



Specification

**Pearson Edexcel Level 1/Level 2
GCSE in History A
(The Making of the Modern World)
(2HA01)**

For certification from 2015

Issue 5

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Introduction

The Pearson Edexcel Level 1/Level 2 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 Pearson Edexcel Level 1/Level 2 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

Unit 1 International Relations: The Era of the Cold War 1943–1991

*Unit code 5HA01

- Externally assessed

25% of
the total
GCSE

Overview of content

- The era of the Cold War 1943–1991

Overview of assessment

- Students will be assessed through a single examination.
- Students answer six questions and there are 53 marks available in total.
- Of the 53 raw marks available, up to 3 marks are awarded for Spelling, Punctuation and Grammar (SPaG).
- The examination time is 1 hour and 15 minutes.

Unit 2 Modern World Depth Study

*Unit code 5HA02

- Externally assessed

25% of
the total
GCSE

Overview of content

Students should select one of the following three options:

- Option 2A: Germany 1918–39
- Option 2B: Russia 1914–39
- Option 2C: The USA 1919–41.

Overview of assessment

- Students will be assessed through a single examination.
- Students answer six questions and there are 54 marks available.
- Of the 54 raw marks available, up to 4 marks are awarded for Spelling, Punctuation and Grammar (SPaG).
- The examination time is 1 hour and 15 minutes.

Unit 3 Modern World Source Enquiry***Unit code 5HA03**

- Externally assessed

**25% of
the total
GCSE****Overview of content**

Students should select one of the following three options:

- Option 3A: War and the transformation of British society c1903–28
- Option 3B: War and the transformation of British society c1931–51
- Option 3C: The transformation of British society c1951–79.

Overview of assessment

- Students will be assessed through a single examination based on sources.
- Students answer five questions and there are 53 marks available.
- Of the 53 raw marks available, up to 3 marks are awarded for Spelling, Punctuation and Grammar (SPaG).
- The examination time is 1 hour and 15 minutes.

Unit 4 Representations of History***Unit code 5HA04**

- Internally assessed

**25% of
the total
GCSEs****Overview of content**

Students should select one of the following 13 options:

CA1: Germany 1918–39	British history options
CA2: Russia and the USSR 1917–39	CA8: Crime, policing and protest in England c1886–c1926
CA3: USA 1919–41	CA9: Northern Ireland c1968–99
CA4: China 1945–76	CA10: The impact of war on Britain c1914–45 (this option may have a local focus as CA10L)
CA5: Vietnam c1950–75	CA11: Change in British society 1951–79
CA6: Civil rights 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	CA13: The causes of the Great War c1882–1914

Overview of assessment

- 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

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 per cent)
- 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.

A detailed rationale, showing how this specification covers these criteria can be found in Appendix 5: Rationale.

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.

List of unit content

Unit 1	International Relations: The Era of the Cold War 1943–1991	9
Unit 2	Modern World Depth Study	12
	<i>Choose one option.</i>	
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	Option 2B Russia 1914–39	15
	Option 2C The USA 1919–41	17
Unit 3	Modern World Source Enquiry	19
	<i>Choose one option.</i>	
	Option 3A War and the transformation of British society c1903–28	21
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Unit 1 International Relations: The Era of the Cold War 1943-1991

Overview

Content overview

This unit gives students an opportunity to study the changes in international relations through the era of the Cold War 1943–1991 and the factors bringing about these changes.

The unit includes three key topics. All the topics must be studied. The key features of each topic are summarised in three bullet points. The features are amplified in the text beneath.

The key topics provide a framework for understanding the topic, but cannot be taken in isolation from one another, and students should be encouraged to appreciate the connections that exist. Examination questions may cross two or more key topics.

Assessment overview

- Students will be assessed through a single examination, lasting 1 hour and 15 minutes.
- Students must answer six questions and there are 53 marks available.
- Of the 53 marks available, up to 3 marks are awarded for Spelling, Punctuation and Grammar (SPaG).

Curriculum time

This unit is worth 25% of the total marks, and so it should be allocated approximately 25% of the total time for this GCSE.

All key topics must be taught**Key Topic 1 How did the Cold War in Europe develop? 1943–56**

- The widening gulf between the Allies and the development of the 'Iron Curtain'.
- The development of the Cold War, 1947–55.
- Hungary: the tightening of control.

Amplification of content

Reasons for the Cold War: the Teheran, Yalta and Potsdam Conferences, the attitudes of Stalin and Truman and the ideological differences between the Superpowers. The division of Germany into zones of occupation and the joint occupation of Berlin. The Soviet control of Eastern Europe, the establishment of satellite states and Cominform. The Allied response 1945–47, including the growing involvement of the USA in Europe, the Truman Doctrine and the Marshall Plan.

Growing tension in Europe: Soviet control of satellite states, Comecon, Bizonia, the crisis over Berlin including the Blockade and Airlift and the formation of NATO. The creation of the FRG and GDR. Military developments and the beginnings of the arms race to 1955. The formation of the Warsaw Pact.

The impact of Soviet rule on Hungary, Rákosi, de-Stalinisation and optimism, Nagy's programme of reforms, Soviet reaction and the uprising, the death of Nagy, the re-establishment of Soviet control. International reaction to the Hungarian uprising and the Soviet response.

Key Topic 2 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.

Amplification of content

The three flashpoints in the Cold War:

Berlin: the refugee problem, Khrushchev's Berlin ultimatum (1958), Eisenhower and Camp David; Khrushchev's challenge to Kennedy, summit conferences and growing tension; the construction of the Berlin Wall and its impact, Kennedy's visit to Berlin, 1963.

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

Czechoslovakia: opposition to Soviet control, Dubček as party secretary, the Prague Spring reforms, the Brezhnev doctrine, the re-establishment of Soviet control. International reaction to events in Czechoslovakia.

Key Topic 3**Why did the Cold War end? From détente (1972) to the collapse of the Soviet Union (1991)**

- Détente and its collapse.
- Reagan and the 'Second Cold War'.
- Gorbachev and the end of the Cold War.

Amplification of content

Détente in the 1970s: SALT 1, Helsinki and SALT 2. The Soviet invasion of Afghanistan and its impact on détente: the Carter Doctrine and Olympic boycotts.

Reagan and the 'Second Cold War': President Reagan's approach, the Strategic Defence Initiative (SDI). Changes after 1985: Reagan and Gorbachev's changing attitudes, summit conferences, Intermediate-range Nuclear Forces Treaty (INF).

Gorbachev and the end of the Cold War: the impact of Gorbachev's 'new thinking', the loosening Soviet grip on Eastern Europe, the fall of the Berlin Wall; the collapse of the Soviet Union and the end of the Warsaw Pact.

Unit 2 Modern World Depth Study

Overview

Content overview

This unit gives students an opportunity to study in depth a key aspect of modern world history.

Students select one of the three options. All key topics within the option must be covered.

The options are:

- Option 2A: Germany 1918–39
- Option 2B: Russia 1914–39
- Option 2C: The USA 1919–41.

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.

The key topics provide a framework for understanding the topic, but cannot be taken in isolation from one another, and students should be encouraged to appreciate the connections that exist. Examination questions may cross two or more key topics.

Assessment overview

- Students will be assessed through a single examination, lasting 1 hour and 15 minutes.
- Students must answer six questions and there are 54 marks available.
- Of the 54 marks available, up to 4 marks are awarded for Spelling, Punctuation and Grammar (SPaG).

Curriculum time

This unit is worth 25% of the total marks, and so it should be allocated approximately 25% of the total time for this GCSE.

