

Pearson Edexcel GCSE

History A: The Making of the Modern World



Matching charts
for your updated
specification for
first teaching
September 2013



History A: The Making of the Modern World

2013 specification matching charts

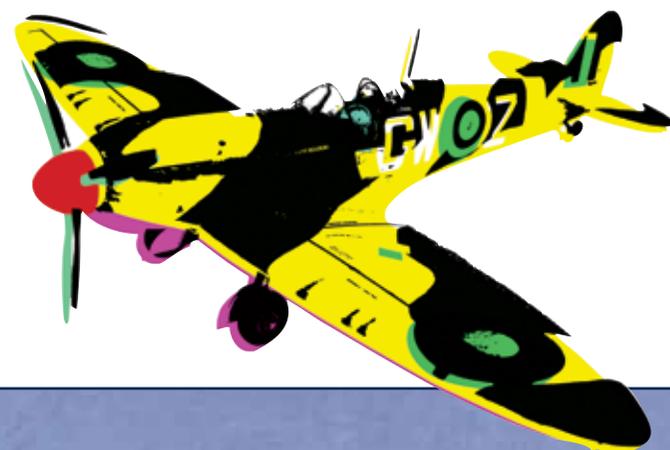
We've produced these matching charts to help you identify quickly and easily where content has been changed, added or removed for the 2013 specification, and to provide an overview of the assessment changes.

- For each unit and option in the specification, you'll find the 2012 content on the left-hand side and the 2013 content on the right-hand side, with supporting notes to provide further explanation where necessary.
- We've colour-coded the content changes to differentiate between **clarification or amplification of existing content (green)** and **content that's new or changed (blue)**. Any **content that has been removed from the specification is in red**.
- In the specification, we've made improvements to the amplification of content, so that it is always presented in three paragraphs to match the three bullet points in each key topic: you'll notice some text struck through to indicate that the text is not needed with this improved presentation.

- To give an overview of the assessment changes for each unit, we've provided a table summarising question types for the 2012 specification on the left and for the 2013 specification on the right, with cells highlighted in yellow to indicate where there's some change.
- Where there have been changes to the mark schemes, a brief summary is given, so that you know what to look out for when reviewing the SAMs.

Look out for this key:

Green - clarification or amplification of existing content • Blue - new or changed content • Red - deleted content



Qualification support and advice from the History team

Contact the History Team



Should you have any queries, our Subject Advisor, Mark Battye, and the History team will be happy to answer your questions and provide guidance on the new Edexcel GCSE History A specification.

Email: TeachingHistory@pearson.com or call 0844 576 0034

Regular email updates

Sign up for regular email updates from History Subject Advisor, Mark Battye, to ensure you receive the latest Edexcel History news, advice, deadlines and much more straight to your inbox.

Simply email TeachingHistory@pearson.com.

Visit the History homepage

Our subject page is a useful source of support, news and information. You'll also find a wide range of free support to download.

www.edexcel.com/history

Discuss and debate

Liaise with other teachers, share ideas, ask advice and download documents - join our growing History Community Forum at www.edexcel.com/history-community.

Training events

We run a number of training events throughout the year, both face-to-face and online. Training events are a great way to meet other history teachers, get all the information you need and find answers to questions about the latest developments in history.

Find out more about training events to support the introduction of the new 2013 GCSE History specifications and book online at www.edexcel.com/training.

FREE results analysis **ResultsPlus**

ResultsPlus is Edexcel's free online results service giving instant and detailed analysis of your students' exam and mock performance, helping you to help them more effectively.

Find out more at www.edexcel.com/resultsplus.

FREE **examWizard** online

Easy-to-use, examWizard online contains a bank of past Edexcel GCSE History exam questions and support materials to help you create your own mock exams and tests.

Simply log in using your Edexcel online account details at www.examwizard.co.uk.

www.edexcel.com

Edexcel 2012 GCSE History A

(last assessment 2014)

Unit 1 specification and assessment at a glance

Unit 1 Peace and War: International Relations 1900-91

Specification overview: The unit has six sections, of which three should be covered.

Assessment overview: Students answer three questions (a, b and c) from three sections 1 hour 15 minutes exam - Total of 60 marks.

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

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

Section 2 The peace settlement: 1918-28

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

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

- Failure of the League of Nations: Manchuria (1931-33) and Abyssinia (1935-36).
- Hitler's challenges to the peace settlement, 1933-March 38.
- The failure of appeasement: 1937-39.

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

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

AMPLIFICATION OF CONTENT

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

Edexcel 2013 GCSE History A

(first assessment 2015)

Unit 1 specification and assessment at a glance

Unit 1 International Relations: The era of the Cold War 1943-1991

Specification overview: The unit has three key topics. Students study all three.

Assessment overview: Students answer six questions.

1 hour 15 minutes exam - Total of 53 marks (including up to 3 marks for SPaG).

Unit 1 International Relations - The era of the Cold War 1943-1991

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.

Notes

Change to the number of questions and number of marks. Marks for SPaG added.

To avoid overlap with Unit 2 options, sections 1, 2 and 3 have been removed.

