

# Introduction

The Pearson Edexcel Level 1/Level 2 GCSE in History B (Schools History Project) is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Edexcel.

## About this specification

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

## Key subject aims

The Pearson Edexcel Level 1/Level 2 GCSE in History B (Schools History Project) aims to:

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

# Contents

<b>Specification at a glance</b>	<b>4</b>
<b>A Qualification content</b>	<b>6</b>
List of unit contents	8
Unit 1 Schools History Project Development Study	9
Option 1A Medicine and public health in Britain c50AD to the present day	10
Option 1B Crime and punishment in Britain c50AD to the present day	13
Option 1C The changing nature of warfare in Britain c50AD to the present day	16
Unit 2 Schools History Project Depth Study	19
Option 2A The transformation of British society c1815–c1851	20
Option 2B The American West c1845–c1890	23
Option 2C Germany 1918–1945	26
Unit 3 Schools History Project Source Enquiry	29
Option 3A The transformation of surgery c1845–c1918	30
Option 3B Protest, law and order in the twentieth century	32
Option 3C The impact of war on Britain c1903–c1954	34
Unit 4 Representations of History	36
<b>B Assessment</b>	<b>62</b>
Assessment Objectives and weightings	62
Relationship of Assessment Objectives to units	62
Assessment summary	63
Entering your students for assessment	65
Student entry	65
Forbidden combinations and classification code	65
Access arrangements and special requirements	66
Equality Act 2010	66
Further information about controlled assessment	66

Assessing your students	67
Awarding and reporting	67
Unit results	68
Qualification results	68
Retaking of units	68
Language of assessment	68
Quality of Written Communication and Spelling, Punctuation and Grammar (SPaG)	69
Stretch and challenge	69
Malpractice and plagiarism	70
Student recruitment	70
Progression	70
Grade descriptions	70
<b>C Resources, support and training</b>	<b>72</b>
Edexcel resources	72
Edexcel publications	72
Endorsed resources	72
Edexcel support services	73
Training	74
<b>D Appendices</b>	<b>75</b>
Appendix 1 Key skills	76
Appendix 2 Wider curriculum	77
Appendix 3 Codes	78
Appendix 4 Individual candidate authentication and mark record sheet	79
Appendix 5 Rationale	81
Appendix 6 Unit 4 support record sheet	85

# Specification at a glance

## Unit 1

### Schools History Project Development Study

\*Unit code 5HB01

- Externally assessed

25% of  
the total  
GCSE

#### Overview of content

Students should select one option from:

- 1A: Medicine and public health in Britain c50AD to the present day
- 1B: Crime and punishment in Britain c50AD to the present day
- 1C: The changing nature of warfare in Britain c50AD to the present day.

#### Overview of assessment:

- This unit is assessed through a 1-hour and 15-minute examination.
- Students answer five questions.
- There are 53 marks available.
- Of the 53 raw marks available, up to 3 marks are awarded for Spelling, Punctuation and Grammar (SPaG).

## Unit 2

### Schools History Project Depth Study

\*Unit code 5HB02

- Externally assessed

25% of  
the total  
GCSE

#### Overview of content

Students should select one option from:

- 2A: The transformation of British society c1815–c1851
- 2B: The American West c1845–c1890
- 2C: Germany 1918–1945.

#### Overview of assessment:

- This unit is assessed through a 1-hour and 15-minute examination.
- Students answer five questions.
- There are 54 marks available.
- Of the 54 raw marks available, up to 4 marks are awarded for Spelling, Punctuation and Grammar (SPaG).

**Unit 3** Schools History Project Source Enquiry**\*Unit code 5HB03**

- Externally assessed

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

Students select one option from:

- 3A: The transformation of surgery c1845–c1918
- 3B: Protest, law and order in the twentieth century
- 3C: The impact of war on Britain c1903–1945.

**Overview of assessment**

- This unit is assessed through a 1-hour and 15-minute examination.
- The question paper has six to eight sources and 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).

**Unit 4** Representations of History**\*Unit code 5HB04**

- Internally assessed

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

Students should select one of the following 15 options:

- CA1: Germany 1918–39
- CA2: Russia and the USSR 1917–39
- CA3: USA 1919–41
- CA4: China 1945–76
- CA5: Vietnam c1950–75
- CA6: Civil rights and protest in the USA 1945–70
- CA7: The Indian subcontinent: the road to independence 1918–47
- CA8: Crime, policing and protest in England c1886–c1926
- CA9: Northern Ireland 1968–99
- CA10: The impact of war on Britain c1914–c1945 (this option may have a local focus as CA10L)
- CA11: Change in British society 1951–79
- CA12: Power and political transformation in Britain 1970–90
- CA13: The causes of the Great War c1882–1914
- CA14L: History around us — a local community
- CA15L: The medieval castle

**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 a description of this code and all other codes relevant to this qualification.

# A Qualification content

## Subject content

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

- the key individuals, societies, events, developments and issues in the period(s), theme(s) or topic(s) specified
- the key features and characteristics of the period(s), theme(s) or topic(s) specified and, where appropriate, the social, cultural, religious and ethnic diversity of the societies studied, and the experiences of people in these societies
- the links between the key individuals, societies, events, developments and issues specified and those in the present day
- a substantial and coherent element of British history and/or the history of England, Scotland, Ireland or Wales (a minimum of 25 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 contents**

<b>Unit 1</b>	<b>Schools History Project Development Study</b>	<b>9</b>
	Option 1A Medicine and public health in Britain c50AD to the present day	10
	Option 1B Crime and punishment in Britain c50AD to the present day	13
	Option 1C The changing nature of warfare in Britain c50AD to the present day	16
<b>Unit 2</b>	<b>Schools History Project Depth Study</b>	<b>19</b>
	Option 2A The transformation of British society c1815–c1851	20
	Option 2B The American West c1845–c1890	23
	Option 2C Germany 1918–1945	26
<b>Unit 3</b>	<b>Schools History Project Source Enquiry</b>	<b>29</b>
	Option 3A The transformation of surgery c1845–c1918	30
	Option 3B Protest, law and order in the twentieth century	32
	Option 3C The impact of war on Britain c1903–c1954	34
<b>Unit 4</b>	<b>Representations of History</b>	<b>36</b>



## Unit 1 Schools History Project Development Study

### Overview

#### Content overview

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

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

Students choose one option from:

- 1A: Medicine and public health in Britain c50AD to the present day
- 1B: Crime and punishment in Britain c50AD to the present day
- 1C: The changing nature of warfare in Britain c50AD to the present day.

