Pearson Edexcel GCSE
History B:
Schools History Project

2013 SPECIFICATION now accredited

Matching charts for your updated specification for first teaching September 2013

PEARSON

Edexcel GCSE

History B: Schools History Project

2013 specification matching charts

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

- For each unit and option in the specification, you'll find the 2012 content on the left-hand side and the 2013 content on the right-hand side, with supporting notes to provide further explanation where necessary.

- We've colour-coded the content changes to differentiate between **clarification or amplification of existing content (green)** and **content that's new or changed (blue)**. Any **content that has been removed from the specification is in red**.

- In the specification, we've made improvements to the amplification of content, so that it is always presented in three paragraphs to match the three bullet points in each key topic: you'll notice some text struck through to indicate that the text is not needed with this improved presentation.

- To give an overview of the assessment changes for each unit, we've provided a table summarising question types for the 2012 specification on the left and for the 2013 specification on the right, with cells highlighted in yellow to indicate where there's some change.

- Where there have been changes to the mark schemes, a brief summary is given, so that you know what to look out for when reviewing the SAMs.

  Look out for this key:

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

Qualification support and advice from the History team

Contact the History Team

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

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

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Unit 1 Development Study

Specification overview: Students select one of three options: Medicine and treatment, Crime and punishment, or The changing nature of warfare.

Assessment overview: Students answer five questions.
1 hour 15 minutes exam - Total of 53 marks (including up to 3 marks for SPaG).

Unit 1 Development Study

Specification overview: Students select one of three options: Medicine and public health, Crime and punishment, or The changing nature of warfare.

Assessment overview: Students answer five questions.
1 hour 15 minutes exam - Total of 53 marks (including up to 3 marks for SPaG).

Option 1A Medicine and treatment

Option 1A Medicine and public health in Britain c50AD to the present day

Title amended to reflect integration of extension study content into main topics.

c50AD–c1350

New topic, based on old Roman Britain extension study.

• 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.

Content drawn from old Roman Britain extension study, but reordered to fit bullet points and expanded upon for clarification.

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 of disease: belief in the supernatural; the search for a natural explanation of illness.

• Approaches to the treatment and prevention of disease and illness.

• The influence of the Church and the Renaissance on medicine.

AMPLIFICATION OF CONTENT

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

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.

Content bullet points now consistent across the four topics, with amplification reordered to fit these three areas.

Public health content moved from old extension study.

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

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

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

AMPLIFICATION OF CONTENT

New knowledge about the cause and prevention of disease: the significance of the work of Pasteur and Koch on microbes and vaccines; the importance of research teams. The fight against smallpox: Jenner and vaccination.

Improvements in hospitals and training and the professionalisation of the roles of nurses, midwives, and doctors; the significance of Elizabeth Garrett Anderson in the training of women. Informal medical treatment: within the home; patent medicines. The contribution of improved communications and technology to medical research. The importance of science in the search for microbes and the 'magic bullet'.

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

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.

Content bullet points now consistent across the four topics, with amplification reordered to fit these three areas.

Public health content moved from old extension study.

c1900 to present day

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

AMPLIFICATION OF CONTENT

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

c1900 to 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.

Content bullet points now consistent across the four topics, with amplification reordered to fit these three areas.

Public health content moved from old extension study.

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

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

Extension studies
Medicine and public health from Roman Britain to c1350
Public health c1350 to present day

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 twentieth century and the changes in healthcare provision.

Edexcel 2012 GCSE History B
(last assessment 2014)
Unit 1 specification and assessment at a glance

Edexcel 2013 GCSE History B
(first assessment 2015)
Unit 1 specification and assessment at a glance

Notes

Unit 1 Development Study

Specification overview: Students select one of three options: Medicine and treatment, Crime and punishment, or The changing nature of warfare.

Assessment overview: Students answer five questions.
1 hour 15 minutes exam - Total of 53 marks (including up to 3 marks for SPaG).

Unit 1 Development Study

Specification overview: Students select one of three options: Medicine and public health, Crime and punishment, or The changing nature of warfare.

Assessment overview: Students answer five questions.
1 hour 15 minutes exam - Total of 53 marks (including up to 3 marks for SPaG).

Option 1B Crime and punishment

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

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.

Title amended to reflect integration of extension study content into main topics.

New topic, based on old Roman Britain-1450 extension study.