The content has been reordered in a more logical way. Bullet points have been reworded accordingly and some details moved from the main bullets to the amplification below.

The first bullet point now covers establishment of satellite states and Cominform, and the growing involvement of the USA in Europe, Truman Doctrine and Marshall Plan - these have been moved from the second paragraph of amplification. More detail has been added on the division of Germany.

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

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

Section 5 Three Cold War crises: Berlin, Cuba and Czechoslovakia c1957–69

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

AMPLIFICATION OF CONTENT

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

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

Czechoslovakia: opposition to Soviet control, Dubček as party secretary, the 'Prague Spring' reforms, the re-establishment of Soviet control and international reaction.

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

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

AMPLIFICATION OF CONTENT

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

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

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.

Clarifications and addition of Brezhnev doctrine.

Title amended so dates clear.

Bullets reworded for clarity.

Amplification reordered into paragraphs matching bullet points.

Some further amplification of existing content.



Edexcel 2012 GCSE History A

(last assessment 2014)

Unit 2 specification and assessment at a glance

Unit 2 Depth Studies

Specification overview: Students select one of three options: Germany 1918–39, Russia 1917–39 or The USA 1919–41.

Assessment overview: Students answer six questions.
1 hour 15 minutes exam - Total of 57 marks (including up to 7 marks for SPaG).

Option 2A: Germany 1918–39

Key Topic 1: The Weimar Republic 1918–33

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

AMPLIFICATION OF CONTENT

The origins and early problems of the Weimar Republic relate to October/November 1918 and the setting up of the Republic; The signing and effects of the Treaty of Versailles and reasons for opposition, weaknesses in the Constitution, attacks from the Left (the Spartacists) and the Right (the Kapp Putsch), the French occupation of the Ruhr and the impact of hyperinflation.

The recovery of the Republic in the years 1924–29 includes the work of Stresemann, the Dawes and Young Plans and US loans and Stresemann's successes abroad, especially Locarno, League and Kellogg-Briand.

The impact of the Great Depression involves the worst effects of unemployment and the failure of successive Weimar Governments to deal with this between 1929 and January 1933.

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

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

AMPLIFICATION OF CONTENT

The founding of the Nazi Party includes Hitler's career before 1919, especially during the First World War, the setting up and early features of the Nazi Party, 1919–22, its aims and the role of the SA.

The causes, events and results of the Munich Putsch of 1923, reasons for decline in support for the Nazis in the years 1924–28, party reorganisation and Mein Kampf.

Edexcel 2013 GCSE History A

(first assessment 2015)

Unit 2 specification and assessment at a glance

Unit 2 Depth Studies

Specification overview: Students select one of three options: Germany 1918–39, Russia 1914–39 or The USA 1919–41.

Assessment overview: Students answer six questions.
1 hour 15 minutes exam - Total of 54 marks (including up to 4 marks for SPaG).

Option 2A: Germany 1918–39

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 Spartacists) 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.

Notes

Content has been reordered across key topics in order to avoid overlap.

The impact of the Great Depression has moved from Key Topic 1 to Key Topic 2. The third bullet point in Key Topic 1 now focuses on the international context and the topic finishes in 1929, not 1933.

The threat of the Munich Putsch has been included in Key Topic 1 while its impact on the Nazi Party remains in Key Topic 2.

Key Topic 2 now starts in 1919.

Impact of the Great Depression moved from Key Topic 1.

Hitler's career before 1919 not included.

The growth in Nazi support in the years 1929–32, especially the appeal of Hitler and the Nazis, Goebbels and propaganda and the work of the SA. The role of von Papen, von Schleicher and von Hindenburg in the years 1932–33.

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.

Content about impact of the Great Depression moved from Key Topic 1.

Key Topic 3: The Nazi dictatorship 1933–39

Key Topic 3: The Nazi dictatorship 1933–39

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

- The removal of opposition 1933–34.
- The police state.
- **Controlling and influencing attitudes.**

Reworded to reflect content focus better.

AMPLIFICATION OF CONTENT

AMPLIFICATION OF CONTENT

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

The 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 police state~~ includes the role of the Gestapo, SS and concentration camps and the persecution of both the Catholic and Protestant Churches.

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.**

Amplification of existing content.

~~Censorship and propaganda~~ includes: Goebbels and the Ministry of Propaganda, Nazi use of the radio, cinema, posters, newspapers, rallies, censorship, sport, culture and the arts.

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

Key Topic 4: Nazi domestic policies 1933–39

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

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

AMPLIFICATION OF CONTENT

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 aims and policies towards the young, especially control of education and the youth movements, and Nazi aims and changes in the role of women in the family and employment.

Nazi policies to reduce unemployment, including the labour service, autobahns, rearmament and invisible unemployment. Changes in the standard of living, especially of German workers — the Labour Front, Strength Through Joy, Beauty with Labour, wages, prices and the Volkswagen.

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.

~~The persecution of minorities~~ includes Nazi racial beliefs and policies, particularly with reference to the Jews.

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.**

Amplification of existing content.

