



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

History 3042/7 *Specification B* Full and Short Course 2010

Material accompanying this Specification

- Specimen Assessment Materials
- Reports on the Examination
- A Teachers' Guide

SPECIFICATION

This specification will be published annually on the AQA Website (www.aqa.org.uk). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

Further copies of this specification booklet are available from:

AQA Logistics Centre, Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester, M17 1EH.
Telephone: 0870 410 1036 Fax: 0161 953 1177

or

can be downloaded from the AQA Website: www.aqa.org.uk

Copyright © 2008 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

Contents

Background Information

1	The Revised General Certificate of Secondary Education	5
2	Specification at a Glance	6
3	Availability of Assessment Units and Entry Details	7

Scheme of Assessment

4	Introduction	9
5	Aims	11
6	Assessment Objectives	11
7	Scheme of Assessment	12

Subject Content

8	Summary of Subject Content	15
9	Subject Content	17

Key Skills and Other Issues

10	Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence	30
11	Spiritual, Moral, Ethical, Social, Cultural and Other Issues	36

Centre-Assessed Component

12	Nature of the Centre-Assessed Component	39
13	Guidance on Setting the Centre-Assessed Component	43
14	Assessment Criteria	45
15	Supervision and Authentication	54
16	Standardisation	55
17	Administrative Procedures	56
18	Moderation	57

Awarding and Reporting

19	Grading, Shelf-Life and Re-Sits	58
----	---------------------------------	----

Appendices

A	Grade Descriptions	59
B	Overlaps with Other Qualifications	61

History B (Short Course)

20	History B (Short Course)	62
----	--------------------------	----

Background Information

1

The Revised General Certificate of Secondary Education

Following a review of the National Curriculum requirements, and the establishment of the National Qualifications Framework, all the unitary awarding bodies have revised their GCSE syllabuses for examination in 2003.

1.1 Changes at GCSE

Key Skills

All GCSE specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the “main” Key Skills of communication, application of number and information technology at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the “wider” Key Skills of working with others, improving own learning and performance and problem solving.

Details are provided in Section 10 on pages 30-35.

Spiritual, moral, ethical, social, cultural, environmental, health and safety and European Issues

All specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues. Details are provided in Section 11 on pages 36 and 37.

ICT

The national curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject. Details are provided in Section 11.7 on page 38.

Tiering

In most subjects the scheme of assessment must include question papers, targeted at two tiers of grades, i.e. A* - D and C - G.

A safety net of an allowed Grade E will be provided for candidates entered for the higher tier who just fail to achieve Grade D. The questions will still be targeted at A* - D.

GCSE History B is not tiered.

Citizenship

From 2002, students in England will be required to study Citizenship as a national curriculum subject. Each GCSE specification must signpost, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.

Details are provided in Section 11.4 on page 37.

2

Specification at a Glance

History B (Modern World)

This is one of three GCSE History specifications offered by AQA. The scheme of assessment is not tiered.

GCSE 3042	
Conflict in the Modern World: International and British History Written Paper 1 37.5% of total marks 1¾ hours History in outline Section A: candidates must study 1 of 3 options, V or W or X, on International history and answer 2 questions. Section B: candidates must study 1 of 2 options, Y or Z, on British History and answer 1 question.	
Governments in Action in the first half of the Twentieth Century Written Paper 2 37.5% of total marks 1¾ hours History in depth Candidates study 2 from a choice of 4 Depth Studies of national history. They answer 2 questions, one from each of Sections A and B, choosing questions on different Depth Studies: <div style="display: flex; justify-content: space-around;"> Russia/USSR, 1914-1941; Germany, 1918-1939; USA, 1919-1941; Britain, 1905-1951. </div>	
EITHER	
Coursework 25% of total marks 2 Assignments 2500-3000 words in length (in total) 2 Assignments, each weighted at 12.5% of total marks, at least one of which will normally be based on British history, (unless Britain 1905–1951 is chosen for Paper 2).	
OR	
Written Paper 3 1½ hours 25 % of total marks Section A: candidates study 1 of 3 options, A or B or C, on British history and answer 1 question. Section B: candidates study 1 of 3 options, D or E or F, on World history and answer 1 question.	