Content drawn from old Roman Britain extension study, but reordered to fit bullet points and expanded upon for clarification.

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 Christian Church.

c1450–c1750

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

AMPLIFICATION OF CONTENT

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

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

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.

Content bullet points now consistent across the four topics, with amplification reordered into paragraphs which clearly fit these three areas.

Witchcraft content moved from old extension study and further amplification added.

c1750–c1900

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

AMPLIFICATION OF CONTENT

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

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.

Content bullet points now consistent across the four topics, with amplification reordered into paragraphs which clearly fit these three areas.

Amplification paragraphs reworked to fit bullet points and more detail on existing content specified.

The significance of key individuals and events: John Howard; Elizabeth Fry; the transportation 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 present day

- The nature of criminal activity: crimes against the person, property and authority.

- The nature of punishment and law enforcement: new approaches to punishment and developments in policing.

- The influences of attitudes in society on crime and punishment; the shift to reform and rehabilitation.

AMPLIFICATION OF CONTENT

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

The significance of key individuals and events: the execution of Derek Bentley; the London bombings July 2005.

c1900 to 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.

Conscientious objection added from old extension study.

Terrorism no longer specifically included.

Extension studies
Crime and punishment from Roman Britain to c1450
Changing views of the nature of criminal activity c1450 to present day

There are no longer optional extension studies. Content from the extension studies has been integrated into the core topics. Domestic violence is no longer specified content.

Unit 1 Development Study

Specification overview: Students select one of three options: Medicine and treatment, Crime and punishment, or The changing nature of warfare.

Assessment overview: Students answer five questions.
1 hour 15 minutes exam - Total of 53 marks (including up to 3 marks for SPaG).

Unit 1 Development Study

Specification overview: Students select one of three options: Medicine and public health, Crime and punishment, or The changing nature of warfare.

Assessment overview: Students answer five questions.
1 hour 15 minutes exam - Total of 53 marks (including up to 3 marks for SPaG).

Option 1C The changing nature of warfare

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

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.

Title amended to reflect integration of content from extension studies.

New topic, based on Roman Britain-1350 extension study.

Content drawn from old Roman Britain-1350 extension study, but reordered to fit bullet points and expanded upon for clarification.

c1350–c1700

• The nature of warfare, exemplified by the Agincourt campaign and the Battle of Naseby.

• Combatants: their recruitment, provisioning, movement and care.

• Influence of changes in technology and society on warfare.

c1350–c1700

• The nature of warfare.

• The roles of combatants.

• Warfare in context.

Content bullet points now consistent across the four topics, with amplification reordered into paragraphs which clearly fit these three areas. Specific content moved to the amplification. More detailed specified content added.

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

AMPLIFICATION OF CONTENT

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

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

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 exemplified by the Waterloo campaign and the Crimean war.

• Combatants: their recruitment, provisioning, movement and care.

• Influence of changes in technology and society on warfare.

AMPLIFICATION OF CONTENT

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

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

The impact of industrialisation and the developments in transport and communication.

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

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

The significance of key individuals: The Duke of Wellington.

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.

Content bullet points now consistent across the four topics, with amplification reordered into paragraphs which clearly fit these three areas. Specific content moved to the amplification. More detailed specified content added.

c1900 to present day

- 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.

- Combatants: their recruitment, provisioning, movement and care.

- Influence of changes in technology and society on warfare.

AMPLIFICATION OF CONTENT

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

The significance of key individuals: Earl Haig.

c1900 to 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.

Content bullet points now consistent across the four topics, with amplification reordered into paragraphs which clearly fit these three areas. Specific content moved to the amplification. More detailed specified content added.

There are no longer optional extension studies. Content from the extension studies on Boudicca's Revolt and the Battle of Hastings has been integrated into the core topics. The Third Crusade and the Siege of Acre, the English Civil War and the American War of Independence are no longer specified content.

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

Edexcel 2012 GCSE History B
(last assessment 2014)
Unit 2 specification and assessment at a glance

Edexcel 2013 GCSE History B
(first assessment 2015)
Unit 2 specification and assessment at a glance

Unit 2 Depth Study

Specification overview: Transformation of British Society c1815–c1851, American West c1840–c1895 or Life in Germany c1919–c1945.

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

Unit 2 Depth Study

Specification overview: Students select one of three options: Transformation of British Society c1815–c1851, American West c1845–c1890 or Germany 1918–c1945.