Green - clarification or amplification of existing content • Blue - new or changed content • Red - deleted content • Strike-through: redundant text



Edexcel 2012 GCSE History A

(last assessment 2014)

Unit 2 specification and assessment at a glance

Unit 2 Depth Studies

Specification overview: Students select one of three options: Germany 1918–39, Russia 1917–39 or The USA 1919–41.

Assessment overview: Students answer six questions.
1 hour 15 minutes exam - Total of 57 marks (including up to 7 marks for SPaG).

Option 2B: Russia 1917–39

Key Topic 1: The collapse of the Tsarist Regime 1917

- The nature of Tsarist rule.
- The impact of the First World War.
- The fall of the Tsar and the establishment of the Provisional Government.

AMPLIFICATION OF CONTENT

Russia in 1917, the weaknesses of Nicholas II, discontent among peasants and town workers and the growth of opposition. Military defeat, food shortages, inflation, transport problems and political upheaval.

The events in Petrograd in February 1917, the mutiny in the army and the Tsar's absence and abdication. The weaknesses and failures of the Provisional Government, the Petrograd Soviet, Lenin's return and activities and the growth in support for the Bolshevik Party and the significance of the Kornilov Revolt.

Key Topic 2: Bolshevik takeover and consolidation 1917–24

- The October/November revolution.
- Imposing Bolshevik control, 1917–21.
- Creating a new society, 1918–24.

AMPLIFICATION OF CONTENT

The Bolshevik seizure of power, reasons for their success and the roles of Trotsky and Lenin. Imposing Bolshevik control involves the early Bolshevik decrees, the Constituent Assembly and the Treaty of Brest-Litovsk, the reasons for, events and effects of the Civil War, 1918–22, and reasons for Bolshevik victory. Creating a new society includes War Communism and its unpopularity, the Kronstadt Mutiny and the New Economic Policy.

Edexcel 2013 GCSE History A

(first assessment 2015)

Unit 2 specification and assessment at a glance

Unit 2 Depth Studies

Specification overview: Students select one of three options: Germany 1918–39, Russia 1914–39 or The USA 1919–41.

Assessment overview: Students answer six questions.
1 hour 15 minutes exam - Total of 54 marks (including up to 4 marks for SPaG).

Option 2B: Russia 1914–39

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.

Notes

Option now starts in 1914, not 1917.

Title amended to reflect change of date.

The Provisional Government has been moved to Key Topic 2.

Addition of specific pre-1917 content.

Provisional Government, Lenin's return, growth in Bolshevik support and Kornilov Revolt moved to Key Topic 2.

Provisional Government moved from Key Topic 1.

Provisional Government moved from Key Topic 1.

Clarification and amplification of existing content.

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

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

AMPLIFICATION OF CONTENT

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

Key Topic 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.

Reworded to reflect amplification better.

Key Topic 4: Economic and social changes 1928–39

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

AMPLIFICATION OF CONTENT

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

Key Topic 4: Economic and social changes 1928–39

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

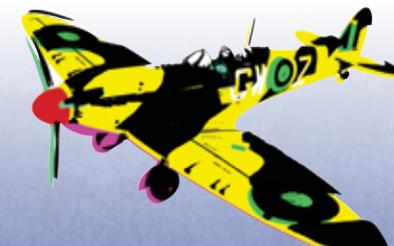
AMPLIFICATION OF CONTENT

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.

Clarification.



Edexcel 2012 GCSE History A

(last assessment 2014)

Unit 2 specification and assessment at a glance

Unit 2 Depth Studies

Specification overview: Students select one of three options: Germany 1918–39, Russia 1917–39 or The USA 1919–41.

Assessment overview: Students answer six questions.
1 hour 15 minutes exam - Total of 57 marks (including up to 7 marks for SPaG).

Option 2C: The USA 1919–41

Key Topic 1: The US economy 1919–29

- Causes and consequences of the economic boom.
- Declining industries.
- Problems in agriculture.

AMPLIFICATION OF CONTENT

The causes and consequences of the economic boom includes the impact of First World War, post-war isolationism, **government policies**, mass production, Ford motor industry, new industries, hire purchase and the stock market boom. **Declining industries** relates to **the problems of the old industries**. Problems in agriculture refers to over-production, mechanisation and unemployment.

Key Topic 2: US society 1919–29

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

AMPLIFICATION OF CONTENT

The roaring 20s includes the importance of advertising, consumerism, new forms of entertainment, Hollywood, jazz and changes in the position of women, especially the flappers. Prohibition and gangsters refers to the reasons for, and consequences of, Prohibition and the growth of organised crime, for example Capone. Racism and intolerance involves the Jim Crow Laws, segregation and the Ku Klux Klan, attitudes to immigrants, Sacco and Vanzetti and the significance of the Monkey Trial.

Edexcel 2013 GCSE History A

(first assessment 2015)

Unit 2 specification and assessment at a glance

Unit 2 Depth Studies

Specification overview: Students select one of three options: Germany 1918–39, Russia 1914–39 or The USA 1919–41.

Assessment overview: Students answer six questions.
1 hour 15 minutes exam - Total of 54 marks (including up to 4 marks for SPaG).