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

#### Assessment overview

- This unit is assessed through a 1-hour and 15-minute examination.
- Students answer five questions 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 1A Medicine and public health in Britain c50AD to the present day**

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

- show an understanding of the nature and extent of change in medicine and public health and the impact of the specified developments
- show an understanding of patterns of change, trends and turning points, and whether change brought progress
- show an understanding of the process of change and the factors bringing about change at different times: the role of individuals, war, government, attitudes and beliefs in society, science and technology
- relate developments in medicine and public health to the wider historical context.

**The content below is grouped into four periods, but examination questions may cross two or more of these.**

**c50AD–c1350**

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

**Amplification of content**

The key features of medicine in Roman, Anglo-Saxon and medieval England to c1350, including: the influence of the ideas of Hippocrates and Galen; supernatural and rational explanations for diseases and illness; the belief in the Theory of the Four Humours.

Changing approaches to public health provision during the period: Roman sanitation and water supply and the reasons for and extent of their deterioration after the Roman withdrawal; public health provision in medieval towns.

Medicine and public health in context: the impact of the Roman occupation and withdrawal from Britain; the influence of the Church on medicine, hospitals and on the training of doctors.

**c1350–c1750**

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

**Amplification of content**

Medical ideas and practices in the late Middle Ages: continued importance of Galen's ideas and the continued influence of the church on medicine, hospitals and the training of doctors: continuity in the use of traditional remedies. New knowledge in the medical Renaissance: the influence of Vesalius and the work of William Harvey; changes in medical training.

Approaches to public health and prevention of disease and illness: the provision of water supplies and the disposal of waste from c1350; approaches to dealing with the Black Death in 1348 and the Great Plague of 1665.

Medicine and public health in context: the impact of the Renaissance – new ideas and technology; the development of printing and its significance; the Royal Society – a scientific approach and the reduction of Church influence.

**c1750–c1900**

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

**Amplification of content**

Ideas about the cause and treatment of disease and illness: the impact in Britain of the germ theory and the work of Pasteur and Koch on microbes; the importance of research teams; improvements in medical training and in hospital care – the work of Florence Nightingale.

Approaches to public health and prevention of disease and illness: the impact in Britain of the work of Jenner, Pasteur and Koch on vaccines; the impact of the cholera epidemics and the work of Edwin Chadwick and John Snow in improving public health provision in towns; changing attitudes to government intervention – the Public Health Acts of 1848 and 1875, compulsory vaccination.

Medicine and public health in context: the contribution of improved technology to medical research; the importance of science in the search for microbes and vaccines; industrialisation and the growth of towns and pressures on public health; the contribution of industry and new technology to improved public health provision, including new sewer systems and the work of Bazalgette.

### c1900 to the present day

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

#### **Amplification of content**

Ideas about the cause and treatment of disease and illness: the significance of Crick and Watson's discovery of the DNA structure. Developments in the fight against disease: magic bullets and a new pharmaceutical industry; the development of antibiotics and the work of Fleming, Florey and Chain; high-tech medicine and treatment.

Approaches to public health and prevention of disease and illness: increased use of vaccinations; improved access to treatments available through state funding of medical and hospital care; Liberal welfare reforms in the early twentieth century; the establishment of the National Health Service and the role of Aneurin Bevan; widening scope of government provision in the later twentieth century – education and regulation for health, for example in relation to smoking and diet.

Medicine and public health in context: the contribution of science and technology to research, diagnosis and treatment, for example in enabling x-rays, radiotherapy, scans and dialysis; the links between increased government intervention in the lives of citizens in the twentieth century and the changes in healthcare provision.

## Option 1B Crime and punishment in Britain c50AD to the present day

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

- show an understanding of the nature and extent of change in crime and punishment and the impact of the specified developments
- show an understanding of patterns of change, trends and turning points in crime and punishment, and whether change brought progress
- show an understanding of the nature and significance of changing attitudes to criminal activity and punishment, and the factors affecting these issues: attitudes and beliefs in society; the role of governments, individuals, economic and social conditions, science and technology
- relate developments in crime and punishment to the wider historical context.

**The content below is grouped into four periods, but examination questions may cross two or more of these.**

### c50AD–c1350

- The nature of criminal activity and changing definitions of crime.
- The nature of law enforcement and punishment.
- The influence of changes in society on crime and punishment.

#### **Amplification of content**

Crimes against the person, property and authority in Roman, Anglo-Saxon and medieval England; similarities and differences in approaches to law making and the definition of crimes. The role of government in defining unlawful activity: the Norman Forest Laws.

Differing approaches to punishment and law enforcement in Roman Britain, Anglo-Saxon and medieval England: the role of governments, communities and religion in each society; the use of capital punishment and differences in corporal punishment; reasons for the use and end of wergild and trial by ordeal; the importance of hue and cry and the tithing.

Crime and punishment in context: the nature and extent of change that resulted from the Roman occupation and withdrawal and the Norman Conquest; the links between attitudes and beliefs in society and approaches to punishment and law enforcement – the influence of the Church.

**c1350–c1750**

- The nature of criminal activity and changing definitions of crime.
- The nature of law enforcement and punishment.
- The influence of changes in society on crime and punishment.

**Amplification of content**

Crimes against the person, property and authority in the late Middle Ages and Tudor and Stuart periods: theft, poaching, smuggling, vagabondage, heresy and treason, including the Gunpowder Plot. The role of government in defining unlawful activity: witchcraft.

Law enforcement: the roles of the authorities and local communities in law enforcement and keeping the peace. Punishment: the continuance of capital and corporal punishment and the beginning of transportation; the reasons for increasingly severe approaches to punishment and the beginning of the Bloody Code.

Crime and punishment in context: the links between the witch craze and the sixteenth century religious reformations and the seventeenth century Civil War; reasons for the decline of witch trials, including links with the Scientific Revolution; links between the growth of towns and new approaches to dealing with crime – the watch, thief takers.

**c1750–c1900**

- The nature of criminal activity and changing definitions of crime.
- The nature of law enforcement and punishment.
- The influence of changes in society on crime and punishment.