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

Option 2A: The transformation of British society c1815–c1851

People and poverty
• The consequences of industrialisation in Britain.
• Working conditions of men, women and children.
• Poverty and Poor Relief before 1834.
AMPLIFICATION OF CONTENT
Changes to the numbers and distribution of the working population in Britain; the impact of rural unemployment; migration from Ireland and Scotland; the reasons for the growth of urban areas. Knowledge of emigration from Britain is not required.
The impact of industrialisation on employment, including the conditions of work in different types of manufacturing: hours, wages, rules, fines, tommy shops and the apprentice system. The roles of women and children in factories and mines.
The contrast between rich and poor and the extent of poverty at the beginning of the nineteenth century, including the reasons for increasing numbers of poor; the systems of relief in place and the effectiveness of these including the Elizabethan Poor Law, the Roundsman System, the Speenhamland System.

Option 2A: The transformation of British society c1815–c1851

People and poverty
• The consequences of industrialisation in Britain from 1815.
• 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.

Date added for clarity.

Reform and protest
• Changes to the Poor Law, 1834–50.
• Attempts to reform working conditions.
• Parliamentary reform and protest.

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

Clarifications.

AMPLIFICATION OF CONTENT

The reasons for the review of the Poor Law in 1832: high poor rates, Swing Riots, the work of Chadwick, concerns of government. The aims and rationale of the Poor Law Amendment Act 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.

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

The 1832 Reform Act, its aims and 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.

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.

The coming of the railways

- Reasons for development of the railways.

- Construction of railway lines.

- The impact of railways.

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, government, George Stephenson and Isambard Kingdom Brunel. The impact of the railways on economy and society in Britain by 1851, including effects on trade, industry, farming, education, politics, communications, holidays and improved quality of life.

The Great Exhibition of 1851 as a symbol of the age. Evidence of progress, industrial advance, improvements in communication and technology.

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.

Clarifications.

Edexcel 2012 GCSE History B
(last assessment 2014)
Unit 2 specification and assessment at a glance

Unit 2 Depth Study

Specification overview: Transformation of British Society c1815–c1851, American West c1840–c1895 or Life in Germany c1919–c1945.

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

Option 2B: The American West c1840–c1895

Inhabitants and settlers
• The Plains Indians: their beliefs and way of life.
• Migrants and settlers in the west.
• Farming on the Plains.
AMPLIFICATION OF CONTENT
The culture of the Plains Indians includes their ability to live on the Plains, their beliefs on land and nature, their attitudes to war and property, the social structure of tribes and their dependence on the buffalo.
Migrants and settlers includes trappers or mountain men, for example Jim Bridger, and miners, the Californian Gold Rush in 1849, the impact of the number of migrants, the development of mining towns and problems with law and order.
Further migration as a result of the push and pull factors of the 1840s includes economic depression and unemployment in the east, pressure on land, promises of land and wealth in the west, the organisation and routes of the wagon trains. The dangers and difficulties of travelling west can be exemplified by the Donner party or other examples. A specific study should be made of the Mormons and their settlement at Salt Lake City, the reasons for their long-term success, and the roles of Joseph Smith and Brigham Young.
The changing attitudes to settlement on the Plains and the factors encouraging settlement including the concept of Manifest Destiny, the role of the government and the Homestead Act of 1862. The problems faced by the homesteaders and the extent to which solutions were found; the impact of technology and migrants from Europe. The contribution of women to farming, the development of settlements and the social life on the Plains.

Edexcel 2013 GCSE History B
(first assessment 2015)
Unit 2 specification and assessment at a glance

Unit 2 Depth Study

Specification overview: Students select one of three options: Transformation of British Society c1815–c1851, American West c1845–c1890 or Germany 1918–c1945.

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

Option 2B: The American West c1845–c1890

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 includes their ability to live on the Plains, their beliefs on land and nature, their attitudes to war and property, the social structure of tribes and their dependence on the buffalo.
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 construction of the railroads.
- Cattlemen and cowboys: the rise and fall of the industry.
- Establishing law and order: problems and solutions.

AMPLIFICATION OF CONTENT

The importance of the railroads: the aims and role of the government and the railroad companies; the problems of construction. The impact of the railroads on different groups: farmers, cattle ranchers, Plains Indians. The growth of settlements on the Plains including cow towns.