Option 2C: The USA 1919–41

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'.

Notes

Content moved across key topics to avoid overlap and ensure each topic is more tightly focused.

Declining industries now part of amplification.

Tariffs moved from Key Topic 3. Restrictions on immigration added as further amplification.

Advertising moved from Key Topic 2. Weaknesses in economy moved from Key Topic 3.

Key Topic 3: The USA in Depression 1929–33

- Causes and consequences of the Wall Street crash.
- Government reaction 1929–32.
- The impact of the Depression on people's lives.

AMPLIFICATION OF CONTENT

The weaknesses in the US economy in the 1920s, especially overproduction, lack of credit control, unequal distribution of incomes and tariff controls, problems in the stock market and the events of October 1929 and the immediate effects of the crash. ~~Government reaction between 1929 and 1932 relates~~ to the policies of Hoover towards the Depression and rising unemployment, Hoovervilles and the Bonus Marchers, his achievements and shortcomings. The impact of the Depression involves **its effects in the cities, particularly** unemployment and homelessness, **and on the countryside, including the dust bowl.**

Key Topic 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.**

Further amplification of existing content.

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

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

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.

Further amplification of existing content.



Edexcel 2012 GCSE History A

(last assessment 2014)

Unit 3 specification and assessment at a glance

Unit 3 Source Enquiry

Specification overview: Students select one of three options: Britain c1903–28, Britain c1931–51 or USA 1945–70.

Assessment overview: Students answer six questions.

1 hour 15 minutes exam - Total of 54 marks (including up to 4 marks for SPaG).

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

Key Topic 1: The Liberals, votes for women and social reform

- 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 and the reactions of the authorities to militancy and protest including forced feeding and the 'Cat and Mouse Act'. ~~Children's welfare measures involves~~ the Children's Charter (1906), the School Meals Act (1906) and Medical Inspection, 1907. The reasons for and importance of Old Age Pensions Act (1908). The Liberal attempts to reduce the effects of unemployment and sickness through the establishment of Labour Exchanges (1909) and the National Insurance Act 1911.

Key topic 2: The part played by the British on the Western Front

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

AMPLIFICATION OF CONTENT

~~The BEF and 1914 includes~~ the despatch of the BEF and the part played in the events of 1914, the failure of the Schlieffen Plan, the race for the sea and setting up of the trench system. ~~Britain's contribution to the Western Front involves~~ the nature of trench warfare, Haig and the Battle of the Somme and the development and importance of new weapons and methods such as gas, tanks and the creeping barrage. ~~The end of the war relates to~~ Britain's part in the events of 1918, especially Ludendorff's offensives and the drive to victory.

Edexcel 2013 GCSE History A

(first assessment 2015)

Unit 3 specification and assessment at a glance

Unit 3 Source Enquiry

Specification overview: Students select one of three options: Britain c1903–28, Britain c1931–51 or **Britain c1951–79**.

Assessment overview: Students answer six questions.

1 hour 15 minutes exam - Total of **53** marks (including up to **3** marks for SPaG).

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

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.

Notes

Key Topic 3: The home front and social change

- 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 importance of censorship and propaganda **and examples of both**. ~~Recruitment includes~~ the various methods of recruitment: 1914–16, the reasons for, and impact of, conscription: 1916–18 and conscientious objectors. ~~Rationing involves~~ the effects of submarine warfare on Britain and the measures brought in by the Government to alleviate this threat. The 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 1918–27.
- The General Strike of 1926.

AMPLIFICATION OF CONTENT

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

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

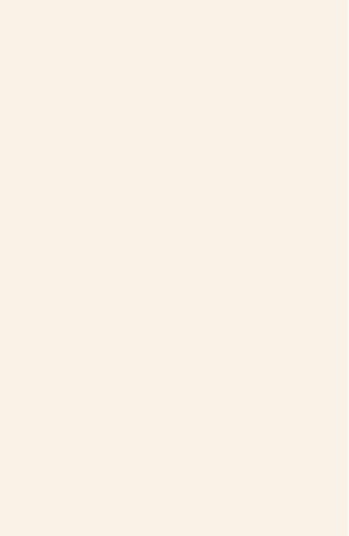
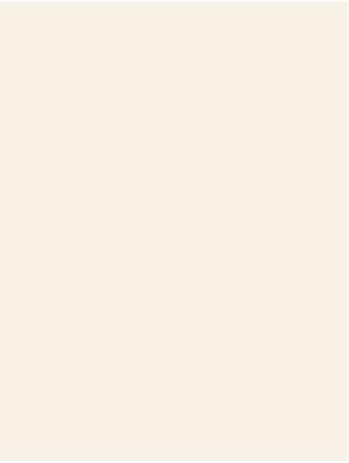
- The changing role of women 1918–28.
- Industrial unrest 1918–**26**.
- The General Strike of 1926.

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.



Edexcel 2012 GCSE History A

(last assessment 2014)

Unit 3 specification and assessment at a glance

Unit 3 Source Enquiry

Specification overview: Students select one of three options: Britain c1903–28, Britain c1931–51 or USA 1945–70.

Assessment overview: Students answer six questions.