GCSE
Coursework Option: 3042 C
Paper 3 Option: 3042 W



Subject content choices available in this specification are summarised on pages 15 and 16. Centres in Northern Ireland must refer to the statement in Section 8.4 on page 16.

3

Availability of Assessment Units and Entry Details

-
- 3.1 Availability of Assessment Units** Examinations based on this Specification are available in the June examination series only.
-
- 3.2 Entry Codes** Normal entry requirements apply, but the following information should be noted.
- The **Subject Code** for entry to the GCSE award is 3042.
-
- 3.3 Classification Codes** Candidates entering for this examination are prohibited from entering any other GCSE History specification in the same examination.
- Each specification is assigned to a national classification code, indicating the subject area to which it belongs.
- Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.
- The classification code for this specification is 4010.
-
- 3.4 Private Candidates** This specification is available for private candidates where a GCSE award for this specification has already been made within 12 months. Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life. Alternatively private candidates taking the examination for the first time must take Paper 3 rather than complete coursework.
- Private candidates should write to AQA for a copy of “*Supplementary Guidance for Private Candidates*”.
-
- 3.5 Access Arrangements and Special Consideration** AQA pays due regard to the provision of the Disability Discrimination Act 1995 in its administration of this specification.
- Arrangements may be made to enable candidates with disabilities to other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.

Further details can be found in the Joint Council for Qualifications (JCQ) document:

Access Arrangements and Special Consideration

Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination

GCE AEA, VCE, GCSE, GNVQ, Entry Level & Key Skills

This document can be viewed via the AQA Website (www.aqa.org.uk)

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

3.6 Language of Examinations

All assessment will be through the medium of English. Assessment materials will not be provided in Welsh or Gaelige.

Scheme of Assessment

4

Introduction

4.1 National Criteria

This AQA GCSE in History specification B complies with the following:

The GCSE Subject Criteria for History;

The GCSE, GCE, GNVQ and AEA Code of Practice April 2008;

The GCSE Qualification Specific Criteria;

The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

4.2 Rationale

This specification is distinct from History A and History C, also offered by AQA, in that History B is concerned primarily with the political history of Britain, Europe and the World in the twentieth century.

The subject content treats the study of history in a variety of ways and in different scales.

For Paper 1, Section A, the content is **international** (though mostly focused on Europe) and covers many of the main events of the twentieth century. This provides an **outline study** of history. For Paper 1, Section B, the study of aspects of Britain's role in one of the two World Wars provides a different scale and the opportunity to explore technological and scientific advances and their effects on warfare, in addition to the social and economic effects of warfare.

For Paper 2, a study of contrasting or complementary governments in the first half of the twentieth century provides a **national** element to the specification with **studies in depth** which focus more on political, social, economic and cultural developments within one country.

The coursework requirements (with a written Paper 3 as an alternative in the scheme of assessment) normally will involve the study of another aspect or topic of British History, as well as the study in depth of another selected topic with a world perspective.

Thus the specification promotes the study of history in a national and international context, and in outline and in depth. The study of British History is a minimum of 25% of the overall weighting for the specification as a whole (and can be more heavily weighted through the study of option choices in Paper 2 and Coursework).

Throughout there are opportunities to study history from a variety of perspectives, such as the political, social, economic and cultural. This will facilitate an appreciation of the social, cultural, religious and ethnic diversity of the societies studied (particularly in the Depth Studies for Paper 2 or in the sections on British History) and of the experiences of men and women (for example during wartime).

The subject content of the specification lists the key historical issues as questions to focus the teaching and stimulate analysis rather than a focus on narrative details of the main events, people, changes, key features and characteristics of the periods, societies and situations to be studied.

It is envisaged that centres will use a range of sources of information, including ICT, in their teaching of the period, such as a variety of written and visual sources, artefacts, and other sources e.g. oral accounts or music, where appropriate. Clearly only certain types of source can be used in the written examinations, though it is intended that a wider range be used in coursework - e.g. films, documentaries, buildings and sites as appropriate to the choice of subject content.

The specification allows candidates to build on their knowledge and understanding from their work on the twentieth century world in Key Stage 3.

Details of how the requirements of the programme of study for Northern Ireland can be met through the specification are provided in Section 8.4 on page 16.

4.3 Prior level of attainment and recommended prior learning

No prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification. However, the specification builds on the Key Stage 3 programme of study for History and offers progression from attainment at the end of Key Stage 3. The specification also presumes that candidates will have the literacy skills normally associated with this level of study.