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

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

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: destruction of the Native American way of life.
- Changes to Native American culture by 1890: life on reservations.

AMPLIFICATION OF CONTENT

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

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

~~Changes to Native American culture includes~~ the extent of the changes brought about by white settlement by 1895, including land use, the extermination of the buffalo, and a study of life on the reservations.

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 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.

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

Notes

Unit 2 Depth Study

Specification overview: Transformation of British Society c1815–c1851, American West c1840–c1895 or Life in Germany c1919–c1945.

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

Unit 2 Depth Study

Specification overview: Students select one of three options: Transformation of British Society c1815–c1851, American West c1845–c1890 or Germany 1918–c1945.

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

Option 2C: Life in Germany c1919-c1945

The rise of the Nazi Party

- The early years: the Weimar Republic.

- Challenges and recovery: the impact of economic problems 1923–29.

- Increasing support for the Nazi Party.

AMPLIFICATION OF CONTENT

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

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

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

Option 2C: Germany 1918-c1945

Weimar Germany and the rise of the Nazi Party

- The early years and the Weimar Republic 1918–22.

- Challenges and recovery 1923–29.

- Increasing 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

- Creation of the Nazi state.

- Nazi methods of control.

- Opposition and resistance to the Nazi government.

AMPLIFICATION OF CONTENT

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

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

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

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 (1942–43), **and the July Plot of 1944.**

Social impact of the Nazi state

- Nazi policies towards women and the young.

- Economic changes.

- Nazi treatment of minorities including the 'Final Solution'.

AMPLIFICATION OF CONTENT

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

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

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

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 including the use of ghettoes** and the 'Final Solution'.

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

Unit 3 Source Enquiry

Specification overview: Students select one of four options: The transformation of surgery c1845–c1918, Protest, law and order in the twentieth century, The impact of war on Britain c1914–c1950 or The work of the Historian.

Assessment overview: Students answer five questions.
1 hour 15 minutes exam - Total of 53 marks (including up to 3 marks for SPaG).

Unit 3 Source Enquiry

Specification overview: Students select one of three options: The transformation of surgery c1845–c1918, Protest, law and order in the twentieth century, or The impact of war on Britain c1903–c1954.

Assessment overview: Students answer five questions.
1 hour 15 minutes exam - Total of 53 marks (including up to 3 marks for SPaG).

Option 3A The transformation of surgery c1845–c1918

Dealing with pain

• Developments in anaesthetics; the work of Simpson.

AMPLIFICATION OF CONTENT

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

Dealing with infection

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

AMPLIFICATION OF CONTENT

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

Dealing with blood loss

• Blood types, blood banks, transfusions.

AMPLIFICATION OF CONTENT

The problem of blood loss and 'shock', the work of Landsteiner in establishing blood types and the development of techniques to store blood.

Factors influencing these developments

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

AMPLIFICATION OF CONTENT

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

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

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

Option 3A The transformation of surgery c1845–c1918

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.

Unit 3 Source Enquiry

Specification overview: Students select one of four options: The transformation of surgery c1845–c1918, Protest, law and order in the twentieth century, The impact of war on Britain c1914–c1950 or The work of the Historian.

Assessment overview: Students answer five questions.
1 hour 15 minutes exam - Total of 53 marks (including up to 3 marks for SPaG).

Unit 3 Source Enquiry

Specification overview: Students select one of three options: The transformation of surgery c1845–c1918, Protest, law and order in the twentieth century, or The impact of war on Britain c1903–c1954.

Assessment overview: Students answer five questions.
1 hour 15 minutes exam - Total of 53 marks (including up to 3 marks for SPaG).

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

Economic protest

• The General Strike 1926; the Miners' Strike 1984.

AMPLIFICATION OF CONTENT

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

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

Political protest

• Suffragettes 1903–1914, the poll tax protests 1990.

AMPLIFICATION OF CONTENT

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

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

Factors influencing these events

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

AMPLIFICATION OF CONTENT

The quality and success of leadership.
The importance of communications and organisation.
The importance of the media in the public perception of the protest.
The resources available to, and the decisions made by, government and authority.

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

Economic protest

• The General Strike 1926.

• The miners' strike 1984.

AMPLIFICATION OF CONTENT

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 quality and success of leadership.
The importance of communications and organisation.
The importance of the media in the public perception of the protest.
The resources available to, and the decisions made by, government and authority.