1 hour 15 minutes exam - Total of 54 marks (including up to 4 marks for SPaG).

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

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 includes the impact on living standards especially in the depressed areas, the Means Test in practice and attempts to influence public opinion. ~~The Jarrow Crusade involves~~ the impact of the depression on Jarrow, especially shipbuilding, reasons for the march, opposition from the Labour Party and NUWM, the marchers and their impact on public opinion, the government response and the importance of the Crusade.

Key Topic 2: Britain alone

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

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

Edexcel 2013 GCSE History A

(first assessment 2015)

Unit 3 specification and assessment at a glance

Unit 3 Source Enquiry

Specification overview: Students select one of three options: Britain c1903–28, Britain c1931–51 or **Britain c1951–79**.

Assessment overview: Students answer six questions.

1 hour 15 minutes exam - Total of **53** marks (including up to **3** marks for SPaG).

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

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.

Notes

Clarifications.

Blitz moved to Key Topic 3. D-Day moved to Key Topic 2.

Blitz moved to Key Topic 3. D-Day moved to Key Topic 2.

Key Topic 3: Britain at war

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

AMPLIFICATION OF CONTENT

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 1945–51. ~~D-Day~~ involves the preparation and organisation for the invasion, the events of D-Day and reasons for its success. The defeat of Germany relates to the Allied drive to victory, 1944–45, including Arnhem and the Battle of the Bulge and reasons for Germany's defeat.

Key Topic 4: Labour in power, 1945–51

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

AMPLIFICATION OF CONTENT

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

Key Topic 3: The home front 1939–45

- **The Blitz.**
- The role of the 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.

Blitz moved to Key Topic 3. D-Day moved to Key Topic 2.

Further amplification of existing content.

Unit 3 Option C
Option 3C **A divided union? The USA 1945-70** is no longer available. There is now a new Option 3C **The transformation of British society c1951-79**. The full content for this is in the specification.

Green - clarification or amplification of existing content • Blue - new or changed content • Red - deleted content • Strike-through: redundant text



Edexcel 2012 GCSE History A

(last assessment 2014)

Unit 4 Controlled Assessment

Unit 4 Representations of History

Part A: Carry out a historical enquiry.

Part Bi: Compare Representations of history.

Part Bii: Analyse and evaluate Representations of history.

CA1 Germany 1918–39

• The Weimar Republic 1918–32.

• Hitler and the growth of the Nazi Party 1918–33.

• The Nazi dictatorship 1933–39.

• Key features of Nazi rule 1933–39.

(This must not be combined with Unit 2 Option A: Germany 1918–39 or with Unit 3 Option C: A divided union? The USA 1945–70.)

CA2 Russia 1917–39

• The collapse of the Tsarist regime 1917.

• Bolshevik takeover and consolidation 1917–24.

• The nature of Stalin's dictatorship 1924–39.

• Economic and social changes 1928–39.

(This must not be combined with Unit 2 Option B: Russia 1917–39 or with Unit 3 Option C: A divided union? The USA 1945–70.)

CA3 USA 1919–41

• The US economy 1919–29.

• US society 1919–29.

• The USA in Depression 1929–33.

• Roosevelt and the New Deal 1933–41.

(This must not be combined with Unit 2 Option C: The USA 1919–41 or with Unit 3 Option C: A divided union? The USA 1945–70.)

Edexcel 2013 GCSE History A

(first assessment 2015)

Unit 4 Controlled Assessment

Unit 4 Representations of History

Part A: Historical explanation.

Part B: Carry out a historical enquiry.

Part C: Analyse and evaluate representations of history.

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.

• The Great Leap Forward.

• The Cultural Revolution.

• Mao: Hero or Villain?

(This must not be combined with Unit 3 Option C: A divided union? The USA 1945–70.)

CA5 Vietnam 1960–75

• The reasons for US involvement in Vietnam.

• The nature of the conflict and reasons for US defeat.

• The impact of the war on civilians and the military, in the USA and in North and South Vietnam.

• The growth of protest in the USA and the end of the conflict.

(This must not be combined with Unit 3 Option C: A divided union? The USA 1945–70.)

CA6 Government and protest in the USA 1945–70

• The Civil Rights Movement 1945–62.

• Changes in the Civil Rights Movement 1963–70.

• The presidency — Eisenhower, Kennedy and Johnson.

• Protest and dissent — mass protest and assassination as factors for change 1955–70.

(This must not be combined with Unit 3 Option C: A divided union? The USA 1945–70.)

CA7 The Indian subcontinent: the road to independence 1918–47

• Britain and India after the First World War; the rise of nationalism.

• The roles of Gandhi, Nehru and Jinnah.

• India during the Second World War.

• Events in India from 1945 to 1947: the path to independence and partition.

(This must not be combined with Unit 3 Option C: A divided union? The USA 1945–70.)