4.4 Progression

This qualification is a recognised part of the National Qualifications Framework. As such GCSE provides progression from Key Stage 3 to post-16 studies and further qualification. It can also lead directly to employment. Candidates entering employment with one or more GCSEs may undertake training or further part time study with the support of their employer.

The qualification also lays an appropriate foundation for further study of History or related subjects. The potential level of further study will be dependent on the nature of the GCSE grades obtained. For example, candidates attaining mainly grades C to A* might readily progress to Advanced Level within the National Qualifications Framework.

In addition it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

5

Aims

A course based on this specification should encourage candidates to:

- a. acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues;
- b. use historical sources critically in their context, recording significant information and reaching conclusions;
- c. develop understanding of how the past has been represented and interpreted;
- d. organise and communicate their knowledge and understanding of history;
- e. draw conclusions and appreciate that historical judgements are liable to reassessment in the light of new or reinterpreted evidence.

6

Assessment Objectives

The scheme of assessment will require candidates to demonstrate their ability to:

- | | |
|---|---|
| 6.1 Deployment of knowledge | recall, select, organise and deploy knowledge of the specification content to communicate it through description, analysis and explanation of : <ul style="list-style-type: none"> • the events, people, changes and issues studied • the key features and characteristics of the periods, societies or situations studied; |
| 6.2 Use of sources | use historical sources critically in their context, by comprehending, analysing, evaluating and interpreting them; |
| 6.3 Interpretations and Representations of the Past | comprehend, analyse, and evaluate, in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.

Although the assessment objectives are expressed separately, they are not wholly discrete. |
| 6.4 Quality of Written Communication | Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. Candidates will be assessed on their ability to:

present relevant information in a form that suits its purposes; |

- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Quality of written communication will be assessed in Paper 1, Paper 2 and Coursework or Paper 3 and will be included in Assessment Objectives 6.1, 6.2 and 6.3 as appropriate.

7

Scheme of Assessment

7.1 Assessment Units

The Scheme of Assessment comprises three components.

Written Paper 1	1 ³ / ₄ hours
37.5% of the total marks	75 marks

This paper is in two sections, A and B.

Section A

Candidates must study 1 of 3 options, V or W or X, on **international history** and answer 2 of the 3 questions set on their chosen option. Each of the questions will have four sub-questions and will include one or two sources. The questions will test Objectives 6.1 and 6.2, and there will be an opportunity for extended writing in the last sub-question.

Section B

Candidates must study 1 of 2 options, Y or Z, on **British History** and answer the 1 question on their chosen option.

Each of the two questions will include about four sources and four sub-questions, and will test Objectives 6.1, 6.2 and 6.3.

The elements of British history on this paper account for 12.5% of the overall assessment.

Written Paper 2	1 ³ / ₄ hours
37.5% of the total marks	75 marks

This paper is in two sections, A and B. It will test national history in **depth studies on Germany, USA, Russia and Britain**. Candidates must study **two** of these Depth Studies.

Section A

Four structured questions will be set, one on each of the four Depth Studies. Candidates must answer **one** of the four questions. Each question will provide about four sources and five sub-questions. The sources will include interpretations and/or representations. The marks in this section will be weighted primarily towards Objectives 6.2 and 6.3 in the first four sub-questions, and Objective 6.1 in the fifth part.

Section B

Four structured questions will be set, one on each of the four Depth Studies. Candidates must answer one of the four questions, but on a different country from that chosen in Section A. Each question will contain one or two sources and four sub-questions. The fourth part of each question will provide an opportunity for a more extended response, and will contain an “either/or” alternative. The marks in this section will be primarily weighted towards Objective 6.1.

EITHER	Coursework	2 Assignments
	25 % of the total marks	50 marks

Candidates will complete **two** assignments for coursework, normally* at least one of which will be on British history. The coursework will arise from the study of specified content which is additional to the content of Papers 1 and 2. This must not duplicate content taught for the externally assessed examination papers. Each assignment must be weighted at 12.5%, and thus British history will have a minimum weighting here of 12.5% in addition to the 12.5% on Paper 1. The two assignments must be based on different areas of subject content.