**Amplification of content**

The nature of and attitudes to criminal activity in the eighteenth and nineteenth centuries, including highwaymen, poachers and smugglers. The role of government in defining unlawful activity: the case of the Tolpuddle Martyrs.

Changes to law enforcement: policing – the work of the Fielding brothers and Sir Robert Peel; the development of the New Police Force and changing attitudes to the police in the nineteenth century. Changes to punishment: the work of John Howard and Elizabeth Fry in penal reform; new prisons; the operation, weaknesses and ending of the Bloody Code, transportation and public executions.

Crime and punishment in context: the impact of industrialisation – increasing urbanisation and the decline of community law enforcement; attitudes in society – the reasons for the severity of punishments in the eighteenth century and the significance of nineteenth century reforming attitudes.

### c1900 to the present day

- The nature of criminal activity and changing definitions of crime.
- The nature of law enforcement and punishment.
- The influences of changes in society on crime and punishment.

#### **Amplification of content**

The nature of criminal activity in the modern period including computer and car crime: 'new' crimes or 'old' crimes in a new format? The role of government in defining unlawful activity: traffic offences, conscientious objection and race crimes. Attitudes to social crimes: smuggling, drug taking and tax evasion.

Law enforcement: the role of local communities including attitudes to policing and the development of Neighbourhood Watch; the changing role of the police, including increased specialisation of police units and the move towards crime prevention. Punishment: the case of Derek Bentley and the ending of capital punishment. Prison reform: provision for men, women and children within the penal system; open prisons; alternatives to prison.

Crime and punishment in context: two world wars and the differing treatment of conscientious objectors; twentieth century attitudes – the reasons for the abolition of the death penalty and the development of a range of punishments that emphasised reform and rehabilitation; the influence of science and new technologies on crime and policing.

**Option 1C The changing nature of warfare in Britain c50AD to the present day**

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

- show an understanding of the nature and extent of change in warfare and the impact of the specified developments
- show an understanding of patterns of change, trends and turning points, and whether change brought progress
- show an understanding of the process of change and the factors bringing about change at different times: the role of technology and communications, governments, individuals, attitudes and values in society
- relate developments in warfare to the wider historical context.

**The content below is grouped into four periods, but examination questions may cross two or more of these.**

**c50AD–c1350**

- The nature of warfare.
- The role of combatants.
- Warfare in context.

**Amplification of content**

The nature of warfare exemplified by Boudicca's revolt and the Battle of Hastings. Developments in strategy, tactics and weapons: the role of infantry, archers and the mounted knight; changes in siege technology and medieval castle design from 1066 – from motte and bailey to concentric castles. The significance of key individuals: Boudicca and William I.

The problems of, and changing approaches to, army recruitment, training, equipment, organisation and daily routine: the Roman professional army; Celtic tribal armies; feudal armies.

The links between society and approaches to army composition and command structure in Celtic, Roman, Saxon and Norman armies: the role of the Roman Empire, Celtic tribal structures and the feudal system.



**c1350–c1700**

- The nature of warfare.
- The roles of combatants.
- Warfare in context.

**Amplification of content**

The nature of warfare, exemplified by the Agincourt campaign and the Battle of Naseby: the importance of leadership, strategy, tactics; the significance of key individuals – King Henry V and Oliver Cromwell. Developments in weaponry in the late Middle Ages and the sixteenth and seventeenth centuries: the longbow; new firearms – cannon and muskets. The impact of new weapons on strategy and tactics.

The problems of, and changing approaches to, army recruitment, training, equipment, organisation, and daily routine, including the impact of new weapons on army transport, training and combat: the growth of standardised weapons; the importance of the musketeer; the decline of the mounted knight.

The influence of changes in technology and society on warfare: the links between changes in the army and the availability of new gunpowder weapons and the decline of the feudal system – new transport costs, new categories of combatants, the use of mercenaries and the growth of professional armies.

**c1700–c1900**

- The nature of warfare.
- The roles of combatants.
- Warfare in context.

**Amplification of content**

The nature of warfare exemplified by the Waterloo campaign and the Crimean War; the significance of a key individual: the Duke of Wellington. The use of new and improved weapons: rifles, cannon, bullets and shells. The impact of developments in weaponry on strategy and tactics, including decline of the cavalry.

Combatants: their recruitment, equipment, provisioning and movement and the impact of new weapons on army transport, training and combat. The development of new approaches to army organisation and training, including increased professionalism. Improvements in medical care: the significance of Florence Nightingale and her work at Scutari.

Influence of changes in technology and society on warfare: the impact of industrialisation and developments in transport and communication: improved steel production, railways, steamships and the telegraph; the impact of developments in war reporting and photography on popular attitudes to combat.

### c1900 to the present day

- The nature of warfare.
- The roles of combatants.
- Warfare in context.

#### Amplification of content

The nature of warfare, exemplified by trench warfare on the Western Front and the Battle of the Somme in the First World War and the Gulf War 1991. The significance of a key individual: Earl Haig. Developments in weaponry in the twentieth century: tanks, gas, improved artillery, missiles and nuclear warheads; aerial warfare in the twentieth century; computerised and high-tech weapons and warfare in the later twentieth century. The impact of aerial warfare and developments in weaponry on strategy, tactics and combat.

Changing approaches to army training, equipment, provisioning, movement and daily routine: the experience of combatants on the Western Front in the First World War and during the Gulf War; changing approaches towards recruitment in the twentieth century – propaganda, conscription and a professional army, national service, the Territorial Army. The use of new forms of transport – motorised and aerial and their impact on combat; the work of the Royal Logistics Corps; improvements in care for the sick and wounded and the work of the Royal Army Medical Corps.

The influence of changes in transport and communications – aircraft and helicopters, radar, telecommunications; the impact of computer technology. The influence of war reporting on public attitudes, including the heightened concern for casualties and the significance of those attitudes for the conduct of war.

## Unit 2 Schools History Project Depth Study

### Overview

#### Content overview

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

Students choose one option from:

- 2A: The transformation of British society c1815–c1851
- 2B: The American West c1845–c1890
- 2C: Germany 1918–1945.

The key features of each study are grouped as three topic areas and each is summarised in three bullet points. The features are amplified in the text beneath. Examination questions may cross topic areas.

#### Assessment overview

- This unit is assessed through a 1-hour and 15-minute examination.
- Students must answer five 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 The transformation of British society c1815–c1851**

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

**People and poverty**

- The consequences of industrialisation in Britain from c1815.
- Working conditions of men, women and children.
- Poverty and Poor Relief before 1834.