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 punishment in England c1880–c1990

- Changing approaches to punishment c1880–1990: the role of governments and changes in attitudes in society: the reform of prison conditions — Gladstone Committee 1885; the movement for the abolition of the death penalty (1948–1965/9); growing emphasis on reform and rehabilitation, parole, Community Service, probation centres. Case Study: Derek Bentley.
- Policing, law and order in the twentieth century: the siege of Sidney Street (1911) and armed police officers; Metropolitan Police Strike (1918); policing public order — Cable Street (1936), Brixton Riots (1981), the Miners' Strike 1984–5; Newman's Principles of Policing (1983).
- Changing nature of crime: terrorism — IRA campaigns (1939–40, 1971–97); the influence of technology: computer and car crime: 'new' crimes or 'old' crimes in a new format?
- Developments in investigative policing c1880–c1990: increasing specialism and use of forensic science and technology; creation of the CID (1878); Belper Committee and the creation of the Fingerprint Bureau (1900–01) Case Studies: investigations into Jack the Ripper; how sound was the conviction of Dr Crippen?

CA9 Northern Ireland: c1968–99

- Northern Ireland in the 1960s: Catholic grievances and Protestant fears.
- Protest and violence: the role of paramilitary organisations; the police and the army.
- Failed attempts at conciliation and agreement.
- The Good Friday agreement.

CA10 The impact of war on Britain c1914–50, or CA10L The impact of war on a locality in Britain c1914–50

- Government organisation for war: new roles and powers: organisation of labour force, organisation of key industries, military equipment and munitions; controlling information, propaganda.
- The experience of fighting: volunteering, conscription, conscientious objectors, training, Naval raids, air raids: Zeppelin attacks, bombing, the 'blitz', V1 and V2 rockets.
- The civilian experience of total war: impact on daily life and routine: evacuation, rationing, travel, work and employment; coping with death, injury and destructions.
- The impact of war on society: changing social attitudes; change in the role and status of women; improvements in medical services; a land fit for heroes? Post-war reconstruction, housing and welfare.

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

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 The impact of war on Britain c1914–45, or CA10L 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 1955–75

- Immigration: post war need for more workers, Commonwealth immigration, immigrant experience — housing, work, race riots, integration or segregation? Government role in race relations.
- Sex discrimination and the changing role of women. The forces for social change: the role of governments, movements and individuals: feminism, the women's movement, changes in work and education.
- The liberalisation of society: changes in the franchise; abolition of the death penalty; changing social attitudes: abortion, contraception; changes in family life.
- The swinging sixties? Youth culture: birth of the 'teenager', beatniks, mods and rockers, hippies, music, fashion, punks.

CA12 Power and political transformation in Britain 1970–90

- Sovereignty and Europe: membership of the EEC, 1975 referendum on EEC membership, changing view of major political parties on EU direction.
- Government and trade unions: miners' strike and the Heath Government, the Labour Party and the trade unions, miners' strike and the Thatcher government.
- The Falklands war: causes, issue of sovereignty, action taken by Argentina, response by Thatcher government, political consequences.
- The poll tax and the fall of Thatcher: poll tax as a replacement for rates, issues of implementation, protest, replacement tax, issues over EU direction, Heseltine, Lawson and Howe resignations, Thatcher's fall from power.

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?

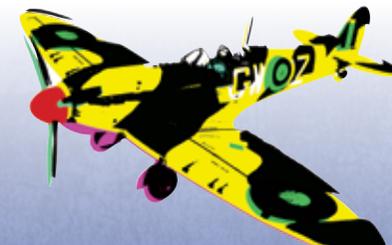
(This unit must not be combined with Unit 3 Option C: The transformation of British society 1951–79.)

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.



History A assessment changes - Unit 1

2012 specification

Questions (a), (b) and (c) from three sections.

Question	Marks	Typical Question	Target
(a)	2	Describe one decision that was made about Germany at the Potsdam Conference (July-August 1945).	AO1/AO2 Key features/ recall of knowledge.
(b) (i) or (ii)	6	Describe the key features of the Truman Doctrine.	AO1/AO2 Key features/ recall of knowledge.
(c)	12	Explain why relations between Britain and Germany changed in the years 1943–56.	AO1/AO2 Causation/recall of knowledge.
Total for Unit 1	60		

2013 specification

Questions 1, 2, 3, 4, 5 and 6 across the option.

Question	Marks	Typical Question	Target	Mark Scheme Changes
1	2	Give two reasons from Source A which show that the Soviet Union completely miscalculated the impact that its actions would have on the West.	AO3 Understanding source material.	New question type.
2	4	Outline two steps that President Carter took to encourage the Soviet Union to withdraw from Afghanistan.	AO1 Knowledge recall and selection.	New question type.
3	10	How useful are Sources B and C as evidence of the reasons for the USA's blockade of Cuba in October 1962. Explain your answer, using Sources B and C and your own knowledge.	AO1/AO2/ AO3 Knowledge recall and selection, significance within a historical context, analysis of how aspects of the past have been interpreted and represented in different ways.	New question type. Similar to old Unit 3 utility question (question 4) but with more marks for own knowledge.
4 (a) or (b)	6	Describe the key features of the 'refugee problem' in Berlin in the years 1958–61.	AO1/AO2 Knowledge recall and selection, key features and characteristics of periods studied.	Same as old (b) question style.
5	15	Explain the importance of three of the following in international relations. - The Teheran Conference, 1943. - The formation of NATO, 1949. - The Prague Spring, 1968. - The fall of the Berlin Wall, 1989.	AO1/AO2 Knowledge recall and selection, significance within a historical context.	New question type.
6	13 +3	Explain why relations between the USA and the Soviet Union grew worse in the period 1945–48. You may use the following in your answer. - Capitalism and communism. - The Berlin Blockade. You must also include information of your own.	AO1/AO2 Knowledge recall and selection, causation and significance within a historical context.	Same question style as old (c) question. Now two stimulus points included, plus a requirement for students to include information of their own. Mark scheme now in 4 levels, not 3, with level 4 for answers which prioritise or link causes.
Total for Unit 1	53			