Option 2A Germany 1918–39**All key topics must be taught****Key Topic 1 The Weimar Republic 1918–29**

- The origins and early problems of the Weimar Republic 1918–23.
- The economic problems of the Republic and the recovery under Stresemann 1923–29.
- The return of Germany to the international community.

Amplification of content

The setting up of the Republic; the signing and effects of the Treaty of Versailles and reasons for opposition, weaknesses in the Constitution, the Free Corps (Freikorps), attacks from the Left (the Spartacist uprising) and the Right (the Kapp Putsch). The threat posed by the Munich Putsch.

The French occupation of the Ruhr and the impact of hyperinflation. The economic work of Stresemann, the Rentenmark, the Dawes and Young Plans and US loans.

Stresemann's successes abroad, especially better relations with the USA, the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.

Key Topic 2 Hitler and the rise of the Nazi Party 1919–33

- The founding and early growth of the Nazi Party 1919–23.
- The lean years 1923–29.
- The impact of the Great Depression 1929–33.

Amplification of content

Hitler's career from 1919. The setting up and early features of the Nazi Party 1919–23, its aims and the role of the SA.

The impact of the Munich Putsch of 1923 on the Nazi Party, reasons for decline in support for the Nazis in the years 1924–28, party reorganisation and Mein Kampf.

The growth in Nazi support in the years 1929–32, the worst effects of unemployment and the failure of successive Weimar governments to deal with this between 1929 and January 1933. 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.
- Controlling and influencing attitudes.

Amplification of content

The significance of the Reichstag Fire, the Enabling Act, the banning of other parties and trade unions, the threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg.

The role of the Gestapo, SS and concentration camps and the persecution of both the Catholic and Protestant Churches, the Concordat, the Reich Church and Pastor Niemöller.

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.

Amplification of content

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 of Labour, wages, prices and the Volkswagen.

Nazi racial beliefs and policies, the persecution of minorities, particularly with reference to the Jews, Slavs, 'gypsies', homosexuals and those with disabilities. The Nuremberg Laws, Kristallnacht.

Option 2B Russia 1914–39

All key topics must be taught

Key Topic 1 The Tsarist regime and its collapse 1914–17

- The nature of Tsarist rule.
- The impact of the First World War.
- The fall of the Tsar.

Amplification of content

Russia in 1914, the weaknesses of Nicholas II, discontent among peasants and town workers and the growth of opposition, Rasputin.

Military defeat, Tannenberg, Masurian Lakes, the appointment of the Tsar as commander in chief, food shortages, inflation, transport problems and political upheaval.

The events in Petrograd in February 1917, the mutiny in the army. The Petrograd Soviet. The Tsar's absence and abdication.

Key Topic 2 Bolshevik takeover and consolidation 1917–24

- The Provisional Government.
- Imposing Bolshevik control 1917–21.
- Creating a new society 1918–24.

Amplification of content

The establishment of the Provisional Government, its weaknesses and failures. The significance of the Kornilov Revolt. Lenin's return and activities and the growth in support for the Bolshevik Party.

The Bolshevik seizure of power in the October/November Revolution, reasons for their success and the roles of Trotsky and Lenin. The Treaty of Brest-Litovsk, the 'Red Terror'; the reasons for, events and effects of, the Civil War 1918–22, and reasons for Bolshevik victory.

The early Bolshevik decrees, the Constituent Assembly, 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 use of terror in the 1930s.
- Propaganda and censorship.

Amplification of content

Stalin's strengths and the weaknesses and mistakes of his rivals, especially Trotsky, and how Stalin gradually removed these rivals.

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.

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.

Amplification of content

Stalin's reasons for change in agriculture, the organisation of collectives, mechanisation, widespread opposition and the attack on the kulaks. The successes and failures of collectivisation.

Stalin's motives for rapid industrialisation, Gosplan, Five-Year Plans, the Stakhanovite movement and the achievements of industrialisation.

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**

- Post-war problems.
- Problems in agriculture.
- Causes and consequences of the economic boom.

Amplification of content

The impact of the First World War on the economy, post-war isolationism, tariffs and restrictions on immigration, declining industries.

Over-production, mechanisation and unemployment in agriculture.

Mass production, the Ford motor industry, new industries, advertising, hire purchase and the stock market boom. The weaknesses in the US economy in the 1920s, especially over-production, lack of credit control, problems in the stock market.

Key Topic 2 US society 1919–29

- The roaring 20s.
- Prohibition and gangsters.
- Racism and intolerance.

Amplification of content

The social impact of consumerism, new forms of entertainment, sport, Hollywood, jazz; changes in the position of women, especially the flappers.

The reasons for, and consequences of, Prohibition and the growth of organised crime, including gangsterism and Al Capone.

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

- The consequences of the Wall Street Crash 1929–30.
- Hoover's reaction to the Great Depression.
- The impact of the Depression on people's lives.

Amplification of content

The events of October 1929 and the immediate effects of the crash: investor bankruptcy, bank closures, reduced production, factory closures.

The policies of Hoover towards the Depression and rising unemployment: the Federal Farm Board, the Smoot-Hawley Tariff, the National Credit Corporation, the Reconstruction Finance Corporation, the Emergency Relief and Construction Act, and the Federal Home Loan Bank Act.

Hoovervilles and the Bonus Marchers, unemployment and homelessness, the impact on agriculture of declining demand for agricultural products and falling food prices.

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.

Amplification of content

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.

The opposition of the Supreme Court, Republicans, business interests and radical critics such as Huey Long and Father Coughlin; Schechter Poultry and the 'sick chicken' case.

The achievements and shortcomings of the New Deal, the role of the outbreak of war in ending the Depression and the extent of recovery by 1941.

Unit 3 Modern World Source Enquiry

Overview

Content overview

This unit gives students an opportunity to conduct a source-based enquiry within a key context of modern British history.

Students choose one of the three options. All key topics within the option must be covered.

The options are:

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

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

Option 3C: The transformation of British society c1951–79.

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.

The key topics provide a framework for understanding the topic, but cannot be taken in isolation from one another, and students should be encouraged to appreciate the connections that exist. The enquiry will focus on one or more of these topics.

Assessment overview

- Students will be assessed through a single examination based on provided sources, lasting 1 hour and 15 minutes.
- Students must answer five questions and there are 53 marks available.
- Of the 53 marks available, up to 3 marks are awarded for Spelling, Punctuation and Grammar (SPaG).

Curriculum time

This unit is worth 25% of the total marks, and so it should be allocated approximately 25% of the total time for this GCSE.

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 c1903–14

- 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.

Amplification of content

The political position of women in 1903, the activities of the three women's societies: the NUWSS, the WFL and the WSPU, including the tactics of militant protest. The reactions of the authorities to militancy and protest including forced feeding and the 'Cat and Mouse Act'.

Children's welfare measures: the Children's Charter (1908), the School Meals Act (1906) and Medical Inspection (1907). The reasons for and importance of the 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).

Key Topic 2 The part played by the British on the Western Front c1914–18

- The BEF and 1914.
- Britain's contribution to the Western Front 1915–17.
- The end of the war.

Amplification of content

The despatch of the BEF and the part it played in the events of 1914, the failure of the Schlieffen Plan, the race for the sea and setting up of the trench system.

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.

Britain's part in the events of 1918, especially Ludendorff's offensives and the drive to victory.

Key Topic 3 The home front and social change 1914–18

- DORA, censorship and propaganda.
- Recruitment and rationing.
- The part played by women.