**Amplification of content**

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

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

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

## Reform and protest

- The Poor Law c1815 and its reform.
- Attempts to reform working conditions.
- Parliamentary reform and protest.

### Amplification of content

The Poor Law c1815; the reasons for the review of the Poor Law in 1832: high poor rates, Swing Riots, the work of Chadwick, concerns of government. The aims and rationale of the Poor Law Amendment Act 1834; the implementation of the New Poor Law; the responses of different groups in society and the extent of its success or failure in different areas of the country to c1851.

Conditions in mines and factories c1815; early attempts by individuals and groups to reform conditions in factories and mines, including the work of Lord Shaftesbury and Robert Owen, Co-operative movement, GNCTU, Ten Hour Movement. The changing attitude of the government from *laissez-faire* to early legislation; the factory and mines commissions and acts. The effectiveness of all these initiatives in improving the conditions of workers by 1850.

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

## Railways, economy and society

- Reasons for development of the railways.
- Construction of railway lines.
- The railways and changes in society and the economy.

### Amplification of content

Reasons for the growth of the railway system; the arguments for and against the construction of tracks; the reactions to the development of the railway from different groups and individuals; the growth of passenger transport.

The role of individuals and groups in the construction of railways: engineers, navvies, speculators and entrepreneurs, government, George Stephenson and Isambard Kingdom Brunel.

The impact of the railways on economy and society in Britain by 1851, including effects on trade, industry, farming, work, politics, communications, holidays and improved quality of life. The Great Exhibition of 1851 as a symbol of the age. Evidence of progress, industrial advance, improvements in communication and technology.

**Option 2B The American West c1845–c1890**

This study examines, in depth, the way in which the American West was settled and developed by various groups of people between 1845 and 1890, and the impact of this on the Native American peoples. The emphasis should be on the reasons for the westward movement of the frontier, the conflicts that resulted from the clash of different cultures and lifestyles, and the nature of the changes that occurred in this period.

**Inhabitants and settlers**

- The Plains Indians: their beliefs and way of life.
- Migration and early settlement in the west.
- Farming on the Plains.

**Amplification of content**

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

Reasons for migration and settlement, including economic depression in the east, the concept of Manifest Destiny, the Californian Gold Rush in 1849. The difficulties of migration, including terrain, the organisation and routes of the wagon trains, the problems experienced by the Donner party and the challenges faced by early settlers before the development of the railroads. A specific study should be made of the Mormons and their settlement at Salt Lake City, the reasons for their long-term success, and the role of Brigham Young.

The factors encouraging white settlement farming, including the role of the government and the Homestead Act of 1862. The problems faced by the homesteaders and the extent to which solutions were found by c1890, including the impact of new technology and new farming methods. The contribution of women to farming, the development of settlements and the social life on the Plains.

### Development of the Plains

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

#### Amplification of content

The aims and roles of the government and the railroad companies; the problems of construction; the completion of the first transcontinental railroad in 1869 and the further growth of the railway network. The impact of the railroads on different groups: farmers, cattle ranchers, Plains Indians.

The reasons for the growth of the cattle industry after 1865: the move onto the Plains and the subsequent boom and bust of the industry including the impact of the winter of 1886–87. Changes in the nature of ranching from open range to fenced pasture. The contribution of Charles Goodnight, Joseph McCoy and John Iliff and the changing role of the cowboy.

The problems of lawlessness in the early settlements, mining towns and cowtowns and attempts by government and local communities to tackle this, including the role of law officers and vigilantes. The reasons for conflict between homesteaders and cattle ranchers on the Plains; the Johnson County War.

### Conflict on the Plains

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

#### Amplification of content

The reasons for conflict, including the clash of cultures, the pressures from migration, the discoveries of gold. The key events and misunderstandings including the Fort Laramie Treaties of 1851 and 1868, Little Crow's War and the Sand Creek Massacre; the reasons for Red Cloud's War (1865–68) and the Great Sioux War (1876–77) and their impact. The parts played by individuals, including Red Cloud and Custer, and the significance of the Battle of Little Big Horn.



Changes in attitude to the Plains Indians after 1876, the roles of the government, army and the railroads in destroying the Plains Indians' way of life. The significance of the Dawes Act and the Battle of Wounded Knee.

The extent of the changes brought about by white settlement by 1890, including the use of land, the undermining of tribal structures and customs, the extermination of the buffalo; Plains Indian life on the reservations.

**Option 2C Germany 1918–1945**

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

**Weimar Germany and the rise of the Nazi Party**

- The early years and the Weimar Republic 1918–23.
- Challenges and recovery 1923–29.
- Support for the Nazi Party 1923–32.

**Amplification of content**

The problems facing Germany in the immediate post-war years including the Spartacist Uprising, the terms of the Treaty of Versailles and reactions to this within Germany. The formation and constitution of the Weimar Republic and the problems it faced in the years to 1923, including challenges from left and right, the Kapp Putsch, the formation of the National Socialist Party.

The challenges of 1923: the key events, including the invasion of the Ruhr, hyperinflation and the Munich Putsch. Recovery after 1923 – ‘The Golden Years’? The significance of the work of Stresemann 1923–29, including the introduction of the Rentenmark, the Dawes and Young Plans and Germany’s entry to the League of Nations. (Coverage of Stresemann’s foreign policy is not required beyond its significance for the domestic situation within Germany.)

Support for the Nazi Party from different social groups in the years to 1929. Reasons for growth including changes of tactics and in Nazi Party organisation. Reasons for its dramatic increase after 1929, including the appeal of Hitler, the role of propaganda, the role of the SA and the economic and political consequences for Germany of the Wall Street Crash of 1929.

## Government of the Third Reich to 1945

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

### Amplification of content

The reasons why and steps by which Hitler was able to gain total power in Germany: the significance of the existing constitution, the elections of 1932 and the role of von Papen and von Hindenburg in 1932–33; the key events of 1933–34, including the Reichstag Fire, the Enabling Act, the banning and removal of rival power groups, political parties and trade unions; the significance of the Night of the Long Knives, the army oath of allegiance and the death of von Hindenburg. The nature of Hitler's role as Führer.