■ changes to assessment



History A assessment changes - Unit 2

2012 specification

Answer questions 1(a), 1(b), 1(c), 1(d);
2(a) or 2(b); 3(a) or 3(b).

Question	Marks	Typical Question	Target	
1(a)	4	What can you learn from Source A about the reasons for the failure of the Spartacist uprising of January 1919?	A03	Source comprehension, inference and inference support.
1(b)	6	Describe the economic problems Germany experienced in the years 1919–22.	AO1/AO2	Key features/recall of knowledge.
1(c)	8	Explain the effects of hyperinflation in 1923 on Germany and its people.	AO1/AO2	Consequence/recall of knowledge.
1(d)	8	Explain why there was a period of recovery for Germany in the years 1924–29.	AO1/AO2	Causation/recall of knowledge.
2 (a) or (b)	8 +3	Explain how the Nazi Party developed in the years 1920–28.	AO1/AO2	Change/recall of knowledge.
3 (a) or (b)	16 +4	Was the use of propaganda the main reason Hitler was able to establish a dictatorship of the Nazi Party in the years 1935–39? Explain your answer.	AO1/AO2	Analysis of causation/recall of knowledge.

57

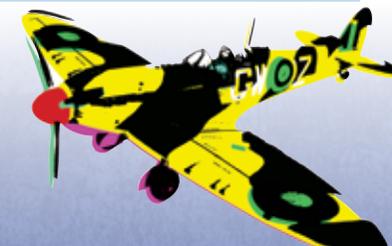
2013 specification

Answer questions 1(a), 1(b), 1(c), 1(d);
2(a) or 2(b); 3(a) or 3(b).

Question	Marks	Typical Question	Target		Mark Scheme Changes
1(a)	4	What can you learn from Source A about the reasons for the failure of the Spartacist uprising of January 1919?	A03	Source comprehension, inference and inference support.	
1(b)	6	Describe the economic problems Germany experienced in the years 1919–22.	AO1/AO2	Knowledge recall and selection, key features and characteristics of the periods studied.	
1(c)	8	Explain the effects of hyperinflation in 1923 on Germany and its people.	AO1/AO2	Knowledge recall and selection, consequence within a historical context.	
1(d)	8	Explain why Hitler was able to overcome opposition to the Nazis in the years 1929–34.	AO1/AO2	Knowledge recall and selection, causation within a historical context.	
2 (a) or (b)	8	Explain how the Nazi Party developed in the years 1920–28.	AO1/AO2	Knowledge recall and selection, change within a historical context.	SPaG no longer in this question.
3 (a) or (b)	16 +4	Was the use of propaganda the main reason Hitler was able to establish a dictatorship of the Nazi Party in the years 1935–39? Explain your answer.	AO1/AO2	Knowledge recall and selection, analysis of causation within a historical context.	Allocation of marks across levels amended: - level 1 was 1-4 marks, now 1-3 marks, for simple statements - level 2 was 5-6 marks, now 4-7 marks, for developed statements - level 3 was 9-12 marks, now 8-12 marks, for developed explanation - level 4 still 13-16 marks but now focused on prioritising and linking. Candidates are required to use additional information, beyond the points prompted by the stimulus, to get marks above 6 in L2 and 10 in L3 and to access L4.

54

■ changes to assessment



History A assessment changes - Unit 3

2012 specification

Answer all 5 questions

Question	Marks	Typical Question	Target
1	6	What can you learn from Source A about the early stages of the Battle of the Somme, July 1916?	AO3 Source comprehension, inference and inference support.
2	8	What was the purpose of this illustration? Use details of the illustration and your own knowledge to explain your answer.	AO1/ AO2/ AO3 Source comprehension and interpretation, message and purpose.
3	10	Study Sources A, B and C. Do these sources support the view that the first day of the Somme was a failure? Explain your answer, using the sources.	AO3 Source comprehension and interpretation, crossreference.
4	10	How useful are Sources D and E as evidence of the effects of a gas attack on the Western Front? Explain your answer, using Sources D and E and your own knowledge.	AO1/ AO2/ AO3 Evaluation of sources for utility.
5	16 +4	'The heavy British casualties on the Western Front in the years 1915–17 were mainly the result of poor leadership by the British commanders.' How far do the sources in this paper support this statement? Use details from the sources and your own knowledge to explain your answer.	AO1:2, AO2:2, AO3:12

