

List of amendments in Pearson Edexcel GCSE (9–1) History Specification Issue 3 (April 2021)

#	Reference (Issue 2)	Amendment	Rationale / any implications for teaching
Global changes			
	Multiple topics in specification	Brackets have been inserted around the dates of various events with clearly defined start and end dates, e.g. battles, conflicts, treaties, legislation.	This improves consistency and readability. No implications for teaching.
	All question papers in sample assessment materials	In stimulus boxes, the word 'may' is now emboldened, e.g. Paper 1, Q5 and Q6. In addition, the size of the stimulus boxes has been reduced.	The emboldening of 'may' is designed to make the question papers more accessible as it emphasises that the use of the stimulus points is optional. It also adds consistency since 'must' is already emboldened. Reducing the size of the stimulus boxes is also intended to improve accessibility to avoid undue attention being drawn to the box at the expense of the question.

Paper 1: Thematic studies			
Option 10: Crime and punishment in Britain, c1000-present			
c1900-present: Crime and punishment in modern Britain			
1	Case study, bp1	Lower case replaced with upper case for ' <i>conscientious objectors</i> '.	Amended for accuracy.
Option 11: Medicine in Britain, c1250-present			
c1500-c1700: The Medical Renaissance in England			
1	Sub-topic 2 (<i>Approaches to...</i>)	Colon after ' <i>treatment</i> ' replaced with semi-colon.	This reflects that, when covering changes to care and treatment during this period, centres are already likely to be introducing students to more aspects than medical training and Vesalius.
Option 12: Warfare and British society, c1250-present			
c1900-present: Warfare and British society in the modern era			
1	Sub-topic 2 (<i>The experience of war</i>)	Lower case replaced with upper case for ' <i>conscientious objectors</i> '.	Amended for accuracy.

Sample assessment materials for Paper 1			
Mark scheme for question 2b	First marking instruction ' <i>1 mark for a question which is linked to it.</i> ' amended to ' <i>1 mark for an appropriate follow up question.</i> ' And second marking instruction amended from ' <i>...an appropriate source and 1 mark for an answer that shows how it might help answer...</i> ' to ' <i>an appropriate source to use in a follow up enquiry and 1 mark for an answer that explains how the information it contains could help answer...</i> '	The amendments do not change the approach that candidates should take to answer the question and do not affect the question wording. The amendments to the marking instruction wording are designed to clarify how the mark scheme is applied.	

#	Reference (Issue 2)	Amendment	Rationale / any implications for teaching
Paper 2: British depth studies			
Option B2: The reigns of King Richard I and King John, 1189–1216			
Key topic 3: King John's downfall, 1205-16			
1	Sub-topic 4 (<i>The succession</i>), bp3	'by' replaced by 'in', to now read <i>'The condition of England in 1216'</i>	This clarifies that what needs to be understood here is the condition of England in the final year of King John's reign.
Option B3: Henry VIII and his ministers, 1509–40			
Key topic 1: Henry VIII and Wolsey, 1509-29			
1	Sub-topic 4 (<i>Wolsey, Catherine...</i>), bp3	'1529' deleted.	The inclusion of 1529 was ambiguous as was not clear if it referred to Wolsey's fall from power or the divorce proceedings.