Either: one assignment will test Objective 6.1 and the other will test primarily Objectives 6.2 and 6.3, therefore including interpretations/representations; **or**, both pieces of coursework will test AO 6.1 and AO 6.2 with AO 6.3 in the ratio 3:2.

*Centres choosing Britain 1905-1951 as part of the subject content for Paper 2 may choose **not** to base either piece of coursework on British history if they so wish.

OR	Paper 3	1½ hours
	25 % of the total marks	60 marks

Paper 3 is offered as an alternative for centres who do not wish to complete coursework or for private candidates. It will test exactly the same objectives as those for coursework. This paper will be in two sections, A and B. Candidates must study one option from each of Sections A and B and answer one question from each section.

Section A on British History will test Objectives 6.1, 6.2 and 6.3 and will contain one question on each of the options, A to C, specified in the subject content on pages 24-26.

Each question will be in three parts and will include two sources. The third part of each question will require a more extended response and will include “either/or” alternatives.

Section B on World History will test Objectives 6.1, 6.2 and 6.3 and will contain one question on each of the options, D to F, specified in the subject content on pages 27-29.

Each question will be in four parts and will include three or four sources. The fourth part of each question will test Objective 6.1 and will include “either/or” alternatives.

The options are as follows:

Section A: British History

Option A: The changing role and status of women in Britain since 1900

Option B: Britain and Ireland since 1916

Option C: Britain's changing role in the world since 1956

Section B: World History

Option D: Vietnam Since 1939

Option E: The Arab Israeli Conflict

Option F: Race Relations in the USA Post 1945

7.2 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Component Weightings (%)			Overall Weighting of AOs (%)
	1	2	Coursework/3	
Deployment of Knowledge (6.1)	22½	22½	15	60
Use of Sources, Interpretations and Representations of the Past (6.2 and 6.3)	15	15	10	40
Overall Weighting of Components (%)	37½	37½	25	100

Candidates' marks for each component are scaled to achieve the correct weightings.

Subject Content

8

Summary of Subject Content

8.1 Paper 1: Conflict in the Modern World

One option from Section A and one option from Section B.

Section A International History (25%) – ONE of the following options and relevant Key Issues listed in the subject content.

Option V: 1900-1949 (Key Issues 1-7)

Option W: 1919-1963 (Key Issues 3-9)

Option X: 1945-1991 (Key Issues 7-13)

Section B British History (12.5%) – ONE of the following:

Option Y: Britain in the First World War

Option Z: Britain in the Second World War

8.2 Paper 2: Depth Studies

TWO of the following (37.5%):

Option A: Russia/USSR, 1914-1941

Option B: Germany, 1918-1939

Option C: The USA, 1919-1941

Option D: Britain, 1905-1951

8.3 EITHER Coursework OR Paper 3 British and/or World History

In the list below, all options are available as Coursework, but only the asterisked options are available within the additional written paper (Paper 3) which may be taken **instead** of coursework. Candidates must NOT repeat the study of subject content covered in relation to Papers 1 and 2 in their choice of coursework.

Section A: British History (12.5%) – ONE of the following:

A* The changing role and status of women in Britain since 1900

B* Britain and Ireland since 1916

C* Britain's changing role in the world since 1956

D Britain and the First World War (if content not studied for Paper 1)

E Britain and the Second World War (if content not studied for Paper 1)

F Britain and the European Union

G Trades Unions and the General Strike

H Britain in the 1930s

I The Welfare State

J Multicultural Britain

K The centre's own choice of a topic or issue in 20th Century British History

L A topic or issue in 20th Century World History may be chosen (instead of British History) by those candidates who have already satisfied the 25% minimum weighting for British History by their choice of options for Papers 1 and 2 in the written papers.

Section B **World History** (12.5%) – **ONE** of the following.

- M* Vietnam Since 1939
 - N* The Arab-Israeli Conflict
 - O* Race Relations in the USA Post 1945
 - P The First World War
 - Q The Second World War
 - R Russia/the USSR
 - S Germany
 - T The USA
 - U Apartheid in South Africa
 - V Anti-Semitism in the Twentieth Century
 - W De-colonisation in one country or area, e.g. in India, Kenya or Algeria
 - X Developments in International Co-operation since 1945
 - Y The centre's own choice of a topic or issue in 20th Century World History
 - Z A topic or issue in 20th Century British History may be chosen (instead of World History) provided that this is different from the subject content covered for Papers 1-2 and the other coursework assignment.
- (* Note that Coursework choices M, N and O are labelled D, E and F in the optional Paper 3.)