Amplification of content

Changes in the role of government brought about by DORA as well as the nature and importance of censorship and propaganda.

Various methods of recruitment 1914–16, the reasons for, and impact of, conscription 1916–18 and conscientious objectors; the effects of submarine warfare on Britain and the measures brought in by the Government to alleviate this threat.

The role of women in the war effort and the impact it had on attitudes to votes for women and female employment.

Key Topic 4 Economic and social change 1918–28

- The changing role of women 1918–28.
- Industrial unrest 1918–26.
- The General Strike of 1926.

Amplification of content

The extent to which the social and economic position of women changed, including 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.

Amplification of content

The nature and extent of unemployment, regional variations, public spending cuts, 1931, the 'Dole' and the Means Test, Special Areas Act (1934), the Unemployment Act (1934).

The experience of the unemployed, including the impact on living standards especially in the depressed areas, the Means Test in practice and attempts to influence public opinion.

The impact of the Depression on Jarrow, especially shipbuilding, reasons for the march, opposition from the Labour Party and the National Unemployed Workers' Movement, the marchers and their impact on public opinion, the government response and the importance of the Jarrow Crusade.

Key Topic 2 Britain at war 1939–45

- The BEF, Dunkirk and Churchill.
- The Battle of Britain.
- D-Day and the defeat of Germany.

Amplification of content

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 reasons for the Battle of Britain, key events, its importance and reasons for British victory.

The preparation and organisation for the invasion, the events of D-Day and reasons for its success; the Allied drive to victory, 1944–45, including Arnhem and the Battle of the Bulge and reasons for Germany's defeat.

Key Topic 3 The home front 1939–45

- The Blitz.
- The role of government, food supplies and rationing.
- The changing role of women.

Amplification of content

The reasons why the Germans launched the Blitz. The 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.

Censorship and propaganda, the impact of the war on food supplies in Britain and government measures to deal with these problems.

The contribution made by women on the home front, especially in employment, including heavy industry, transport and the armed forces and its effects on the role and status of women.

Key Topic 4 Labour in power 1945–51

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

Amplification of content

The reasons for the Labour election victory of 1945, including party politics, the election campaign and the legacy of wartime attitudes.

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 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 The transformation of British society c1951–79**Key Topic 1 British society and economy in the 1950s: an overview**

- The family, education and leisure.
- Employment.
- Immigration.

Amplification of content

The roles of men, women and children in the family in the 1950s. The education system and approaches to the education of boys and girls in primary and secondary schools. Opportunities for leisure and popular leisure activities.

The standard of living and working patterns – rates of pay and working conditions for the average working man; women's work.

Reasons for commonwealth immigration; the Windrush; problems of integration in the 1950s; the Notting Hill Race Riots 1958.

Key Topic 2 Education, work and labour relations c1960–79

- Changes in education.
- Changes in employment.
- Labour relations in the 1970s.

Amplification of content

Education in grammar and secondary modern schools; the significance of '11 plus' selection; the growth of comprehensive schooling and its impact; the extent to which educational opportunity changed over the period.

Changes in employment and reasons for the growth of unemployment in the 1970s, including the impact of the oil crisis of 1973.

Labour relations: problems of inflation and wage control in the 1970s, including the reasons for the three-day week and the Heath government's conflict with the miners in 1974; the 'Winter of Discontent' 1979.

Key Topic 3 Media, communications and leisure c1960–79

- Changes in media and entertainment.
- 'The Swinging Sixties' – a media creation?
- Changes in leisure.

Amplification of content

Changes in the press, cinema and radio and the record industry; the growth of television; impact of TV on use of leisure time.

The 'Swinging Sixties' image in fashion, culture and pop music; the impact of the Beatles in the 1960s; the role of the media in the creation of the Swinging Sixties image. How far and how widely did the label apply to British society?

Changes in leisure: sport, entertainment and holidays, including holiday camps in the 1960s, the growth of the package holiday in the 1970s, and the impact of growing car ownership; youth culture.

Key Topic 4 Reasons for social change c1960–79

- Changing social attitudes.
- Social divisions and conflicts.
- The changing role of women.

Amplification of content

Liberalisation of social attitudes: new legislation on abortion and homosexuality; availability of contraception on the NHS; reasons for and extent of changing attitudes; abolition of the death penalty – the roles of individuals and political parties in the process of change and the impact of the Bentley, Ellis and Evans cases from the previous decade.

Social divisions: race relations, the influence on race relations of political parties and groups in society and the media, the Race Relations Act 1968; class division and increasing social mobility; the growing importance of the 'teenager' and challenges to authority; the growth of protest, including CND marches and student protests of the 1960s.

Reasons for the growth of feminism; the influence of women's movements, including the Women's Liberation Movement, political parties and trade unions, including the 1968 Dagenham women's strike; equal pay and sexual discrimination legislation; the extent to which equality of opportunity was achieved by 1979.

Unit 4 Representations of History

Overview

This unit gives students the opportunity to:

- explore consequence, causation or change in a historical context
- carry out a historical enquiry
- analyse and evaluate how the past has been interpreted and represented in different ways.

Centres choose one option from a choice of 13. All of the specified content must be taught.

The assessment task is divided into three parts.

Part A requires students to explain causation, consequence or change in relation to the topic being studied.

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

Part C requires students to analyse and evaluate three representations.

This unit is divided into sections.

Choice of option: 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?

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

CA10L has a local focus, and may focus on a local community.

Forbidden combinations

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.

- 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, they may not submit a task for CA8.
- If students complete Unit 3 Option A or B, they may not submit a task for CA10 or CA10L.
- If students complete Unit 3 Option C, they may not submit a task for CA11.

Curriculum time

This unit is worth 25% of the total marks, and so it should be allocated approximately 25% of the total time for this GCSE.

CA1

Germany 1918–39

- The Weimar Republic 1918–33: early problems, recovery, and the impact of the Depression; Hitler’s rise to power and the end of the Republic.
- Hitler, the growth of the Nazi Party and Nazi rule 1918–39: reasons for the Party’s growth and consolidation of power; the key features of Nazi policy and their implementation 1933–39, including policies on employment, the family, education and race.
- The Nazi dictatorship – a regime built on terror or consent? Removal of opposition; the police state; censorship and propaganda; the appeal of Hitler and the Nazis.

(This must not be combined with Unit 2 Option A: Germany 1918–39.)

CA2

Russia and the USSR 1917–39

- Changes in government and authority 1917–28: reasons for the revolution of February 1917; Bolshevik takeover and consolidation 1917–24, including the reasons for Bolshevik success in the October Revolution 1917 and the Civil War 1918–22; Stalin’s success in the power struggle 1924–28.
- Economic and social changes 1928–39 and their impact: collectivisation, industrialisation and life in the Soviet Union.
- A regime built on terror? The nature of Stalin’s dictatorship 1928–39: Stalin’s personality and methods, the use of propaganda, terror and control.

(This must not be combined with Unit 2 Option B: Russia 1914–39.)

CA3

USA 1919–41

- The US economy 1919–41: the reasons for Boom and Bust; the USA in the Depression.
- Changes and divisions in US society 1919–41: the changing role of women in the 1920s; prohibition and gangsterism to 1933; racism and intolerance; differing opportunities for white and black Americans in the USA 1919–41.
- A New Deal: how effective was Roosevelt in dealing with the Depression 1933–41?

(This must not be combined with Unit 2 Option C: The USA 1919–41.)