#	Reference (Issue 2)	Amendment	Rationale / any implications for teaching
Paper 2: Period studies			
Option P2: British America, 1713-83: empire and revolution			
Key topic 1: British settlement in North America, 1713–41			
1	Sub-topic 1 (<i>Developments in...</i>), bp2	'with' inserted before ' <i>the West Indies</i> '.	This makes explicit that it covers both trade with Britain and trade with the West Indies.
2	Sub-topic 2 (<i>Slavery...</i>), bp1	' <i>Atlantic triangle</i> ' amended to ' <i>Atlantic trade triangle</i> '	This term is more accurate.
3	Sub-topic 2 (<i>Slavery...</i>), bp3	Colon after ' <i>society</i> ' replaced with semi-colon.	The colon erroneously suggested that the remainder of the bullet point comprised only of how society was impacted by slavery. The amended version makes clear that these are three related but distinct aspects.
Key topic 2: A disrupted society, 1742–64			
4	Sub-topic 3 (<i>The aftermath...</i>)	Title of subtopic amended to read ' <i>The aftermath of the French and Indian War</i> '	More than one war is covered in the previous sub-topic, so this clarifies which war is under consideration.
5	Sub-topic 3 (<i>The aftermath...</i>), bp2	Date of Sugar Act amended from 1763 to 1764.	Correction of error.
Key topic 3: The loss of an empire, 1765–83			
6	Sub-topic 1 (<i>British and American...</i>)	Title amended to replace ' <i>American relations</i> ' with ' <i>American colonist relations</i> '.	This is a more accurate term; but for simplicity, in other places ' <i>American</i> ' continues to be used to mean ' <i>American colonists</i> ' in the sub-topic title.
7	Sub-topic 1 (<i>British and American...</i>), bps 1-3	Dates inserted for the Boston Massacre, Boston Tea Party and Intolerable Acts	Dates added to avoid confusion between events and to make the narrative flow clear.
8	Sub-topic 2 (<i>The war of independence</i>)	Changed to upper case: ' <i>The War of Independence</i> '.	Changed to be more consistent with titling of wars elsewhere in the specification.
9	Sub-topic 3 (<i>Consequences...</i>)	Colon after ' <i>Loyalists</i> ' replaced with comma and ' <i>including</i> '	This allows for wider impacts on Loyalists to be considered, not only their resettlement in Nova Scotia and Niagara.
Option P3: The American West, c1835–c1895			
The aim of the changes detailed below is to make the content flow more logically both within and across the three key topics. This will allow schools and students to see more clearly the narrative threads and connections within the content. In a few places, minor content has been removed.			
Key topic 1: The early settlement of the West, c1835-c1862			
1	Sub-topic 1 (<i>Plains Indians...</i>) bp3	This bullet point on US govt policy has been removed. This is now covered in sub-topic 3 (<i>Conflict and tension</i>)	Government policy fits better in sub-topic 3 as it is more closely related to conflict rather than beliefs and way of life of the Plains Indians
2	Sub-topic 2 (<i>Migration...</i>) bp1	' <i>economic conditions</i> ' removed.	This simplifies teaching. Students should still be aware that economic conditions encouraged migration, but the factors listed focus on the attractions of moving to, and settling in, the West.
3	Sub-topic 2 (<i>Migration...</i>) bp1	' <i>concept of Manifest Destiny</i> ' changed to ' <i>belief in Manifest Destiny</i> '.	This is more accurate since it is the belief that is the factor, not the concept.