Nazi control of behaviour in Germany and influence on attitudes by national and local groups, methods and systems: the role of the SS and Himmler, concentration camps and local wardens; laws restricting civil liberties; control of the press, political parties and opposition groups and individuals; control of Churches, including the establishing of the Concordat and the Reich Church. The role of Goebbels, the uses of censorship, and the purpose and effectiveness of different types of propaganda, including radio, films, posters, rallies.

The nature and extent of opposition and resistance, both in the pre-war period and the war years including the role of the Catholic and Protestant Churches, the significance of Pastor Niemöller, the White Rose Group (1942–3) and the July Plot of 1944.

### Social impact of the Nazi state to 1945

- Nazi policies towards women and the young.
- Economic changes.
- Nazi treatment of minorities including the 'Final Solution'.

#### **Amplification of content**

Nazi policies towards young people and women; their importance to the Nazi state and party, including the nature and purpose of education in schools for boys and girls; the role and effectiveness of youth movements 1933–45, including preparation for war, charity work and military role in the war years. The emergence of rebel groups, for example the Edelweiss Pirates. The role of women within the family, society and employment, and changes to their role during the pre-war period and the war years: women's contribution to the German Home Front 1939–45.

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

The importance of Nazi beliefs in Aryan supremacy and the 'master race'. The treatment of minority groups, including Jews, gypsies and disabled people. Changes in discrimination and persecution 1933–39, including concentrations camps, the shop boycott, Nuremberg Laws and Kristallnacht. The escalating persecution during the war years to 1945 including the use of ghettos and the 'Final Solution'.

## Unit 3 Schools History Project Source Enquiry

### Overview

#### Content overview

In Options 3A, 3B and 3C, the specified historical content provides the context for the enquiry. The focus of the paper is on the skills involved in using sources, separately and in combination, in their context. No question will require deployment of recalled information independent of source material.

Students choose one option from:

- 3A: The transformation of surgery c1845–c1918
- 3B: Protest, law and order in the twentieth century
- 3C: The impact of war on Britain c1903–c1954.

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

#### Assessment overview

- This unit is assessed through a 1-hour and 15-minute examination.
- The paper will have six to eight sources and students must answer five questions.
- There are 53 marks available for this paper.
- 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 The transformation of surgery c1845–c1918****Core content**

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

Developments in dealing with the three main problems in surgery: pain, infection and blood loss and improvements in surgery during the First World War.

An understanding of the main factors influencing these changes.

**Dealing with pain**

- Developments in anaesthetics; the work of Simpson.

**Amplification of content**

The use of nitrous oxide, ether and chloroform including their benefits and limitations; the importance of Simpson's work; opposition to anaesthetics and why improvements in anaesthetics led to the 'Black Period' of surgery.

**Dealing with infection**

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

**Amplification of content**

The problems of infection before antiseptics; the importance and limitations of Lister's work, opposition to Lister's ideas, the move from antiseptic to aseptic surgery.

**Dealing with blood loss**

- Transfusions, blood types and blood storage.

**Amplification of content**

The problem of blood loss and 'shock', problems with nineteenth century transfusion attempts, the work of Landsteiner in establishing blood types, the development of techniques to store blood in the twentieth century. Improvements in transfusion during the First World War.

### ■ Factors influencing these developments

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

#### **Amplification of content**

Science and technology: the impact of Pasteur's Germ Theory (although questions will not be set directly on Pasteur's work), the impact of the discovery of x-rays and improvements in knowledge of the science of chemistry, and the development of new surgical equipment to deal with pain, infection and bleeding.

The First World War as a catalyst for developments in surgery: new injuries and changed approaches to surgery, including developments in brain surgery, the beginnings of plastic surgery and the work of Harold Gillies.

Communications: reporting and sharing advances, the influence of reports on medical and public opinion.

**Option 3B Protest, law and order in the twentieth century****Core content**

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

The response of the authorities and the outcome of protest.

Key factors affecting these issues.

**Economic protest**

- The General Strike 1926.
- The miners' strike 1984.

**Amplification of content**

The General Strike 1926: economic situation, attitudes towards socialism and communism, the role of the TUC and AJ Cook, the tactics used by the strikers; the organisation of resources. The challenges faced by and the response of the authorities in dealing with a general strike: the roles of government, the army, the police and the OMS. Reasons for the failure of the General Strike.

The miners' strike 1984: economic situation, government relations with trade unions; the role of Arthur Scargill and the tactics used by the strikers, including the use of 'Flying Pickets'. The challenges faced by, and the response of, the authorities in dealing with the miners' strike: the roles of Margaret Thatcher and the government, the role of the police. Reasons for the failure of the strike.



## Political protest

- Suffragettes 1903–1914.
- The poll tax protests 1990.

### Amplification of content

The range of tactics used by the WSPU, including lawful and unlawful methods, and the use of hunger strikes; the role of leading figures including the Pankhursts and Emily Davison. Public responses to the WSPU: supporters and opponents, including the reactions of the NUWSS. The difficulties of the authorities in dealing with suffragette tactics; the response of the authorities, including the use of force, legislation and the role of Asquith. The extent to which suffragette protests had gained support by 1914.

The motives and methods of the poll tax protesters, including lawful and unlawful methods; the role of the Anti-Poll Tax Federation; the difficulties of the authorities in dealing with violent protest and large-scale tax evasion. Reasons for the ultimate success of the protest.

## Factors influencing these events

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

### Amplification of content

The nature and quality of leadership.

The importance of communications and organisation.

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

The resources available to, and the decisions made by, government and authority.

**Option 3C The impact of war on Britain c1903–c1954****Core content**

The impact of war on civilian life, society and the economy exemplified through: increasing government intervention in the lives of citizens; social changes and changing attitudes in wartime.

Attempts by the government to ensure the safety of civilians in the First and Second World Wars and to mobilise society and the economy in the war effort.

The key factors affecting these issues.

**The impact of war on society**

- Changes in attitudes and social provision; social mobility and changing roles of women (political and economic events in the 1920s and 30s such as the Depression will not be examined).

**Amplification of content**

British society in the early twentieth century and the social impact of war: concerns aroused by the fitness of recruits for the Boer War, the report of the Committee on Physical Deterioration 1904; Liberal social reforms 1906–11; the role of the First and Second World Wars in improving welfare and health provision; improved medical services in the First and Second World Wars; implementing Beveridge – Labour welfare reforms 1945–51.