CA4 China 1945–76

- The triumph of communism and the creation of the communist state, 1945–57: reasons for success in the Civil War; the consolidation of communist authority 1949–57 and the nature of communist rule.
- Economic and social changes 1958–76: the consequences of the Great Leap Forward and the Cultural Revolution.
- Mao: hero or villain? His reputation and achievements in China from 1945 and the impact of his rule.

CA5 Vietnam c1950–75

- Changes in US policy towards Vietnam: the reasons for US involvement under Eisenhower in the 1950s, including the ending of French rule, the Domino theory and the weaknesses of the Diem government; the nature of and reasons for US escalating involvement in the 1960s under Presidents Kennedy and Johnson; the policies of President Nixon and the process of ending the conflict.
- The nature of the conflict in Vietnam: the tactics used by both sides in the conflict and the key features of the campaigns including guerrilla warfare, aerial warfare, search and destroy missions and the significance of the Tet Offensive; the impact of the conflict on civilians and the military in Vietnam. The reasons for the US lack of success in the conflict.
- How strong was support within the USA for America's involvement in the Vietnam conflict? The growth of protest and the 'silent majority'.

CA6 Civil rights and protest in the USA 1945–70

- The development of protest movements: Civil Rights; Anti-Vietnam War; Women's Movement; the key events 1945–70.
- Changes in civil rights and the roles of key individuals: Martin Luther King, Malcolm X and Presidents Eisenhower, Kennedy and Johnson.
- How effective was peaceful protest in securing civil rights in the USA? Peaceful protest and the alternatives.

CA7

The Indian subcontinent: the road to independence 1918–47

- The reasons for the rise of nationalism 1918–47: the impact of the First and Second World Wars; Gandhi's aims and methods; the roles of Nehru and Jinnah; Muslim and Hindu clashes.
- Key developments in India from 1918 to 1947: British attempts at coercion and conciliation; the path to independence and partition.
- The role of Gandhi in securing independence: inspired leadership or political misjudgement?

CA8

Crime, policing and protest in England c1886–c1926

- Dealing with crimes against property and the individual c1886–c1926: the role and effectiveness of the police force – the beat policeman; developments in investigative policing – creation of the CID 1878; use of technology – photography, telegraph and telephone; the Belper Committee and the creation of the fingerprint bureau 1900–01. Case studies: investigations into Jack the Ripper; the conviction of Dr Crippen.
- Policing protest: defenders of the community or instruments of repression? The problems of policing public order and the relationship of police to society and government. Case studies: Trafalgar Square riots 1886–87; suffragette protests 1908–14; the General Strike 1926.
- Protest and social change: did militancy advance or hinder the suffragette cause? The reasons for the extension of the franchise to women in 1918.

(This must not be combined with Unit 3 Option A: War and the transformation of British society c1903–28.)

CA9

Northern Ireland: c1968–99

- Divisions in Northern Ireland: Catholic grievances and Protestant fears in the 1960s; the reasons for, and impact of, protest and violence including the role of the NICRA and paramilitary organisations c1968–99; the role of the police, the army and government policy.
- Attempts at conciliation and agreement; reasons for their failure and for the eventual achievement of the Good Friday Agreement.
- How significant was the role of paramilitary organisations in preventing a peace settlement in Northern Ireland?

CA10
CA10L**The impact of war on Britain c1914–45, or
The impact of war on a locality in Britain c1914–45**

- Government organisation for war in both conflicts: defence on the home front, organisation of labour force and key industries, production of military equipment and munitions; conscription and the treatment of conscientious objectors; evacuation, rationing; censorship and propaganda.
- The impact of the First and Second World Wars on society: changing social attitudes; change in the role and status of women; changes in work and employment; post-war reconstruction in the 1920s; increased government involvement in the lives of citizens.
- The civilian experience of total war 1939–1945: how well did civilian morale withstand the impact of war?

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

CA11

Change in British society 1951–79

- Forces for change in British society: roles of government and political parties; the impact of feminism, youth culture and increased affluence; changes in education; pressures of immigration including problems of integration, race riots, influence of Enoch Powell.
- The liberalisation of society: impact of the Bentley, Ellis and Evans cases in the 50s and the abolition of the death penalty; changing social attitudes: abortion, contraception, homosexuality; the changing role of women, including equal pay and sex discrimination legislation; race relations.
- The Swinging Sixties? How far and how widely did the label apply to British society?

(This unit must not be combined with Unit 3 Option C: The transformation of British society 1951–79.)

CA12

Power and political transformation in Britain 1970–90

- Government and trade unions: relations between the political parties and trade unions; changes in legislation and their impact on trade union influence. Case studies: the Heath government and the miners; the Thatcher government and the miners' strike.
- Thatcher in strength and weakness: the Falklands War – its conduct and its impact, political consequences in Britain. Reasons for the fall of Thatcher – the poll tax: resistance and protest and their consequences; issues over EU membership and direction; the Heseltine, Lawson and Howe resignations.
- The Iron Lady: how valid an assessment is this of Margaret Thatcher's leadership?

CA13

The causes of the Great War c1882–1914

- The alliance system and international rivalry between the Great Powers: the alliance system in the late nineteenth and early twentieth century; the concept of the balance of power; the formation of the Triple Alliance (1882) and the Dual Alliance (1894); the Entente Cordiale and the Triple Entente; the economic, imperial and military reasons behind the international rivalry. Anglo-German tension – the Kruger Telegram (1896), the First German Naval Law and the Anglo-German arms race; the Moroccan crises.
- The struggle for control in the Balkans c1900–1914: the weaknesses of the Ottoman Empire, Balkan nationalism, the Bosnian Crisis, Great Power interference and the Balkan Wars; the assassination of Archduke Franz Ferdinand at Sarajevo.
- Was Germany responsible for the outbreak of World War One? The short term events leading to the outbreak of war in 1914 and the longer term causes. The motives, actions and reactions of the powers involved.

Task setting

Task setting: high level of control

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

For each controlled assessment task, Edexcel will provide questions and two representations. The third representation is chosen by the centre from the Edexcel Representation Bank – this allows centres to contextualise the task to best suit their centre-specific circumstances.

What students have to do

Each part of the task will relate to **one** of the three bullet points from the taught content. Centres must teach all of the specified content for each bullet point before students attempt the corresponding questions. All three bullet points will be covered across the three parts of the task. The questions in one examination series may relate to a different bullet point from the previous series.

Students must complete all three parts. The task is structured as follows:

Part A: Historical explanation

(AO1/AO2) Students must answer a question which assesses their understanding of cause, consequence or change. This will require students to construct a historical explanation. As this part of the task is not an enquiry, it will not require any form of referencing or a bibliography.

There will be a choice of two questions.

10 marks

Part B: Carry out a historical enquiry

(AO1/AO2/AO3) Students carry out a historical enquiry to answer a question which requires analysis. This will assess their ability to reach a judgement and to use sources of information to support this. Examples include questions asking 'How far?', 'How much?', 'How significant?' and 'How effective?'.

As part of their research, students must use at least five secondary sources of information, including at least one present-day source of information ('present-day' means published or created in the twenty-first century). They may also use primary sources in addition to the secondary sources, but this is not required. They will need to list the sources of information used in a bibliography and reference them within their write-up.

There will be a choice of two questions.

20 marks

Part C: Analyse and evaluate representations of history

(AO1/AO2/AO3) Students analyse and evaluate three representations of an event or issue, using their knowledge of the historical context. Students are not required to provide a bibliography.

Edexcel will provide two representations. At least one of these will be from a period later than the event, issue or individual being represented.

Further guidance on how to choose a third representation is given below.

20 marks

How long are the tasks valid for?