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4	Sub-topic 2 (Migration...) bp1	'California' added to 'Gold Rush of 1849'	Added for clarity.
5	Sub-topic 2 (Migration...) bp 2	'Process and problems of migration' replaced with 'Early migration to c1850'	This clarifies that the bullet point focuses on the early stages of the continuing narrative of migration West and the experiences of the early migrants <i>en route</i> . Providing an end date for this allows differentiation between migration and settlement (see Point 6).
6	Sub-topic 2 (Migration...) bp 3	'white settlement farming' replaced with 'white settlement'	This will allow students to learn about the development of white settlement in general, not just farming, so enabling links to be made to the continuing narratives of migration and settlement (migration – sub-topic 2) and law and order (lawlessness – sub-topic 3).
7	Sub-topic 3 (Conflict...) bp 1	'tension between settlers and Plains Indians' changed to 'tension with Plains Indians.'	Now that this bullet point includes US government policy (see Point 9), it is about tension more generally, not just between settlers and Plains Indians but also the impact of US government policy.
8	Sub-topic 3 (Conflict...) bp 1	'first' added to Fort Laramie Treaty.	Added for clarity.
9	Sub-topic 3 (Conflict...) bp 1	'including US government policy and the Permanent Indian Frontier' and 'The Indian Appropriations Act' added	Moved from Key topic 1, sub-topic 1 (Plains Indians: beliefs...), bp3, as explained above. Note that 'support for US westward expansion' is not included but remains implicit.
10	Sub-topic 3 (Conflict...) bp 2	'The problems of...' removed and 'including' added before 'attempts'. 'by government and local communities' removed	The amendments clarify that the focus of the bullet point is on lawlessness in the period of early settlement, so creating a starting point for the continuing narrative of attempts to establish law and order across the stages of the Period Study. Students can consider lawlessness within a law and order narrative rather than as a series of problems and solutions.
Key topic 2: Development of the plains, c1862-c1876			
11	Sub-topic 1 (The development...) bp 1	'Civil War and post war reconstruction' removed.	The development of the Plains has been reorganised into three areas: railroads, homesteaders, law and order. It is no longer necessary for students to study the Civil War and post-war reconstruction explicitly; however, students still need to be aware that these events provide context for the development of the Plains.
12	Sub-topic 1 (The development...) bps 1 and 2	'impact of Homestead Act' moved from bp1 into bp 2.	The Homestead Act fits better in bp 2 alongside problems/solutions for homesteaders.
13	Sub-topic 1 (The development...) bps 1 and 2	'Spread of the railroad network' moved from bp2 into bp1.	This allows bp1 to focus entirely on railroads.

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14	Sub-topic 1 (<i>The development...</i>) bp 3	'Continued problems of...' and 'attempted solutions' removed; 'Introducing' added.	The previous wording placed undue emphasis on problems and solutions; the changes enable students to understand a continuing narrative of dealing with law and order across the Period Study.
15	Sub-topic 2 (<i>Ranching...</i>) bp 2	'Impact of changes in ranching on the work of the cowboy' changed to 'The changing role of the cowboy, including changes in ranching'.	The previous wording linked impacts of ranching changes to the work of the cowboy. The new wording allows students to look more generally at the work of cowboys, allowing students to understand how the role of cowboys changed in relation to the continuing narrative of settlement in the American West.
16	Sub-topic 2 (<i>Ranching...</i>) bps 2 and 3	'Rivalry between ranchers and homesteaders' moved from bp 3 into bp 2, but now amended to 'Relations between...'	Rationalisation of content to place the relationship between ranchers and homesteaders into the continuing narratives of ranching and settlement in the West that would lead to the rivalry that would see the outbreak of the range wars in Key Topic 3.
17	Sub-topic 3 (<i>Changes in...</i>) bp 2	'President Grant's Peace Policy' removed.	Simplification of content.
18	Sub-topic 3 (<i>Changes in...</i>) bps 2 and 3	'Fort Laramie Treaty 1868' moved from bp 3 to bp 2. 'second' added.	'Second' added for clarity. The Treaty fits better in bp 2, which deals with US government policy.
Key topic 3: Conflicts and conquest, c1876–c1895			
19	Sub-topic 1 (<i>Changes in...</i>) bp 2	Colon replaced by full stop after 'ranching'	Punctuation clarification: the 'significance of the changes in the nature of ranching' is not simply the end of the open range.
20	Sub-topic 1 (<i>Changes in...</i>) bp 3	'Continued growth in settlement' replaced by 'continued settlement'	This reflects the continued settlement of the geographical area of the West rather than the continued growth of westward expansion. (See Point 21).
21	Sub-topic 1 (<i>Changes in...</i>) bp 3 / sub-topic 3 (<i>The Plains Indians...</i>)	'Closure of the Indian Frontier' moved from sub-topic 3 to sub-topic 1.	This fits better in sub-topic 1, which is focused on settlement, instead of sub-topic 3, which is about the Plains Indians.
22	Sub-topic 2 (<i>Conflict and tension</i>) bp1	'Extent of solutions to problems of...' replaced by 'Dealing with...'	This enables students to understand the continuing narrative of attempts to establish law and order across the three Key Topics of the Period Study as outlined above.
23	Sub-topic 2 (<i>Conflict and tension</i>) bp1	'Wyatt Earp' moved earlier in sentence.	Changed to make the flow more logical, since Wyatt Earp began his career as a lawman in the mid-1870s.