The role of war in reducing social divisions – increasing social mobility and changing working opportunities. The situation of women in the early twentieth century: their role and status in the family and society, working opportunities; growing independence and changes in their activities during the First World War and the extent to which that continued in the interwar period; conscription and opportunity in the Second World War; situation by the mid-1950s.

### The civilian experience of total war

- Propaganda and censorship; the experience of air raids and bombing; morale.

#### **Amplification of content**

Civilian attitudes to the First and Second World Wars. The use of propaganda and the role of the media and the arts in maintaining morale and support for the war efforts, including the press, radio and cinema. The impact of aerial warfare on civilians in the First and Second World Wars. Civilian responses to the Blitz including air-raid precautions, volunteers, morale – a Blitz Spirit? The composition and role of the Home Guard.

### The impact of government organisation for war

- The effects on society and industry of government action.

#### **Amplification of content**

The effects on society of government action, including the Defence of the Realm Act, conscription in the First and Second World Wars, national service, reorganisation of industry; the introduction of rationing and evacuation. The creation of women's services in the armed forces and mobilisation of women into the workforce. The economic legacy of the Second World War: nationalisation of key industries, debt and loans from the USA. The social legacy of war to 1954: rationing, shortages, an age of austerity?

### Factors influencing these developments

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

#### **Amplification of content**

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

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

The impact of changes in industry on the lives of civilians.

## 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 15. 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:** this refers to the content choices for this unit.

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

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

**Task marking:** refers to teacher marking.

## Choice of option

### Which controlled assessment option should be selected?

Students must complete Parts A, B and C from a single controlled assessment option. There are 15 options to choose from.

CA10L, CA14L and CA15L have a local focus.

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 1 Option B then they must not submit a task for CA8.
- If students complete Unit 1 Option C then they must not submit a task for CA10 but may submit a task for CA10L.
- If students complete Unit 2 Option A then the choice of controlled assessment task is limited to CA1–7, CA10L, CA13, CA14L or CA15L.
- If students complete Unit 2 Option C then they must not submit a task for CA1.
- If students complete Unit 3 Option B then they must not submit a task for CA8.
- If students complete Unit 3 Option C then they must not submit a task for CA10 or CA10L.

### 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 C: Germany 1918–1945.)*

**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.

**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?

## 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 1 Option B: Crime and punishment in Britain c50AD to the present day, Unit 2A: The transformation of British society c1815–c1851 or Unit 3 Option B: Protest, law and order in the twentieth century.)*

## 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?

*(This must not be combined with Unit 2 Option A: The transformation of British society c1815–c1851.)*



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 civilians.
- The civilian experience of total war 1939–1945: how well did civilian morale withstand the impact of war?

*(CA10 must not be combined with Unit 1 Option C: The changing nature of warfare in Britain c50AD to the present day or Unit 2 Option A: The transformation of British society c1815-c1851.*

*CA10 and CA10L must not be combined with Unit 3 Option C: The impact of war on Britain c1903–1954.)*

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 must not be combined with Unit 2 Option A: The transformation of British society c1815-c1851.)*

## 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?

*(This must not be combined with Unit 2 Option A: The transformation of British society c1815-c1851.)*

## 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.

## CA14L

**History around us — a local community**

- Family life, housing and leisure.
- Work, employment and communications.
- An improved standard of living? How positive was the impact of industrialisation on people's lives in the nineteenth century.

(The first two bullet points must focus on any period of at least 50 years in the locality.)

## CA15L

**The medieval castle — a thematic study**

- Castle design: the nature of and reasons for changes from 1066 to the late thirteenth century.
- The castle in conflict and in peace: defence and attack: the castle community: organisation, life and work.
- The role of the castle in the Norman Conquest: symbol of lordship or weapon of conquest?

## 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 question. 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, CA14L and CA15L**, 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, CA14L and CA15L**, 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 the 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 materials 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 by:

- 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.



<b>Resource control:</b>	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.
<b>Time control:</b>	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.
<b>Extra time:</b>	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:** All work must be completed under formal supervision from a teacher or invigilator and must be authenticated.

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.

**Collaboration control:** Students must write their responses individually, without any input or assistance from others.

**Feedback control:**

No feedback can be provided in relation to the students' responses. However, general support can be provided, for example:

- 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"> <li>The answer may have limited links to the explanation focus required by the question and will take a descriptive and generalised approach.</li> <li>There may be few factual details given and those that are provided are not shown to be directly relevant to the answer.</li> <li>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.</li> </ul>	1-2
Level 2 QWC i-ii-iii	<ul style="list-style-type: none"> <li>The answer may be linked to the explanation focus required by the question only implicitly and may take a mainly descriptive approach.</li> <li>The detail provided is mainly relevant to the question but it is generally used to provide factual information rather than to support analysis.</li> <li>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.</li> </ul>	3-5
Level 3 QWC i-ii-iii	<ul style="list-style-type: none"> <li>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.</li> <li>The material used is relevant to the question, and is used to support points made in the answer.</li> <li>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.</li> </ul>	6-8



Target:	AO1/AO2	10 marks
Level	Descriptor	Mark
Level 4 QWC i-ii-iii	<ul style="list-style-type: none"><li>• The answer is directed explicitly and consistently at the explanation focus required by the question.</li><li>• The material used is well selected. It is deployed effectively to support the analysis in the answer.</li><li>• 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.</li></ul>	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"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	1–5
Level 2 QWC i-ii-iii	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul> <p><b>Maximum 9 marks if no explicit reference is made to secondary sources within the answer.</b></p>	6–10
Level 3 QWC i-ii-iii	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul> <p><b>Maximum 12 marks if no explicit reference is made to secondary sources within the answer.</b></p>	11–15

Target:	AO1/AO2/AO3	20 marks
Level	Descriptor	Mark
Level 4 QWC i-ii-iii	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 an 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.</li> <li>• 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.</li> </ul> <p><b>Maximum 16 marks if no explicit reference is made to secondary sources within the answer.</b></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"> <li>The answer selects some details from the representations. This will be in the form of description, simple paraphrase or direct quotation.</li> <li>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'.</li> <li>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.</li> <li>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.</li> </ul>	1-5
Level 2 QWC i-ii-iii	<ul style="list-style-type: none"> <li>The answer selects or describes some key elements of the portrayal of the past within the representations.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul> <p><b>Maximum 8 marks for answers which do not make use of information about the historical context.</b></p>	6-10