Each task will be valid for submission in **one examination series only**.

When will the tasks be available?

Tasks will be made available in the summer term two years before the examination series for which they are valid.

When can the task be given to students?

Centres must teach all of the specified content for the bullet point the question relates to before students attempt the corresponding question.

For Part A, students can be given the question after all of the content has been taught and when they are ready to start planning their answer. Students should be given up to two weeks to plan their answer.

For Part B, students can be given the question when they are suitably prepared to start their enquiry.

For Part C, students must be given the question and representations after all of the content has been taught and up to two weeks before they are scheduled to complete their write-up for this part. (Representations must not be taken out of the classroom.)

How do we choose the third representation for Part C?

A representation aims to create a particular impression of some aspect of the past. The portrayal it gives is the product of deliberate choices made by its author. For example, a satirical cartoon may aim to present a political figure in a particular way, while a historian may give an account of a period in which they seek to highlight positive or negative aspects.

Suitable examples of representations may include written texts, paintings and cartoons.

For all controlled assessment options **apart from CA10L**, the third representation must be chosen from those suggested by Edexcel, which can be found in the Controlled Assessment Representation Bank on the Edexcel website.

For **CA10L**, centres may either choose a representation from the Controlled Assessment Representation Bank or choose their own. If they take the latter approach, centres must contact Edexcel's Ask the Expert service not later than 31 January in the year in which the unit will be completed to seek approval that this representation is suitable. Further information about Ask the Expert can be found in *Section C: Resources, support and training*.

Task taking

Task taking is divided into three stages:

- (1) Class preparation
- (2) Student research and planning
- (3) Student write-up.

(1) Class preparation

Preparation for the task should include a taught programme of study. This should cover the specified content and will provide a context for their task.

Each bullet point of taught content must be taught **before** students attempt the question that relates to it.

It is recommended that centres allocate approximately 15 hours teaching time for this stage.

(2) Student research and planning: limited level of control

A *limited level of control* means there is some flexibility about the way in which the task is researched and planned as long as it complies with the controls outlined below.

At this stage, students are given the questions and representations and they carry out their research and planning.

While doing their research for the Part B enquiry, students must create a bibliography of all the sources that they have used.

Students can also make plans (all parts of the task) and notes (Parts B and C only), which they can use during the write-up.

Further information about plans, notes and bibliographies can be found in the section *Student write-up* below.

Authenticity control: For Part A, work must take place under direct teacher supervision.

For Part B, some research can take place unsupervised, whether in school or in the students' own time. However, all material that will be available to students during the write-up stage (ie plans, notes and bibliography) must be written under direct teacher supervision.

For Part C, work must take place under direct teacher supervision. The representations used in Part C must not be removed from the classroom.

Collaboration control: For Part A, students must work individually to plan their responses.

For Part B, the work of individual students may be informed by working with others, but students must provide an individual response. This means that they must work individually when writing any material that will be used in the write-up stage (ie notes, bibliographies and plans).

For Part C, students must work individually to plan their responses.

Feedback control: Teachers can provide general support to groups of students, for example:

- making sure that they understand the task
- providing general guidance on how to plan and structure an answer, using a different question from the one that students will be answering
- showing students how to find relevant information for the enquiry in Part B.

A statement must be provided to the moderator that details the nature of the support provided to the group, using the template provided in *Appendix 6*.

Teachers may not provide specific support, for example:

- writing frames specific to the live task
- model answers
- words or phrases for students to include in their answers.

Resource control:	Students' access to resources is determined by those available at the centre. The same range of resources must be available to all students within a centre.
Time control:	This stage should take approximately 15 hours. Centres can decide how time should be allocated, but as a guide it is recommended that approximately 2 hours is spent on Part A, 9 hours on Part B and 4 hours on Part C.
Extra time:	Some students may qualify for extra time in examinations, for example due to disability. In such instances, the extra time can also be applied to the research and planning stage for the controlled assessment.

(3) Student write-up: high level of control

A *high level of control* means that the conditions are tightly prescribed.

During this stage, students write up their answers in class in conditions that comply with the controls below.

Authenticity control:	<p>All work must be completed under formal supervision from a teacher or invigilator and must be authenticated.</p> <p>If the centre allows writing to take place over more than one session, all of the students' own materials (including notes, plans and bibliography) and the representations must be collected at the end of the session and stored securely until the next session. This includes any work that is being written on IT equipment – students must not be able to access this between sessions.</p>
Collaboration control:	Students must write their responses individually, without any input or assistance from others.
Feedback control:	<p>No feedback can be provided in relation to the students' responses. However, general support can be provided, for example:</p> <ul style="list-style-type: none">• clarifying what students need to do

- reminding students about the time limit and the need to allocate their time accordingly
- help with IT problems.

This general support does not need to be recorded.

Resource control: For Part A, students may have access to:

- the task question
- their plan (maximum one side of A4).

For Part B, students may have access to:

- the task question
- their plan (maximum one side of A4)
- their notes (maximum two sides of A4)
- their bibliography.

For Part C, students may have access to:

- the task question and clean copies of the representations
- their plan (maximum one side of A4)
- their notes (maximum two sides of A4).

Student plans and notes must be checked to ensure that they do not contain a prepared answer.

Further information about acceptable formats for plans and notes is given below.

Access to equipment: Students may use IT equipment to complete their write-up, but centres must ensure that this equipment does not have internet access and that there is no access to any pre-prepared materials on the hard drive. Students may not bring in any storage devices, such as memory sticks.

For students who require special equipment, for example due to disability, centres should refer to the *JCQ Access Arrangements, Reasonable Adjustments and Special Consideration*.

Time control: Centres must allow no more than **2.5 hours in total** for students to write up their answers.

This can be spread over more than one session.

Extra time: Some students may qualify for extra time in examinations, for example due to disability. In such instances, the extra time can also be applied to the write-up for controlled assessment. For further information, please see *JCQ Access Arrangements, Reasonable Adjustments and Special Consideration*.

■ 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.

■ What students must submit to the teacher

Each student must submit:

- their responses to the three questions
- a signed authentication statement
- their bibliography for Part B
- their plans and notes
- the controlled assessment task showing the questions attempted plus the Part C representations.

Only the student responses will be marked, but the other documents must be kept securely with the student's work. These will be used to help authenticate the student's work.

In addition, to ensure that all of the required content is taught, a portfolio of student work will need to be submitted for moderation, and so teachers must ensure that these are accessible. The portfolio must include work carried out by the student and copies of all handouts and other materials provided by the teacher for Unit 4.

Centres must send the portfolios for the second-ranked student in the randomly-selected sample.

How does the bibliography relate to the Part B enquiry?

The bibliography should contain a list of the information sources students have consulted. This may (but need not) include sources of information that they do not use in the write-up, but they need to show in their write-up that they have *used* a range of sources by making direct reference to them. One way of doing this is to number the sources in the bibliography and to refer to these numbers within the write-up.

There is no set format and no marks will be awarded for the bibliography. However, it must be clear what the sources of information are to help the marker and moderator determine how they have been used.

What are notes?

At the write-up stage for Parts B and C, students can have access to up to **two** sides of A4 notes (written by the student) for each question. These notes can be:

- bullet points, numbered points and short quotations
- mind maps and spider diagrams
- lists of key dates, names, events, causes or consequences
- handwritten or word processed (Times New Roman, minimum font size 12).

Notes cannot be:

- continuous sentences or paragraphs (except where these are direct quotations attributed to an author).

What are plans?

At the write-up stage for Parts A, B and C, students can have access to up to **one** side of A4 plans (written by the student) for each question.