8.4 Use in Wales and Northern Ireland

Candidates entering for this GCSE in Northern Ireland and Wales must be taught all the material required by the National Curriculum in their own country.

Specifications are required to take account of curriculum differences between England, Wales and Northern Ireland where appropriate.

All aspects of this specification are available to candidates in England and Wales.

However, candidates in Northern Ireland are required to include **both** a European **and** Northern Irish dimension in their study of History at Key Stage 4. Consequently, candidates following the scheme of assessment which includes coursework **must** base **one** of their Coursework Assignments specifically in the context of Northern Ireland. Other candidates opting to take Paper 3, rather than complete coursework, **must** study Option B (Britain and Ireland 1916 to the Present Day) for Section A of that externally-assessed examination paper.

Subject Content

Paper 1: Conflict in the Modern World

9.1 Section A: International History, 1900-1991

Candidates must study **ONE** of the following optional periods of international history:

Option V:	1900-1949	(Key Issues 1-7)
Option W:	1919-1963	(Key Issues 3-9)
Option X:	1945-1991	(Key Issues 7-13)

Key Issues

1. Why did tension increase in Europe between 1900 and 1914?
2. Why did the assassination at Sarajevo lead to the outbreak of war in 1914?
3. How did the Treaty of Versailles establish peace?
4. Why did the League of Nations frequently fail in its aims to keep peace?
5. How did Hitler challenge and exploit the Treaty of Versailles in the period 1933 to March 1938?
6. Why did appeasement fail to prevent the outbreak of war in 1939?

Content Focus

The alliance system and the Arms race; Moroccan Crises 1905 and 1911; Bosnian Crisis 1908-9.

Sarajevo, Austria/Hungary and the Serbs; the Schlieffen Plan; events leading to the outbreak of war.

Paris Peace Conference: Woodrow Wilson, Lloyd George, Clemenceau – their views and motives. Main terms of The Treaty of Versailles – territorial changes, military restrictions, war-guilt and reparations.

The League of Nations – membership, organisation, powers and peacekeeping role. Crises of Manchuria (1931-2) and Abyssinia (1935-6).

Hitler's aims and expansionist policies; the Saar; Rhineland 1936; Austria 1938.

Appeasement and Chamberlain; Hitler, Aryan supremacy and lebensraum; Sudetenland and Munich Agreement; Czechoslovakia, March 1939; growing tensions, including role of USSR; Nazi-Soviet Pact; Poland and outbreak of war.

Key Issues

Content Focus

- | | |
|---|--|
| 7. Why did the USA and USSR become rivals in the period 1945 to 1949? | East-West ideological gap; decisions made at Yalta and Potsdam, and their importance; attitudes of Stalin and Truman; Soviet expansion into Central and Eastern Europe; Iron Curtain; Truman Doctrine; Marshall Plan. Berlin 1945-48; Berlin blockade and airlift. |
| 8. How did the Cold War develop in the period 1949 to 1963? | NATO and Warsaw Pact; the beginnings of the Arms Race; Korean War; Khrushchev's policy of peaceful co-existence and the USA's response; Hungary, 1956; arms/space race; U2 incident, 1960; Berlin Wall; President Kennedy's visit to Berlin, 1963. |
| 9. How close to war did the world come over Cuba in 1962? | The background in Cuba; Castro; friendship with USSR; Kennedy and Bay of Pigs; the crisis of 1962 and its results. |
| 10. Why did the Cold War move towards Détente in the late 1960s and early 1970s? | Czechoslovakia, 1968; the Brezhnev Doctrine; economic problems for USA and USSR over inflation, weapons and oil; contacts with China; initiatives of President Nixon; consequences of Vietnam War. |
| 11. How far was Détente successful in the 1970s? | SALT I; Helsinki 1975; SALT II. Other contacts between the Superpowers in 1970s: visits, cultural; sport. |
| 12. How and why did Détente collapse in the late 1970s and early 1980s? | The Soviet involvement in Afghanistan; renewed Cold War in the early 1980s under Reagan and Brezhnev; Olympic boycotts; SDI; Solidarity in Poland. |
| 13. Why did Communism in Central and Eastern Europe collapse, and with what consequences? | Gorbachev and changing attitudes; collapse of USSR; end of Soviet control in Central and Eastern Europe; implications for world affairs up to 1991. |

**9.2 Section B:
Britain in The World Wars**

Candidates must study **ONE** of the two following options:

**Option Y: Britain in the First
World War**

Key Issues

What was the part played by Britain in the defeat of Germany in the First World War?