Target:	AO1/AO2/AO3	20 marks
Level	Descriptor	Mark
Level 3 QWC i-ii-iii	<ul style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>The answer will make use of detailed information about the historical context to support the application of criteria and evaluation of the representations.</li> <li>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.</li> </ul> <p><b>Maximum 13 marks for answers which do not make use of knowledge and understanding of the historical context when evaluating representations.</b></p>	11-15
Level 4 QWC i-ii-iii	<ul style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>The answer will deploy well-selected information about the historical context to support the application of criteria and evaluation of the representations.</li> <li>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.</li> </ul> <p><b>No access to Level 4 for answers which do not make use of knowledge and understanding of the historical context.</b></p>	16-20

## B Assessment

### Assessment Objectives and weightings

		% in GCSE
AO1	Recall, select and communicate their knowledge and understanding of history.	34
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> <li>key concepts: causation, consequence, continuity, change and significance within a historical context</li> <li>key features and characteristics of the periods studied and the relationships between them.</li> </ul>	35
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> <li>a range of source material as part of a historical enquiry</li> <li>how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.</li> </ul>	31
<b>TOTAL</b>		<b>100%</b>

### Relationship of Assessment Objectives to units

Unit number	Assessment Objective			
	AO1	AO2	AO3	Total for AO1, AO2 and AO3
Unit 1: Schools History Project Development Study	10.5%	10.5%	4%	25%
Unit 2: Schools History Project Depth Study	11.75%	11.25%	2%	25%
Unit 3: Schools History Project Source Enquiry	3.75%	4.75%	16.5%	25%
Unit 4: Representations of History	8%	8.5%	8.5%	25%
<b>Total for GCSE</b>	<b>34%</b>	<b>35%</b>	<b>31%</b>	<b>100%</b>

## Assessment summary

### **Unit 1: Schools History Project Development Study** **Unit code 5HB01**

- Each option (1A, 1B and 1C) 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 five questions in total.
  - questions 1 and 3 are source based, requiring students also to draw on their own knowledge, and are therefore targeted at AO1/AO2/AO3
  - the remaining questions are 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: Schools History Project Depth Study** **Unit code 5HB02**

- 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 five questions in total:
  - question 1 is source based and is targeted at AO3
  - the remaining questions are 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: Schools History Project Source Enquiry****Unit code 5HB03**

- 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 5HB04**

- 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 comprises 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](http://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 1 Option B then they must not submit a task for CA8.
- If students complete Unit 1 Option C then they must not submit a task for CA10 but may submit a task for CA10L.
- If students complete Unit 2 Option A then the choice of controlled assessment task is limited to CA1–7, CA10L, CA13, CA14L or CA15L.
- If students complete Unit 2 Option C then they must not submit a task for CA1.
- If students complete Unit 3 Option B then they must not submit a task for CA8.
- If students complete Unit 3 Option C then they must not submit a task for CA10 or CA10L.

### 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](http://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](http://www.edexcel.com)) for information with regard to the Equality Act 2010.

### 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](http://www.jcq.org.uk). For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications (JCQ) documents *Suspected Malpractice in Examinations and Assessments: Policies and Procedures and Instructions for conducting controlled assessments* on the JCQ website [www.jcq.org.uk](http://www.jcq.org.uk).

## Assessing your students

### Your student assessment opportunities

Units	June 2015	June 2016
Unit 1: Schools History Project Development Study	✓	✓
Unit 2: Schools History Project Depth Study	✓	✓
Unit 3: Schools History Project 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 B (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:

### Level 1/Level 2 GCSE in History B cash-in code: 2HB01

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 to 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 document *Suspected Malpractice in Examinations: Policies and Procedures* on the JCQ website [www.jcq.org.uk](http://www.jcq.org.uk).

### Student recruitment

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

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

### Progression

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

### Grade descriptions

**A**

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

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

They evaluate and use critically a wide range of sources of information in an historical context to investigate historical questions, problems or issues independently, and to reach reasoned and substantiated conclusions.

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><b>C</b></p>	<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>
<p><b>F</b></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

# 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 Level 1/Level 2 GCSE in History B (Schools History Project) qualification. These materials have been developed by subject experts to ensure that you and your department have appropriate resources to deliver the specification and help you to get better results for your students.

For more information, please call 01865 888080 or visit [www.edexcel.com](http://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](mailto:publication.orders@edexcel.com)  
Website: [www.edexcel.com](http://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](http://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](http://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](http://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](mailto:trainingbookings@edexcel.com)  
Website: [www.edexcel.com/training](http://www.edexcel.com/training)

## D Appendices

Appendix 1	Key skills	76
Appendix 2	Wider curriculum	77
Appendix 3	Codes	78
Appendix 4	Individual candidate authentication and mark record sheet	79
Appendix 5	Rationale	81
Appendix 6	Unit 4 support record sheet	85

## Appendix 1 Key skills

### Signposting

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

### Development suggestions

Please refer to the Edexcel website: [www.edexcel.com](http://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 1	Students will consider moral issues in understanding development of medicine, crime and punishment and warfare.
Social	Unit 3	Students will consider social issues through studying protest, law and order in the twentieth century and the impact of war in Britain in the early twentieth century.
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 2	Students consider European issues through study of life in early twentieth-century Germany.
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:  xxx/xxxx/x
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1– 5HB01 Unit 2– 5HB02 Unit 3– 5HB03 Unit 4– 5HB04
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.	2HB01
Entry codes	The entry codes are used to: <ul style="list-style-type: none"> <li>• enter a student for the assessment of a unit</li> <li>• aggregate the student's unit scores to obtain the overall grade for the qualification.</li> </ul>	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 (5HB04)