Edexcel 2012 GCSE History B (last assessment 2014)
Unit 3 specification and assessment at a glance

Unit 3 Source Enquiry

Specification overview: Students select one of four options: The transformation of surgery c1845–c1918, Protest, law and order in the twentieth century, The impact of war on Britain c1914–c1950 or The work of the Historian.

Assessment overview: Students answer five questions.
1 hour 15 minutes exam - Total of 53 marks (including up to 3 marks for SPaG).

Option 3C The impact of war on Britain c1914–c1950

The impact of war on society
• The changing role of women in society; changing social attitudes.
AMPLIFICATION OF CONTENT
The situation of women in 1914, growing independence and changes in their activities during the First World War, position in interwar period, conscription and opportunity in the Second World War, situation in 1950. The social impact of war — a more equal society?

The civilian experience of total war
• Propaganda and censorship; the experience of air raids and bombs.
AMPLIFICATION OF CONTENT
The use of propaganda for recruitment to the armed forces before 1916 and to maintain morale in both world wars. Civilian attitudes to war. The effects of the Blitz.

Government organisation for war
• The effects on society of government action.
AMPLIFICATION OF CONTENT
The effects on society of government action such as the Defence of the Realm Act, conscription, the creation of women's services in the armed forces and mobilisation of women into the workforce; the introduction of rationing and evacuation.

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.

Edexcel 2013 GCSE History B (first assessment 2015)
Unit 3 specification and assessment at a glance

Unit 3 Source Enquiry

Specification overview: Students select one of three options: The transformation of surgery c1845–c1918, Protest, law and order in the twentieth century, or The impact of war on Britain c1903–c1954.

Assessment overview: Students answer five questions.
1 hour 15 minutes exam - Total of 53 marks (including up to 3 marks for SPaG).

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

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?

The impact of government organisation for war
• 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.

Edexcel 2012 GCSE History B
(last assessment 2014)
Unit 4 Controlled Assessment

Unit 4 Controlled Assessment
Part A: Carry out a historical enquiry.
Part Bi: Compare Representations of history.
Part Bii: Analyse and evaluate Representations of history.

CA1 Germany 1918–39

• The Weimar Republic 1918–32.
• Hitler and the growth of the Nazi Party 1918–33.
• The Nazi dictatorship 1933–39.
• Key features of Nazi rule 1933–39.
(This must not be combined with Unit 2 Option C: Life in Germany c1919–45)

CA2 Russia 1917–39

• The collapse of the Tsarist regime 1917.
• Bolshevik takeover and consolidation 1917–24.
• The nature of Stalin's dictatorship 1924–39.
• Economic and social changes 1928–39.

CA3 USA 1919–41

• The US economy 1919–29.
• US society 1919–29.
• The USA in Depression 1929–33.
• Roosevelt and the New Deal 1933–41.

Edexcel 2013 GCSE History B
(first assessment 2015)
Unit 4 Controlled Assessment

Unit 4 Controlled Assessment
Part A: Historical explanation.
Part B: Carry out a historical enquiry.
Part C: Analyse and evaluate representations of history.

CA1 Germany 1918–39

• The Weimar Republic 1918–33: early problems, recovery, and the impact of the Depression; Hitler's rise to power and the end of the Republic.
• Hitler, the growth of the Nazi Party and Nazi rule 1918–39: reasons for the Party's growth and consolidation of power; the key features of Nazi policy and their implementation 1933–39, including policies on employment, the family, education and race.
• The Nazi dictatorship – a regime built on terror or consent? Removal of opposition; the police state; censorship and propaganda; the appeal of Hitler and the Nazis.
(This must not be combined with Unit 2 Option C: Germany 1918–45)

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?

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

CA4 China 1945–76

• The triumph of communism and the creation of the communist state, 1945–57.
• The Great Leap Forward.
• The Cultural Revolution.
• Mao: Hero or Villain?

CA5 Vietnam 1960–75

• The reasons for US involvement in Vietnam.
• The nature of the conflict and reasons for US defeat.
• The impact of the war on civilians and the military, in the USA and in North and South Vietnam.
• The growth of protest in the USA and the end of the conflict.

CA6 Government and protest in the USA 1945–70

• The Civil Rights Movement 1945–62.
• Changes in the Civil Rights Movement 1963–70.
• The presidency — Eisenhower, Kennedy and Johnson.
• Protest and dissent — mass protest and assassination as factors for change 1955–70.