How did the war change life in Britain?

Content Focus

The BEF; trench warfare; Britain's contribution to the Western Front, using the Battle of the Somme as an example; new weapons – tanks and planes; the war at sea: blockades and Jutland; the contribution of Empire troops; the end of the war.

Changing attitudes at home; censorship and propaganda; the changing role of women; recruitment; rationing and effects of submarine warfare.

**Option Z: Britain in the
Second World War**

How did Britain resist and contribute to the defeat of Germany in the Second World War?

How did the war change life in Britain?

BEF in Europe, 1939-40; Dunkirk; Battle of Britain; Battle of the Atlantic; D-Day and defeat of Germany.

Evacuation; conscription; censorship and propaganda; the Blitz and air-raid precautions; Internment; the role of women; rationing and the effects of submarine warfare.

Paper 2: Governments in Action in the First Half of the Twentieth Century

Candidates must study at least **two** of the Options A to D.

9.3	Option A: Russia/USSR 1914-1941 (Parts 1-4)	Key Issues	Content Focus
	Part 1: The end of Tsarism 1914-1917	How strong was the Tsarist regime in 1914? Why did the rule of the Tsar collapse in February/March 1917?	Government of Nicholas II in 1914; nature of Russian society in 1914; traditional loyalty; opposition groups. Impact of World War I on Russia; military defeat; food shortages and transport dislocation at home. Political upheaval and the role of Rasputin; Tsar's abdication.
	Part 2: The Provisional Government and the Bolshevik Revolution	Why did the Provisional Government last for only 8 months? How were the Bolsheviks able to seize power in October/November 1917?	Creation of the Russian republic; problems facing the Provisional Government and its failures, including military defeats and their effects at home. Growth of Bolshevik organisation in summer/autumn 1917; the Bolshevik seizure of power, and the reasons for their success.
	Part 3: Creation of a Communist State, 1917-1924	How did Lenin impose Communist control on Russia? How successful was Lenin in creating a new society in Russia?	Foundation of totalitarian rule; end of World War I for Russia, and the Treaty of Brest-Litovsk; causes, nature and consequences of the Civil War, 1918-1921. War Communism; Kronstadt Mutiny; the New Economic Policy; creation of the USSR; roles of Lenin and Trotsky.
	Part 4: The rule of Stalin, 1924-1941	How far did Stalin set up a personal dictatorship in Communist Russia? To what extent did Stalin make the USSR a great economic power?	Struggle for power with Trotsky; elimination of other rivals in the 1920s; purges in the 1930s; propaganda and censorship; the 1936 Constitution. Collectivisation of agriculture; Five Year Plans and growth of industry; economic effects.

9.4	Option B: Germany, 1918-1939 (Parts 1-4)	Key Issues	Content Focus
Part 1: Weimar Republic, 1918-1933	How far do the early problems of the Weimar Republic suggest that it was doomed from the start?	Origins of the Weimar Republic; effects of the Treaty of Versailles on Germany; Problems of the Weimar Republic, 1918-1924: political weakness; political challenges from the Left and Right; Spartacists; Kapp Putsch; Munich Putsch; invasion of the Ruhr; hyperinflation.	
			How far did the Weimar Republic recover under Stresemann?
Part 2: Hitler and the growth of the Nazi Party to 1933	How did the Nazi Party develop its ideas and organisation up to 1929?	Early career of Hitler; founding of the Nazi Party; Munich Putsch; Mein Kampf; decline in support in the Stresemann years.	
			How was Hitler able to become Chancellor in January 1933?
Part 3: Establishment of a Nazi dictatorship, 1933-1934	How did Hitler change Germany from a democracy to a Nazi dictatorship, 1933-1934?	Reichstag Fire; Election of March 1933; Enabling Act; elimination of political opposition – political parties, Trade Unions. Night of the Long Knives; death of Hindenburg; Hitler becomes Führer.	
Part 4: Nazi rule in Germany, 1934-1939	What were the main features of totalitarian dictatorship in Nazi Germany?		One party law and order – the SS and Gestapo. Cultural, racial and religious persecution; control of education, youth movements and the media; censorship and propaganda.
	To what extent did the German people benefit from Nazi rule in the 1930s?	Economic policy; increased employment through public works programmes, rearmament and conscription; self-sufficiency. Effects of Nazi policies on people living in Germany.	

