓	✓
Cultural	✓	✓	✓	✓
Citizenship	✓	✓	✓	✓
Environmental				✓
European initiatives	✓	✓	✓	✓
Health and safety				✓

Development suggestions

Issue	Unit	Opportunities for development or internal assessment
Spiritual	Unit 4	Aspects of religion may contribute to students' understanding of topics and options.
Moral	Unit 2	Students consider the morality of aspects of Nazi Germany, Tsarist and communist Russia, or the USA from 1919.
Ethical	Unit 2	Students consider the ethics of government in Nazi Germany, Tsarist and communist Russia, or the USA from 1919.
Social	Unit 3	Students are assessed on sources that may refer to social issues in Britain during the wars or in the US between 1945 -70.
Cultural	Unit 4	Students may consider a controlled assessment which develops their understanding of cultural aspects of society.
Citizenship	Unit 4	Students may consider a controlled assessment which develops their understanding of citizenship.
Environmental	Unit 4	Students may consider a controlled assessment which develops their understanding of environmental issues.
European initiatives	Unit 1	Students will develop their understanding of European history from 1900 to 1991 in selected topics.
Health and safety	Unit 4	Students will consider health and safety issues when researching their controlled assessment.

Appendix 3 Codes

Type of code	Use of code	Code number
National classification codes	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.	4010
National Qualifications Framework (NQF) codes	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.	The QANs for the qualifications in this publication are: [List below once QCA provide them when we get accreditation.] GCSE – xxx/xxxx/x
Unit codes	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.	Unit 1–5HA01 Unit 2–5HA02 Unit 3–5HA03 Unit 4–5HA04
Cash-in codes	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.	Edexcel GCSE– 2HA01
Entry codes	The entry codes are used to: <ul style="list-style-type: none"> enter a student for the assessment of a unit aggregate the student's unit scores to obtain the overall grade for the qualification. 	Please refer to the <i>Edexcel Information Manual</i> , available on the Edexcel website.

Appendix 4 Controlled assessment record sheet

GCSE HISTORY Unit 4 (5HA04)

Centre name		Centre number	
Candidate name		Candidate number	
		Examination year	

Unit 4 Task Task title: _____ Option Reference (CA Number): _____			
Assessment Criterion 1: Carry out a historical enquiry /20	Assessment Criterion 2: Compare representations of history /10	Assessment Criterion 3: Analyse and evaluate representations of history /20	TOTAL: /50

Signed (candidate): _____ Date: _____

Signed (teacher): _____ Name of teacher: _____

Date: _____

Please attach this controlled assessment record and authentication sheet to the student's work before submitting it to the moderator.

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We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which help to raise attainment.

Acknowledgements

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