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

<b>Centre number:</b>								
<b>Centre name:</b>								
<b>Candidate number:</b>								
<b>Candidate name:</b>								
<b>Examined options: (please circle)</b>	<b>Modern World</b>	<b>Unit 1</b>		<b>Unit 2</b>	<b>A B C</b>	<b>Unit 3</b>	<b>A B C</b>	
	<b>SHP</b>	<b>Unit 1</b>	<b>A B C</b>	<b>Unit 2</b>	<b>A B C</b>	<b>Unit 3</b>	<b>A B C</b>	
<b>Controlled assessment option: (please circle)</b>	<b>CA1</b>	<b>CA2</b>	<b>CA3</b>	<b>CA4</b>	<b>CA5</b>	<b>CA6</b>	<b>CA7</b>	<b>CA8</b>
	<b>CA9</b>	<b>CA10</b>	<b>CA10L</b>	<b>CA11</b>	<b>CA12</b>	<b>CA13</b>	<b>CA14L (SHP)</b>	<b>CA15L (SHP)</b>
<b>Exam series that task is valid for (MM/YYYY):</b>								
<b>Questions attempted for Parts A and B: (please circle)</b>	<b>Part A</b>		<b>(i)</b>			<b>(ii)</b>		
	<b>Part B</b>		<b>(i)</b>			<b>(ii)</b>		
<b>Teacher mark for Part A (max 10 marks)</b>								
<b>Teacher mark for Part B (max 20 marks)</b>								
<b>Teacher mark for Part C (max 20 marks)</b>								
<b>Total mark (max 50 marks)</b>								

**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 on 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](mailto:history@pearson.com).*



## Appendix 5 Rationale

The table below shows a rationale for how this Pearson Edexcel Level 1/Level 2 GCSE in History B 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 B 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"> <li>the key individuals, societies, events, developments and issues in the period(s), theme(s) or topic(s) specified</li> </ul>	<p>The specification and assessment focus on individuals, societies, events, developments and issues that are key to acquiring an understanding of the periods, themes and topics studied.</p> <p>For example in Unit 1 (depending on the option chosen) this will include:</p> <ul style="list-style-type: none"> <li><b>key individuals</b> involved in –               <ul style="list-style-type: none"> <li>medicine and public health (eg Harvey, Pasteur, Jenner)</li> <li>crime and punishment (eg Fielding, Peel, Fry)</li> <li>the changing nature of warfare (eg Henry V, Cromwell, Wellington, Haig)</li> </ul> </li> <li><b>key societies</b> in the context of –               <ul style="list-style-type: none"> <li>medicine and public health (eg medical practices in the ancient and medieval world)</li> <li>crime and punishment (eg to the ways in which society dealt with crime in the Middle Ages and Victorian periods)</li> <li>the changing nature of warfare (eg recruitment and training of armies in the Middle Ages and early modern periods)</li> </ul> </li> </ul>

Subject Content criteria from the GCSE Subject Criteria for History	How the Pearson Edexcel Level 1/Level 2 GCSE in History B specification meets these requirements
	<ul style="list-style-type: none"> <li>• <b>key events</b> in –               <ul style="list-style-type: none"> <li>• medicine and public health (eg the establishment of the NHS)</li> <li>• crime and punishment (eg the transportation of the Tolpuddle Martyrs)</li> <li>• the changing nature of warfare (eg in the First World War)</li> </ul> </li> <li>• <b>key developments</b> in –               <ul style="list-style-type: none"> <li>• medicine and public health (eg vaccination and antibiotics)</li> <li>• crime and punishment (eg the impact of technology on the nature of crime)</li> <li>• the changing nature of warfare (eg the impact of new weapons through the ages)</li> </ul> </li> <li>• <b>key issues</b> involved in –               <ul style="list-style-type: none"> <li>• medicine and public health (eg the influence of religion on medicine)</li> <li>• crime and punishment (eg attitudes to prison reform)</li> <li>• the changing nature of warfare (eg problems relating to recruitment).</li> </ul> </li> </ul>

Subject Content criteria from the GCSE Subject Criteria for History	How the Pearson Edexcel Level 1/Level 2 GCSE in History B specification meets these requirements
<ul style="list-style-type: none"> <li>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</li> <li>the links between the key individuals, societies, events, developments and issues specified and the present</li> </ul>	<p>The specification and assessment focus on key features and characteristics of the periods and topics studied. This can be seen throughout the qualification, for example in Unit 2.</p> <p>Students taking Unit 2 Option A will study the key features and characteristics of life in Britain c1815–c1851, for example: the way industrialisation affected British society in the first half of the nineteenth century, reform and protest movements in these years, and the effect of the coming of the railways.</p> <p>Students taking Unit 2 Option B will study the key features and characteristics of the American West c1845–c1890, for example: the way of life of the Plains Indians and early settlers, the development of the Plains, and the conflict between Plains Indians and settlers.</p> <p>Students taking Unit 2 Option C will study the key features and characteristics of Germany 1918–1945, for example: the Weimar Republic and the rise of the Nazi Party, how the Nazis established and maintained control, and the social and economic impact of Nazi rule. As part of this topic, students will develop an understanding of the experiences of ethnic minorities in Nazi Germany.</p> <p>Unit 1 covers topics that run up to the present day, for example modern medical technology (Unit 1 Option A), recent events and individuals (Unit 1 Option B) and recent developments in weapons technology (Unit 1 Option C).</p> <p>In addition, the representations that students analyse and evaluate in the Part C question 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,</p>

Subject Content criteria from the GCSE Subject Criteria for History	How the Pearson Edexcel Level 1/Level 2 GCSE in History B specification meets these requirements
<ul style="list-style-type: none"> <li>• a substantial (a minimum of 25 per cent) and coherent element of British history and/or the history of England, Scotland, Ireland or Wales</li> <li>• change and/or development over a period of time sufficient to demonstrate understanding of the process of change, both long term and short term</li> <li>• 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</li> </ul>	<p>individuals or issues and the present day. In addition, the Part B enquiry question requires them to make use of sources of information about the past that are from the present day.</p> <p>Units 1 and 3 are focused on British history. In addition, students have the opportunity to study British history in Unit 2 Option A or in Unit 4. Each of these is substantial (contributing 25 per cent towards the final mark) and will form a coherent study of one or more aspects of British history. In Unit 4, all of the specified content must be taught before students undertake the assessment.</p> <p>Unit 1 covers changes and developments from c50AD to the present day. Other units cover changes on short-term timescales.</p> <p>In the assessment for Unit 2, students will also be required to demonstrate understanding of changes in shorter time periods within their chosen option.</p> <p>The breadth and depth differ between units. For example, Unit 1 covers themes in breadth, whereas Units 2 and 3 cover periods in depth. Students are required to study history on at least two different scales. Units 1 and 3 are focused on British history. Unit 2 contains non-British options as well as one British option. Students who take the Unit 2 Option A are required to take a Unit 4 option that is either non-British or focused on local history.</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:**