9.5	Option C: The USA, 1919-1941 (Parts 1-4)	Key Issue	Content Focus
Part 1: The growth of Isolation, 1919-1922	How did the USA react to the end of World War I?	Rejection of the peace treaty; reasons for refusing to join the League of Nations.	
	How did the policies of the American Government encourage isolation?	Tariff policy: Fordney-McCumber Tariff of 1922; immigration controls; quota system of 1921.	
Part 2: The Promised Land? The USA in the 1920s	How far did the USA achieve prosperity in the 1920s?	Mass production (e.g. Ford and the motor industry); consumer boom – Hire Purchase, purchase of shares; stock market boom; continuation of poverty (e.g. farmers); Afro-Americans.	
	‘The Roaring Twenties’ – is this a good description of the USA in the 1920s?	Ku Klux Klan and racism; Prohibition; organised crime, e.g. Al Capone. Developments in entertainment – e.g. Hollywood, jazz. The flappers.	
Part 3: America in Depression, 1929-1933	Why did the USA fall into depression in 1929?	Problems of the 1920s, (e.g. over-production, lack of credit control, unequal distribution of wealth; tariff controls).	
	What were the effects of the Depression on the American people?	Effects of the Wall Street Crash – collapse of business and industry; unemployment and its effects; failure of Hoover’s Government to deal with depression.	
Part 4: Recovery from Depression 1933-1941	What measures did Roosevelt introduce to deal with the Depression?	Election of FDR; the fireside chats; banking crisis; New Deal and the Alphabet Agencies: TVA, NRA, WPA, CCC, AAA.	
	How far was the New Deal successful in ending the Depression in the USA?	Effects of the New Deal in achieving its aims; limitations; opposition to it; impact of World War II on American economic recovery.	

9.6	Option D: Britain 1905–1951 (Parts 1–4)	Key Issues	Content Focus
Part 1: Britain 1905–1919: A changing society?	How far was the Welfare State established by 1914?	The beginning of the Welfare State: School Meals Act, 1906; Medical Inspection, 1907; Old Age Pensions, 1908; Labour Exchanges, 1909; National Insurance Act, 1911, part 1 (Health) & part 2 (Unemployment).	
	How far did the government change as a result of events between 1905 and 1919?	Lloyd George and “The People’s Budget”, 1909; Elections, 1910; Parliament Act, 1911; Payment for MPs; the vote for women 1918, The Emergence of the Labour Party 1906-18.	
Part 2: Britain 1919–1929: A case study of the General Strike	Why was there a General Strike in 1926?	Background; problems in the mining industry; the Samuel Commission. How the strike became ‘general’.	
	Why did the General Strike fail after only 9 days?	Reasons for failure: Government preparations, middle-class opposition. The Role of the Labour Party, the press and radio. The action of the TUC.	
Part 3: Britain 1929–1939: A decade of depression and recovery?	How far did Britain experience a depression in the 1930s?	Effects of the Wall Street Crash, 1929. Fall in exports; rising unemployment; changing standards of living; regional variations in standard of living.	
	How effective was the government in dealing with economic problems?	Public spending cuts, 1931. Import Duties Act, 1932. The “Dole” and the Means Test. Special Areas Act, 1934. Unemployment Insurance Act, 1936. Jarrow March. Benefits for those still in work.	
Part 4: Britain 1944–1951: A changed society?	Had the Welfare State been fully established by 1951?	National Insurance Act, National Health Service, 1946. National Assistance Board, 1949.	
	Which other features of British Society were changed in the period 1944-1951?	New Towns Act, 1946. The Butler Act and changes in education, 1944-51. Nationalisation of key industries, 1945-51.	

Paper 3: British and World History

Details are provided below of subject content for candidates completing Paper 3 rather than coursework. Centres completing coursework have a broader choice of subject content for coursework assignments. Further details about coursework are given on pages 39-42.