54

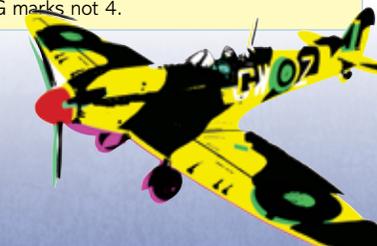
2013 specification

Answer all 5 questions

Question	Marks	Typical Question	Target	Mark Scheme Changes
1	6	What can you learn from Source A about the early stages of the Battle of the Somme, July 1916?	AO3 Source comprehension, inference and inference support.	
2	8	What was the purpose of this representation? Use details of the illustration and your own knowledge to explain your answer	AO1/ AO2/ AO3 Knowledge recall and selection, key features and characteristics of the periods studied, analysis of representations of history.	Amended to reflect change to 'representations' and increased emphasis on own knowledge.
3	10	Use Source C and your own knowledge to explain why the Suffragettes supported the war effort.	AO1/ AO2/ AO3 Knowledge recall and selection, causation within a historical context. Source comprehension.	New question type.
4	10	How reliable are Sources D and E as evidence of the contribution of women during the First World War? Explain your answer, using Sources D and E and your own knowledge.	AO1/ AO2/ AO3 Knowledge recall and selection, key features and characteristics of periods studied, evaluation of sources for reliability.	Requirements for own knowledge amended: - in level 2 there is now a maximum of 6 marks if no own knowledge included. - in level 3 there is a maximum of 8 marks if no own knowledge included.
5	16 +3	Source F suggests that the war did not really change attitudes to the role of women. How far do you agree with this interpretation? Use your own knowledge, Sources A, E and F and any other sources you find helpful to explain your answer.	AO1/ AO2/ AO3 Knowledge recall and selection, consequence within a historical context, reaching a judgement on representations and interpretations of history.	Question requires evaluation of historical interpretation. Changes in mark scheme relating to interpretation and own knowledge requirements: - level 2: links interpretation to relevant details from sources and/or additional knowledge - level 3: evaluation agreeing or disagreeing with interpretation. Maximum of 10 marks if no additional knowledge is used to support the argument, and no access to level 3 for answers that do not use the sources - level 4: sustained argument and evaluation reviewing alternative views before giving balanced judgement on the interpretation. No access to level if no own knowledge included. Now 3 SPaG marks not 4.

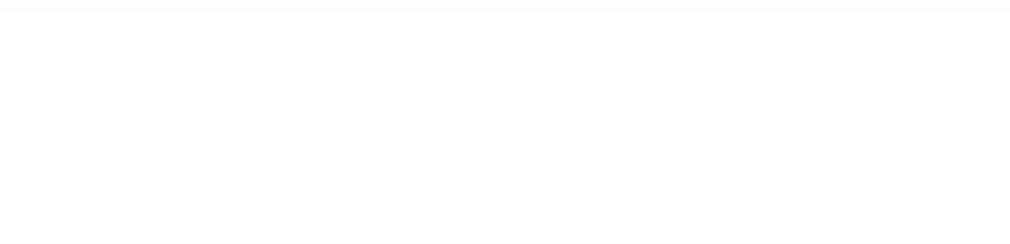
53

■ changes to assessment



History A assessment changes - Unit 4

2012 specification



Part A: Carry out a historical enquiry

AO1/AO2

Teachers must choose to prepare students for either Enquiry 1 or Enquiry 2

ENQUIRY 1

Military tactics in the Vietnam War

One of the following questions should be the focus of the student's enquiry:

- How effective were the military tactics of the US army?

OR

- How effective were the military tactics of the North Vietnamese forces?

Part B i: Compare Representations of history

AO3b

Study Representations 1 and 2. They are both Representations of the way in which people in the USA reacted to the Vietnam War.

How far do these Representations differ?

Part B ii: Analyse and evaluate Representations of history

AO3b

Study Representations 1 and 2 again and Representation 3 which your teacher will give you.

Choose the one which you think is the best Representation of the way in which people in the USA reacted to the Vietnam War. Explain your choice.

You should use all three Representations and your own knowledge to explain your answer.

2013 specification

Part A: Historical explanation

AO1/AO2

One of the following questions must be chosen:

- (i) Explain why US involvement in Vietnam increased in the years 1954–65.

OR

- (ii) Explain the effects of President Nixon's policies on US involvement in Vietnam between 1968 and 1975.

Part B: Carry out a historical enquiry

AO1/AO2/AO3

One of the following questions must be the focus of your enquiry:

Military tactics in the Vietnam War

One of the following questions should be the focus of the student's enquiry:

- (i) How effective were the military tactics of the US army?

OR

- (ii) How effective were the military tactics of the North Vietnamese forces?

Part C: Analyse and evaluate representations of history

AO1/AO2/AO3

Study Representations 1 and 2 on the following pages and Representation 3, which your teacher will give you.

- Analyse the representations and choose the one which you think is the best representation of the way in which people in the USA reacted to the Vietnam War. Explain your choice.

You should use all three representations and your own knowledge to explain your answer.





www.edexcel.com