#	Reference (Issue 2)	Amendment	Rationale / any implications for teaching
P4: Superpower relations and the Cold War, 1941–91			
Key topic 1: The origins of the Cold War, 1941–58			
1	Sub-topic 2 (<i>The development...</i>) bp3	Dates (1948-49) added to Berlin Crisis.	Added for clarity.
2	Sub-topic 3 (<i>The Cold War intensifies...</i>) bp1	'...arms race and the formation of...' replaced by ' <i>...arms race. The formation of...</i> '	This allows for the Warsaw Pact to be studied as more than just the impact but in its wider context as well.
Key topic 2: Cold War crises, 1958–70			
3	Sub-topic 3 (<i>Reaction to crisis...</i>) bp1	'visit to Berlin' amended to 'visit to West Berlin'	Amended for historical accuracy.
4	Sub-topic 3 (<i>Reaction to crisis...</i>) bp2	Colon after 'Cuban Missile Crisis' replaced with comma and ' <i>including...</i> ' Full stop added after ' <i>hotline</i> ', and ' <i>Attempts at arms control</i> .' inserted before ' <i>the Limited Test Ban Treaty (etc)</i> '	This amendment has no effect on teaching, but is intended to clarify the bullet point.
P5: Conflict in the Middle East, 1945–95			
Key topic 1: The birth of the state of Israel, 1945–63			
1	Sub-topic 3 (<i>Reaction to crisis...</i>) bp3	' <i>Suez crisis</i> ' amended to ' <i>Suez Crisis (1956)</i> '	Amended for clarity.
Key topic 2: The escalating conflict, 1964–73			
2	Sub-topic 1 (<i>The Six Day War ...</i>) bp1	' <i>conference</i> ' changed to upper case.	-
3	Sub-topic 3 (<i>Israel and Egypt...</i>) bp1	' <i>and Arab states</i> ' amended to ' <i>and other Arab states</i> '.	Amended for historical accuracy.
4	Sub-topic 3 (<i>Israel and Egypt...</i>) bp2	' <i>Israeli</i> ' amended to ' <i>Israel's</i> '	Amended for consistency of terminology within topic.
Key topic 3: Attempts at a solution, 1974–95			
5	Sub-topic 2 (<i>The Palestinian Issue Egypt...</i>) bp3	' <i>the Palestinian Intifada</i> ' amended to ' <i>the First Palestinian Intifada</i> '	Amended for clarity.

#	Reference (Issue 2)	Amendment	Rationale / any implications for teaching
Paper 3: Modern depth studies			
Option 32: Mao's China, 1945-76			
Key topic 2: Economic policy, 1949-65			
1	Sub-topic 2 (<i>The communes</i>) bp2	' <i>great famine</i> ' now upper case.	Amended for clarity.
Option 33: The USA, 1954-75: conflict at home and abroad			
Key topic 2: Protest, progress and radicalism, 1960-75			
2	Sub-topic 1 (<i>Progress...</i>) bp2	Date (1961) added to ' <i>Anniston bomb</i> '	Date added for clarity.
3	Sub-topic 1 (<i>Peaceful protests...</i>) bp1	'summer' now upper case.	Amended for clarity.
Sample assessment materials for Paper 3			
Question 3b		The words ' <i>They give different views about...</i> ' is now not emboldened and is placed on a separate line.	This has been done to improve readability.
Questions 3b/3d		In the last line of the question, in the phrase ' <i>both interpretations</i> ', emboldening has been added to 'both'.	This change is designed to increase the chances that students do not forget to use both interpretations.
Question 3c		Emboldening has been added to 'may' in the second sentence.	Emboldening added for emphasis and consistency with other questions.