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

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

CA8 Crime, policing and punishment in England c1880–c1990

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

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

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

- Developments in investigative policing c1880–c1990: increasing specialism and use of forensic science and technology; creation of the CID (1878); Belper Committee and the creation of the Fingerprint Bureau (1900–01) Case Studies: investigations into Jack the Ripper; How sound was the conviction of Dr Crippen?

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

- 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

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

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

- Failed attempts at conciliation and agreement.

- The Good Friday agreement.

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

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

- The experience of fighting: volunteering, conscription, conscientious objectors, training, Naval raids, air raids: Zeppelin attacks, bombing, the 'blitz', V1 and V2 rockets.

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

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

(CA10 must not be combined with Unit 1 Option C: The changing nature of warfare. CA10 and CA10L must not be combined with Unit 3 Option C: The Impact of War on Britain c1914–1950.)

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

- Government organisation for war in both conflicts: defence on the home front, organisation of labour force and key industries, production of military equipment and munitions; conscription and the treatment of conscientious objectors; evacuation, rationing; censorship and propaganda.

- The impact of the First and Second World Wars on society: changing social attitudes; change in the role and status of women; changes in work and employment; post-war reconstruction in the 1920s; increased government involvement in the lives of citizens.

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

(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 1955–75

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

- Sex discrimination and the changing role of women. The forces for social change: the role of governments, movements and individuals: feminism, the women's movement, changes in work and education.

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

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

- 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

- Sovereignty and Europe: membership of the EEC, 1975 referendum on EEC membership, changing view of major political parties on EU direction.

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

- The Falklands war: causes, issue of sovereignty, action taken by Argentina, response by Thatcher government, political consequences.

- The poll tax and the fall of Thatcher: poll tax as a replacement for rates, issues of implementation, protest, replacement tax, issues over EU direction, Heseltine, Lawson and Howe resignations, Thatcher's fall from power.

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.

CA13L History around us — a local community

- Pre-industrial society in a community.

- Family life, housing and communications.

- Work, employment and leisure.

- The impact of industrialisation on families in the nineteenth century

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

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?

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

2012 specification
Questions 1, 2, 3 or 4; 5a or 6a; 5b or 6b

Question	Marks	Typical Question	Target	
1	4	What can you learn from Sources A and B about changes in the way doctors find out about a patient's health? Explain your answer using these sources.	AO3	Inference from sources.
2	9	The boxes below show two important events. Choose one event and explain why it was important in improving our understanding of the causes of ill health.	AO1/ AO2	Recall; analysis of the importance of change.
3 or 4	12	Why did it take so long for penicillin to be produced on a large scale? You may use the following in your answer and any other information of your own. *Alexander Fleming investigated penicillin bacteria in 1928 when it affected a mould he was growing as part of an experiment. He published his findings in an article in 1929.*	AO1/ AO2	Recall; analysis of the factors hindering change.
5a or 6a	9	What developments in medicine were made by Galen?	AO1/ AO2	Recall; identification of key features.
5b or 6b	16 +3	How far was the progress made in medicine by the Romans continued in the Middle Ages? Explain your answer. You may use the following in your answer and any other information of your own. • The Romans built sewers in towns such as York and Bath. • The Romans left Britain c410 AD. • St Bartholomew's hospital in London was founded in 1123.	AO1/ AO2	Recall; analysis of key features; evaluation of progress.
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changes to assessment