These plans can be:

- bulleted or numbered points
- mind maps and spider diagrams
- short phrases and key words
- handwritten or word processed (Times New Roman, minimum font size 12).

Plans cannot be:

- continuous sentences or paragraphs.

Task marking

Task marking: medium level of control

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

Centres should mark the student answers in accordance with the guidance below and the assessment criteria, annotating the responses to show why the work has been given a particular level and mark. Annotations can be written in the main body of the answer or at the end.

Internal standardisation

If more than one teacher in a centre is involved in marking students' work, there must be a process of internal standardisation to ensure that the assessment criteria are applied consistently.

How to use the assessment criteria – a best-fit approach

There are separate assessment criteria for each part of the controlled assessment on the following pages. Centres should take care to use the right assessment criteria for each part of the task.

The assessment criteria should be applied using a 'best fit' approach. This means that teachers should place an answer in the band where it fits best, even if it does not meet all of the requirements of the level. If an answer fits more than one level, the centre should make a judgement about which one provides the best match.

If an answer meets all of the requirements of a level, then the answer should be placed at the top of the band.

If an answer is on the borderline between two levels, then it should be placed either at the top of the lower band or the bottom of the higher band, depending on where it fits best.

Additional information about allocating marks for students' use of information sources in Part B: Carry out a historical enquiry.

Students are required to use a range of sources of information (defined as 'at least five') as part of their enquiry. Students who use a limited number of information sources (which we define as 'fewer than five') are likely to achieve lower marks as this is characteristic of answers at Level 1.

However, it is not the case that the best answers will necessarily make use of the greatest number of sources; as long as students meet the threshold of five information sources, teachers should look to differentiate not on the quantity of sources but on what information is selected from them and how this is used to support the student's argument.

Additional information about allocating marks for Part C: Analyse and evaluate representations of history

A representation aims to create a particular impression of some aspect of the past.

Weaker answers will tend to describe the content of the representations and link evaluations to comments on details. Information about the historical context will be limited. To reach the highest level, students should be able to analyse the way in which selection and treatment of material in the representations has deliberately created a particular view of the issue represented. They should be able to apply criteria deploying well-selected knowledge of the issue in their evaluation of this view. Teachers should look to differentiate on the basis of the student's ability to apply criteria to support an argument about which representation is best.

Quality of Written Communication

Quality of Written Communication (QWC) will be assessed in this 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 where appropriate.

Assessment criteria

Part A: Historical explanation

Target:	AO1/AO2	10 marks
Level	Descriptor	Mark
0	No rewardable material.	0
Level 1 QWC i-ii-iii	<ul style="list-style-type: none"> The answer may have limited links to the explanation focus required by the question and will take a descriptive and generalised approach. There may be few factual details given and those that are provided are not shown to be directly relevant to the answer. Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity, organisation, succinctness and precision. The student spells, punctuates and uses the rules of grammar with limited accuracy. 	1–2
Level 2 QWC i-ii-iii	<ul style="list-style-type: none"> The answer may be linked to the explanation focus required by the question only implicitly and may take a mainly descriptive approach. The detail provided is mainly relevant to the question but it is generally used to provide factual information rather than to support analysis. Writing communicates ideas with limited precision and succinctness, using a limited range of historical terminology. The student shows 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. 	3–5
Level 3 QWC i-ii-iii	<ul style="list-style-type: none"> The answer is mainly directed at the explanation focus required by the question, although it may stray from the main focus or include some material which is descriptive. The material used is relevant to the question, and is used to support points made in the answer. Writing communicates ideas with precision and some succinctness, 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. 	6–8
Level 4 QWC i-ii-iii	<ul style="list-style-type: none"> The answer is directed explicitly and consistently at the explanation focus required by the question. The material used is well selected. It is deployed effectively to support the analysis in the answer. Writing communicates ideas effectively, succinctly and with precision, 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. 	9–10

Part B: Carry out a historical enquiry

Target:	A01/A02/A03	20 marks
Level	Descriptor	Mark
0	No rewardable material.	0
Level 1 QWC i-ii-iii	<ul style="list-style-type: none"> The answer may have limited links to the explanation focus required by the question and will take a descriptive and generalised approach. Any judgement will need to be inferred as it is not stated. The answer is based on material which may come from a limited number of secondary sources of information. The information from sources used may not be directly relevant to the answer or it is not made clear that the information sources have been used. Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity, organisation, succinctness and precision. 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"> The answer may be linked to the explanation focus required by the question only implicitly and may take a mainly descriptive approach. The student may appear to reach an overall judgement, although there is only limited argument provided that supports this. The answer is based on material which comes from a range of secondary sources of information and it is evident that sources have been used. The information from sources is comprehended. What is selected is mainly relevant to the question, but it is generally used to provide factual detail. Writing communicates ideas with limited precision and succinctness, using a limited range of historical terminology. The student shows 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. <p>Maximum 9 marks if no explicit reference is made to secondary sources within the answer.</p>	6–10
Level 3 QWC i-ii-iii	<ul style="list-style-type: none"> The answer is mainly directed at the explanation focus required by the question, although it may stray from the main focus or include some material which is descriptive. The student reaches an overall judgement, although this may not be fully supported by the argument made. The answer is based on material which comes from a range of secondary sources of information and it makes clear what sources have been used. The material used is directly relevant to the question, and is used in a way that provides some support for points made in the answer. Opinion as well as detail from the secondary sources is deployed, although differences of view in the material may not be explicitly noted. Writing communicates ideas with precision and some succinctness, 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. <p>Maximum 12 marks if no explicit reference is made to secondary sources within the answer.</p>	11–15

Target:	AO1/AO2/AO3	20 marks
Level	Descriptor	Mark
Level 4 QWC i-ii-iii	<ul style="list-style-type: none"> • The answer is directed explicitly and consistently at the explanation focus required by the question. The student reaches an overall judgement which is supported by a reasoned argument running throughout the answer. • The answer is based on material which comes from a range of secondary sources of information and it makes clear what sources have been used. The answer shows awareness of differences of view or emphasis in the sources used. Material is well selected from the sources and is deployed effectively to support the analysis in the answer. • Writing communicates ideas effectively, succinctly and with precision, 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. <p>Maximum 16 marks if no explicit reference is made to secondary sources within the answer.</p>	16–20

Part C: Analyse and evaluate representations of history

Target:	A01/A02/A03	20 marks
Level	Descriptor	Mark
0	No rewardable material.	0
Level 1 QWC i-ii-iii	<ul style="list-style-type: none"> The answer selects some details from the representations. This will be in the form of description, simple paraphrase or direct quotation. The answer offers simple comment about which representation is 'best' based on their surface features (for example, the amount of detail or the nature of the representation) rather than the use of clear criteria on which to base a judgement. Alternatively they may offer simple comment on the representations without clearly identifying which they regard as 'best'. Supporting information about the historical context is likely to be limited in quantity, largely generalised and presented as information rather than used to support their answer. Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity, organisation, succinctness and precision. 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"> The answer selects or describes some key elements of the portrayal of the past within the representations. The answer selects one representation as being 'best', but the answer may be largely generalised or descriptive. In explaining the choice of representation, answers will use one or two relevant criteria (for example accuracy) to evaluate details, rather than develop that into an assessment of the overall portrayal contained within the representation. The answer will contain detailed and accurate information about the historical context which is relevant but not used explicitly to support the evaluation of the representations. Writing communicates ideas with limited precision and succinctness, using a limited range of historical terminology. The student shows 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. <p>Maximum 8 marks for answers which do not make use of information about the historical context.</p>	6-10