2013 specification
Questions 1, 2, 3; 4 or 5; 6 or 7

Question	Marks	Typical Question	Target	Mark Scheme Changes
1	8	What do Sources A and B show about changes in the way doctors in Britain find out about a patient's health? Explain your answer, using Sources A and B and your own knowledge.	AO1/ AO2/ AO3	Knowledge recall and selection, analysis of change in a historical context, inference from sources.	Revised mark scheme.
2	6	The boxes below show two different periods. Choose one and describe the key features of the care that was available to patients in English hospitals during that period.	AO1/ AO2	Knowledge recall and selection, key features and characteristics of periods studied.	Revised mark scheme.
3	8	How useful is this cartoon to a historian who is investigating public health problems in the mid-nineteenth century? Use Source C and your own knowledge to explain your answer.	AO1/ AO2/ AO3	Knowledge recall and selection, key features and characteristics of periods studied, evaluation of source utility.	New question type.
4 or 5	12	Why did it take so long for penicillin to be produced on a large scale? You may use the following in your answer. • Alexander Fleming • Florey and Chain You must also include information of your own.	AO1/ AO2	Knowledge recall and selection, factors relevant to continuity and change in a historical context.	Same question type as the old question 3/4 but with a change to the stimulus material. Candidates are required to use additional information of their own to get more than 7 marks in level 2 or more than 10 marks in level 3.
6 or 7	16 +3	How far was the progress made in medicine by the Romans continued in the Middle Ages in England? Explain your answer. You may use the following in your answer. • Public health • Medical training You must also include information of your own.	AO1/ AO2	Knowledge recall/ analysis of key features and evaluation of progress.	Same question type as the old question 5b/6b but with a change to the stimulus material. Candidates are required to use additional information of their own to get more than 7 marks in level 2 or more than 10 marks in level 3. No access to level 4 without additional knowledge.
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2012 specification
Questions 1, 2; 3 or 4; 5a or 6a; 5b or 6b

Question	Marks	Typical Question		Target
1	4	What can you learn from Source A about the appeal of the Nazi Party in the 1930s?	AO3	Comprehension and inference from source.
2	9	The boxes below show two groups. Choose one and explain the importance of that group's work for the success of the Nazi Party.	AO1/AO2	Recall; importance of key individuals/events/etc.
3 or 4	12	Why was the Weimar Republic unpopular in the years 1919–23? You may use the following in your answer and any other information of your own. • 1919: Treaty of Versailles • 1920: The Kapp Putsch • 1923: Hyperinflation	AO1/AO2	Recall, cause and consequence.
5a or 6a	9	Describe the ways in which the Nazi Party was able to win support from different groups in Germany in the years 1929–32.	AO1/AO2	Recall; understanding of key features.
5b or 6b	16 +4	Why was Hitler able to gain complete power in governing Germany in the years 1933–34? Explain your answer. You may use the following in your answer and any other information of your own. • In January 1933 a coalition government with Hitler as Chancellor was formed. • In February 1933 a Dutch Communist was arrested and charged with setting fire to the Reichstag. • In August 1934 President Hindenburg died.	AO1/AO2	Recall; analysis of factors of causation within an historical context.
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2013 specification
Questions 1, 2; 3 or 4; 5a or 6a; 5b or 6b

Question	Marks	Typical Question		Target	Mark Scheme Changes
1	4	What can you learn from Source A about the appeal of the Nazi Party in the 1930s?	AO3	Comprehension and source inference.	
2	9	The boxes below show two groups. Choose one and explain the importance of that group's work for the success of the Nazi Party.	AO1/AO2	Knowledge recall and selection, significance and change in a historical context.	
3 or 4	12	Why was the Weimar Republic unpopular in the years 1919–23? You may use the following in your answer. • The terms of the Treaty of Versailles • Hyperinflation You must also include information of your own.	AO1/AO2	Knowledge recall and selection, cause and consequence in a historical context.	Same as the old question 3/4 but with a change to the stimulus material. Candidates are required to use additional information of their own to get more than 7 marks in level 2 or more than 10 marks in level 3.
5a or 6a	9	Describe the ways in which the Nazi Party was able to win support from different groups in Germany in the years 1929–32.	AO1/AO2	Knowledge recall and selection, key features and characteristics of periods studied.	
5b or 6b	16 +4	Why was Hitler able to gain complete power in governing Germany in the years 1933–34? Explain your answer. You may use the following in your answer. • The Reichstag fire • The death of President Hindenburg You must also include information of your own.	AO1/AO2	Knowledge recall and selection, continuity and change in a historical context.	Same as the old question 5b/6b but with a change to the stimulus material. Candidates are required to use additional information of their own to get more than 7 marks in level 2 or more than 10 marks in level 3. No access to level 4 without additional knowledge.
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changes to assessment

2012 specification
Questions 1, 2, 3, 4, 5

Question	Marks	Typical Question	Target	
1	6	What can you learn from Source A about how operations were carried out before anaesthetics were used?	AO3	Source comprehension; inference.
2	8	How has the artist shown the importance of this first use of ether? Explain your answer, using Source B.	AO3a	Analysis of source for portrayal.
3	10	How far do sources B and D support the impression given in Source C that the use of anaesthetics was an important breakthrough in surgery and dentistry? Explain your answer, using Sources B, C and D.	AO3a	Cross-referencing for support.
4	10	Which of Sources E or F is more useful to the historian who is investigating public acceptance of chloroform? Explain your answer, using Sources E and F.	AO1/ AO2/ AO3	Evaluation of utility.
5	16 +3	'Surgery in the 19th century improved significantly with the use of anaesthetics.' How far do you agree with this statement? Use your own knowledge, Sources A, D and G and any other sources you find helpful to explain your answer.	AO1/ AO2/ AO3	Reaching a judgement.
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2013 specification
Questions 1, 2, 3, 4, 5

Question	Marks	Typical Question	Target		Mark Scheme Changes
1	6	What can you learn from Source A about how operations were carried out before the nineteenth century?	AO3	Source comprehension and inference.	
2	8	What was the purpose of this representation? Explain your answer, using Source B and your own knowledge.	AO1/ AO2/ AO3	Recall and selection of knowledge, key features and characteristics of periods studied, analysis of representations of history.	Amended to reflect 'representation' focus. Maximum 6 marks without own knowledge.
3	10	Why was the problem of infection so great in the 1860s? Explain your answer, using Source C and your own knowledge.	AO1/ AO2/ AO3	Knowledge recall and selection, causation within a historical context. Source comprehension.	New question type.
4	10	How reliable are Sources D and E as evidence of the success of Lister's antiseptic methods? Explain your answer, using Sources D and E and your own knowledge.	AO1/ AO2/ AO3	Recall and selection of knowledge, key features and characteristics of period studied, evaluation of sources for reliability.	Requirements for own knowledge: - in level 2 there is now a maximum of 6 marks if no own knowledge included. - in level 3 there is a maximum of 8 marks if no own knowledge.
5	16 +3	Source F suggests that the main reason for opposition to Lister's methods was that surgeons could not believe that germs caused infection. How far do you agree with this interpretation? Explain your answer using your own knowledge, Sources D, E and F, and any other sources you find helpful.	AO1/ AO2/ AO3	Knowledge recall and selection, consequence within a historical context, reaching a judgement on representations and interpretations of history.	Question requires evaluation of historical interpretation. Changes in mark scheme relating to interpretation and own knowledge requirements: - level 2: links interpretation to relevant details from sources and/or additional knowledge - level 3: evaluation agreeing or disagreeing with interpretation. Maximum of 10 marks if no additional knowledge is used to support the argument, and no access to level 3 for answers that do not use the sources - level 4: sustained argument and evaluation reviewing alternative views before giving balanced judgement on the interpretation. No access to level if no own knowledge included.
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■ changes to assessment

History B assessment changes - Unit 4

2012 specification
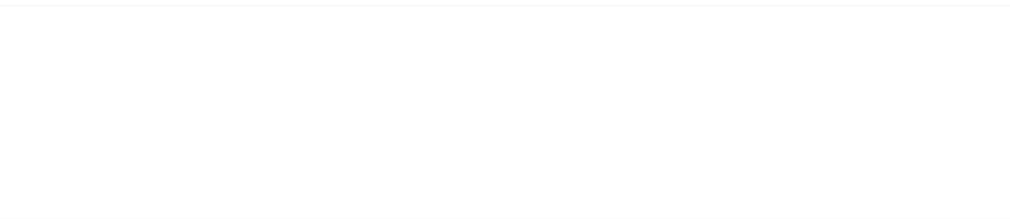
Part A: Carry out a historical enquiry

AO1/AO2

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

Military tactics in the Vietnam War

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

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

OR

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

Part B i: Compare Representations of history

AO3b

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

How far do these Representations differ?

Part B ii: Analyse and evaluate Representations of history

AO3b

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

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

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

2013 specification

Part A: Historical explanation

AO1/AO2

One of the following questions must be chosen:

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

OR

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

Part B: Carry out a historical enquiry

AO1/AO2/AO3

Military tactics in the Vietnam War

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

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

OR

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

Part C: Analyse and evaluate representations of history

AO1/AO2/AO3

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

• Analyse the representations and choose the one which you think is the best representation of the way in which people in the USA reacted to the Vietnam War. Explain your choice, using all three representations and your own knowledge.

■ changes to assessment

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