Target:	AO1/AO2/AO3	20 marks
Level	Descriptor	Mark
Level 3 QWC i-ii-iii	<ul style="list-style-type: none"> The answer analyses the representations to show some of the ways the past situation has been portrayed. The answer uses detail from the representations to show how the portrayal is conveyed. The answer selects one representation as being 'best', making valid comparisons. In evaluating the portrayal in the representations, answers will apply two criteria relevant to the representation (for example accuracy, objectivity, comprehensiveness). The answer will make use of detailed information about the historical context to support the application of criteria and evaluation of the representations. Writing communicates ideas with precision and some succinctness, 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. <p>Maximum 13 marks for answers which do not make use of knowledge and understanding of the historical context when evaluating representations.</p>	11-15
Level 4 QWC i-ii-iii	<ul style="list-style-type: none"> The answer analyses the representations to show how the past situation has been portrayed. The answer uses precisely-selected detail from the representations to show how the portrayal is conveyed. The answer selects one representation as being 'best', making valid comparisons. In evaluating the portrayal in the representations, answers will apply at least three criteria relevant to the representation (for example accuracy, objectivity, comprehensiveness, or the way the author's purpose has influenced the portrayal). The answer will deploy well-selected information about the historical context to support the application of criteria and evaluation of the representations. Writing communicates ideas effectively, succinctly and with precision, 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. <p>No access to Level 4 for answers which do not make use of knowledge and understanding of the historical context.</p>	16-20

B Assessment

Assessment Objectives and weightings

	% in GCSE
AO1: Recall, select and communicate their knowledge and understanding of history.	35%
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. 	34%
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. 	31%
TOTAL	100%

Relationship of Assessment Objectives to units

Unit	Assessment Objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Unit 1: International Relations: The Era of the Cold War 1943–1991	11.75%	9.25%	4%	25%
Unit 2: Modern World Depth Study	11.5%	11.5%	2%	25%
Unit 3: Modern World Source Enquiry	3.75%	4.75%	16.5%	25%
Unit 4: Representations of History	8%	8.5%	8.5%	25%
Total for GCSE	35%	34%	31%	100%

Assessment summary

Unit 1

International Relations: The Era of the Cold War 1943–1991

Unit code: 5HA01

- The unit is assessed through a single examination lasting 1 hour and 15 minutes.
- There are 53 marks available, including 3 marks for Spelling, Punctuation and Grammar (SPaG).
- Students answer six questions in total.
- Students answer three questions from Part A:
 - question 1 is source based and is targeted at AO3
 - question 2 is linked contextually to question 1 and is targeted at AO1
 - question 3 is source based, requiring students also to draw on their own knowledge and is therefore targeted at AO1/AO2/AO3.
- Students answer three further questions from Part B, each targeted at AO1/AO2.
- Details of the exact AO weightings for individual questions can be found in the AO Targeting Grid in the Sample Assessment Materials.

Unit 2

Modern World Depth Study

Unit code: 5HA02

- Each option (2A, 2B and 2C) is assessed through a single examination lasting 1 hour and 15 minutes.
- There are 54 marks available, including 4 marks for Spelling, Punctuation and Grammar (SPaG).
- Students answer six questions in total:
 - question 1(a) is source based and is targeted at AO3
 - questions 1(b), 1(c), 1(d), 2 and 3 are each targeted at AO1/AO2.
- Details of the exact AO weightings for individual questions can be found in the AO Targeting Grid in the Sample Assessment Materials.

Unit 3 Modern World Source Enquiry**Unit code: 5HA03**

- Each option (3A, 3B and 3C) is assessed through a single examination lasting 1 hour and 15 minutes.
- There are 53 marks available, including 3 marks for Spelling, Punctuation and Grammar (SPaG).
- Students will be provided with a source booklet containing between six and eight sources.
- Students answer five questions in total, all of which relate to the sources provided:
 - question 1 is targeted at AO3
 - questions 2, 3, 4 and 5 require students also to draw on their own knowledge of the topic and are therefore targeted at AO1/AO2/AO3.
- Details of the exact AO weightings for individual questions can be found in the AO Targeting Grid in the Sample Assessment Materials.

Unit 4 Representations of History**Unit code: 5HA04**

- This unit is internally assessed under controlled conditions and is externally moderated.
- There are 50 marks available.
- The assessment consists of a single task, selected from the options available.
- Each task consists of three parts:
 - Part A requires historical explanation and is targeted at AO1/AO2
 - Part B requires a historical enquiry and is targeted at AO1/AO2/AO3
 - Part C requires an analysis and evaluation of three representations and is targeted at AO1/AO2/AO3.
- Details of the exact AO weightings for each part can be found in the AO Targeting Grid in the Sample Assessment Materials.

Entering your students for assessment

Student entry

Students will be required to sit all of their examinations at the end of the course. Students may complete the controlled assessment task(s) at any appropriate point during the course and controlled assessment work must be submitted for moderation at the end of the course. Centres must ensure that controlled assessment tasks submitted are valid for the series in which they are submitted.

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

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 Level 1/Level 2 GCSEs in 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 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, they may not submit a task for CA8.
- If students complete Unit 3 Option A or B, they may not submit a task for CA10 or CA10L.
- If students complete Unit 3 Option C, they may not submit a task for CA11.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level is designed to ensure equal access to qualifications for all students (in compliance with the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

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

- the Joint Council for Qualifications (JCQ) policy *Access Arrangements, Reasonable Adjustments and Special Considerations*
- 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

Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information with regard to the Equality Act 2010.

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.

Further information about controlled assessment

For more information on controlled assessment (including teacher guidance documents and information about administrative arrangements), please refer to the History subject pages of the Edexcel website.

For up-to-date advice on teacher involvement, please refer to the JCQ document *Instructions for conducting controlled assessments* 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 controlled assessments* on the JCQ website www.jcq.org.uk.

Assessing your students

Your student assessment opportunities

Unit	June 2015	June 2016
Unit 1: International Relations: The Era of the Cold War 1943–1991	✓	✓
Unit 2: Modern World Depth Study	✓	✓
Unit 3: Modern World Source Enquiry	✓	✓
Unit 4: Representations of History	✓	✓

Please note that all assessment is terminal.

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The GCSE qualification will be graded and certificated on an eight-grade scale from A* to G. Individual unit results will be reported.

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.

The first certification for the Pearson Edexcel Level 1/Level 2 GCSE in History A (first teaching September 2013), will be 2015. All units of assessment must be taken at the end of the course.

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:

Pearson Edexcel Level 1/Level 2 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.

Retaking of units

Students wishing to retake a GCSE are required to retake all the external units in the qualification. The Unit 4 mark may be carried forward.

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 and Spelling, Punctuation and Grammar (SPaG)

Quality of Written Communication

Students will be assessed on their ability to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that the meaning is clear
- select and use a form and style of writing appropriate to the purpose and the complexity of the subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

Spelling, Punctuation and Grammar (SPaG)

Additional marks will be awarded for spelling, punctuation and grammar. The questions that relate to the assessment of these skills will be clearly marked on the question paper.

Performance indicators for the assessment of SPaG

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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 GCE Advanced Subsidiary and Advanced Level in History.

Grade descriptions

A	<p>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.</p> <p>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.</p> <p>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.</p> <p>They recognise and provide reasoned comments on how and why events, people and issues have been interpreted and represented in different ways, and provide a well-developed consideration of their value in relation to their historical context.</p>
C	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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

Teacher and student support

The resources from Edexcel provide you and your students with comprehensive support for our Pearson Edexcel Level 1/Level 2 GCSE in History A (The Making of the Modern World) qualification. These materials have been developed by subject experts to ensure that you and your department have appropriate resources to deliver the specification.

For more information, please call 01865 888080 or visit www.edexcel.com.

Edexcel publications

You can order further copies of this specification and the Sample Assessment Materials (SAMs) documents from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publication.orders@edexcel.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 — To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide.

We'll also be doing lots of work to improve the quantity and quality of information in our FAQ database, so you'll be able to find answers to many questions you might have by searching before you submit the question to us.

Support for students

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

- understand subject specifications
- access past papers and mark schemes
- find out how to get exams remarked
- learn about other students' experiences at university, on their travels and entering the workplace.

We're committed to regularly updating and improving our online services for students. The most valuable service we can provide is helping schools and colleges unlock the potential of their learners. For more information, please visit www.edexcel.com/students

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

D Appendices

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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 National Qualifications Framework (NQF) code. The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QN for the qualification in this publication is: 601/0163/5
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 claiming students' qualifications.	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 UK Information Manual</i> , available on the Edexcel website.

Appendix 4 Individual candidate authentication and mark record sheet



GCSE HISTORY Unit 4 (5HA04)

This authentication sheet must be attached to the front of the candidate's work at the time it is submitted for assessment and moderation.

Centre number:	
Centre name:	
Candidate number:	
Candidate name:	

Examined options: (please circle)	Modern World	Unit 1		Unit 2	A B C	Unit 3	A B C
	SHP	Unit 1	A B C	Unit 2	A B C	Unit 3	A B C

Controlled assessment option: (please circle)	CA1	CA2	CA3	CA4	CA5	CA6	CA7	CA8	
	CA9	CA10	CA10L	CA11	CA12	CA13	CA14L (SHP)	CA15L (SHP)	
Exam series that task is valid for (MM/YYYY):									
Questions attempted for Parts A and B: (please circle)	Part A				(i)				(ii)
	Part B				(i)				(ii)

Teacher mark for Part A (max 10 marks)	
Teacher mark for Part B (max 20 marks)	
Teacher mark for Part C (max 20 marks)	
Total mark (max 50 marks)	

Statement by candidate

I declare that I have produced the plans, bibliography, notes and assessment attached without assistance. I have complied with the requirements of the task.

Signature:**Date:****Statement by teacher**

I declare that the candidate's activities have been kept under regular supervision and that to the best of my knowledge no assistance has been given apart from any which is acceptable as specified in the Task Taking information in this specification and is recorded. I have complied with all other requirements of the specification and the task.

Signature:**Date:**

By signing the above declaration you agree to your coursework being used to support professional development, online support and training of both centre-assessors and Edexcel moderators. If you have any concerns, please email history@pearson.com.

Appendix 5 Rationale

The table below shows a rationale for how this Pearson Edexcel Level 1/Level 2 GCSE in History A specification meets the Subject Content criteria from the Ofqual *GCSE Subject Criteria for History*.

Subject Content criteria from the GCSE Subject Criteria for History	How the Pearson Edexcel Level 1/Level 2 GCSE in History A specification meets these requirements
<p>GCSE specifications in History must require learners 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 	<p>The specification and assessment focus on individuals, societies, events, developments and issues that are key to acquiring an understanding of the periods and topics studied.</p> <p>For example, in Unit 1 this will include:</p> <ul style="list-style-type: none"> key individuals and events that – <ul style="list-style-type: none"> played a role in the development of the Cold War featured in three Cold War crises were involved in the ending of the Cold War. <p>In Unit 2 (depending on options chosen), in addition to key events and developments, students will also study:</p> <ul style="list-style-type: none"> key societies – <ul style="list-style-type: none"> life in Germany 1918–39 (Option 2A) life in Russia 1914–39 (Option 2B) life in the USA 1919–41 (Option 2C) key developments in – <ul style="list-style-type: none"> Germany 1918–39 (eg factors that led to the Nazi rise to power) Russia 1914–39 (eg the impact of the First World War on the fall of the Tsarist regime) the USA 1919–41 (eg economic boom and bust)

Subject Content criteria from the GCSE Subject Criteria for History	How the Pearson Edexcel Level 1/Level 2 GCSE in History A specification meets these requirements
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> key issues in – <ul style="list-style-type: none"> Germany 1918–39 (eg Nazi racial beliefs and policies towards minorities) Russia 1914–39 (eg the successes and failures of Stalin’s economic policies) the USA 1919–41 (eg the extent of the recovery brought about by the New Deal). <p>The specification and assessment focus on key features and characteristics of the periods and topics studied. This focus can be seen clearly in Unit 2.</p> <p>Students taking Unit 2A will study the key features and characteristics of life in Weimar Germany, and the ways in which the Nazis won power, and then established and maintained control via social, political and economic policies. As part of this topic, students will develop an understanding of the experiences of ethnic minorities under Nazi rule.</p> <p>Students taking Unit 2B will study the nature of the Tsarist regime and how the Bolsheviks were able to establish and consolidate their control, as well as social, political and economic features of life in Stalin’s Russia. As part of this topic, students will consider the experiences of ethnic minorities under Stalin.</p> <p>Students taking Unit 2C will study the social and economic changes of the 1920s, how boom turned to bust and how the government response affected people’s lives in the years that followed. As part of this topic, students will develop an understanding of ethnic issues, in particular the problems of racism and segregation.</p>

Subject Content criteria from the GCSE Subject Criteria for History	How the Pearson Edexcel Level 1/Level 2 GCSE in History A specification meets these requirements
<ul style="list-style-type: none"> the links between the key individuals, societies, events, developments and issues specified and the present a substantial (a minimum of 25 per cent) and coherent element of British history and/or the history of England, Scotland, Ireland or Wales 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 and global aspects, of the past in breadth, through period(s), outline(s) or theme(s), and in depth. 	<p>The representations that students analyse and evaluate in Part C for Unit 4 will include at least one representation that is from a later period than the event, individual or issue being studied. This will develop students' abilities to identify the links between these events, individuals or issues and the present day. In addition, the Part B enquiry requires them to make use sources of information about the past that are from the present day.</p> <p>Students will study a British history option in Unit 3. This is substantial (contributing 25 per cent towards the final mark) and forms a coherent study of changes in British society in one part of the twentieth century. In addition, British history options are available in Unit 4.</p> <p>In Unit 1, students will study change over a period of approximately 50 years and demonstrate understanding of the changes and developments in international relations over the long term. Across the qualification as a whole, students are required to study a combination of topics from before and after the Second World War. Through this, students will develop an appreciation of change in a historical context.</p> <p>In the assessment for Unit 2, students are required to demonstrate understanding of changes in shorter time periods within their chosen option.</p> <p>Students are required to study history on two different scales: international in Unit 1 (the breadth paper) and national in Unit 2 (the depth paper) and Unit 3 (the source enquiry).</p> <p>Unit 4 provides additional opportunities for studies in depth, thematic or local studies, according to the choice made.</p> <p>The use of forbidden combinations prevents students from covering subject matter for their Unit 4 controlled assessment that they have already covered in Units 1, 2 and 3.</p>

Appendix 6 Unit 4 support record sheet

This sheet is to be used to record any support given to the group during the *Task Taking: Research and Planning* stage of the Unit 4 controlled assessment.

I declare that no support has been given except that which is allowed according to the specification. Any support provided is recorded below.

Teacher name:

Teacher signature:

Date:

Support given:

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