For Paper 3, candidates must study one option in Section A and one option in Section B.

SECTION A: BRITISH HISTORY

9.7	Option A: The changing role and status of women in Britain since 1900	Key Issues	Content Focus
	Part 1: Historical background	How far did inequality exist in Britain before the First World War?	Legal and political status; domestic service; changing opportunities at work.
	Part 2: The Right to Vote	What were the parts played by violent and peaceful methods of protest in gaining the vote for women by 1918?	Suffragettes, suffragists; WSPU, NUWSS; Suffragette Derby; war work.
	Part 3: The Right to be equal	How important has legislation been in securing equality for women in British Society?	Changing attitudes post 1945; Equal Pay Act; Sex Discrimination Act; women's movements.
	Part 4: Women's Rights: Britain today	To what extent has the battle for equality been won?	Women in politics; women in the media; working women: the glass ceiling; changing family/economic demands of the 1990s.

9.8	Option B: Britain and Ireland since 1916	Key Issues	Content Focus
	Part 1: Historical background: The movement towards the partition of Ireland	How far was the Easter Rising the turning point that led to the partition of Ireland?	Home Rule Bill, 1912-14; Easter Rising, 1916; British responses; Anglo-Irish War 1919-1921; Government of Ireland Act, 1920.
	Part 2: Ireland: 1921-1968	How did the political failure to resolve the Irish question lead to the Troubles in the 1960s?	Anglo-Irish treaty, 1921; creation of Eire in 1937 and the Republic of Ireland in 1949; Sinn Fein, IRA; political and economic inequality in Northern Ireland.
	Part 3: Ireland: 1960s-1970s 'The Troubles.'	Why was a solution difficult to achieve in the 1960s and 1970s?	Civil rights marches, 1968-69; British army in Ireland; Internment; 'Bloody Sunday', 1972; Direct Rule, 1972; IRA, UVF; power sharing.
	Part 4: Ireland: the search for Peace, 1981-1999	How close was Ireland to a peaceful solution to the Irish Question at the end of the 1990s?	Peace movements; Anglo-Irish Agreement, 1985; Good Friday Agreement, 1998; Northern Ireland Assembly; decommissioning of arms.

9.9	Option C: Britain's changing role in the world since 1956	Key Issues	Content Focus
	Part 1: Britain and the Suez Crisis: origins	Why did Britain challenge Nasser over the Suez Canal in 1956?	President Nasser, 1956; Financing the Aswan Dam; Seizure of the Canal, 1956; Israel's opportunity: the Paris Meeting, 1956.
	Part 2: Britain and the Suez Crisis: failure?	How far did the Suez Crisis change Britain's standing in the world?	Military campaign, 1956; Reaction of the USA, USSR and Arab nations. The use of oil. British and international reactions to the war.
	Part 3: Britain: The Falklands War, 1982	How far did the Falklands War change the views held at home and abroad of Britain's rôle in world affairs?	Britain and the world in the early 1980s. The historical origins of the Falklands War: British Empire; Argentina's case for the Malvinas. Military Campaign: HMS Sheffield, General Belgrano, Sir Galahad, Goose Green, Port Stanley; United Nations' role. British and international reactions to the war.
	Part 4: Britain: The Gulf War, 1990-91	How far did the Gulf War change the views held at home and abroad of Britain's rôle in world affairs?	Britain and the world in the late 1980s. Origins of the conflict; UN sanctions and military action. Operation Desert Storm; Kurdish revolt; Saddam Hussein. British and international reactions to the war.

SECTION B: WORLD HISTORY

9.10	Option D: Vietnam since 1939	Key Issues	Content Focus
	Part 1: Origins of Conflict	Why did the French leave Vietnam in 1954 and the United States become involved?	French war 1946-54; Dien Bien Phu, 1954; Domino Theory; Ngo Dinh Diem, 1956-63; Gulf of Tonkin incident, 1964.
	Part 2: Vietnam: the Military Experience	How effective were the U.S. in their attempts to defeat the guerrilla tactics used against them in the Vietnam War?	Theory of Guerrilla Warfare; Guerrilla tactics, 1965-1973; U.S. response: Rolling Thunder, 1965; Tet Offensive, 1968; Agent Orange & Napalm; US Bombing of the North, 1970-72.
	Part 3: Vietnam: the Civilian Experience	How did the experience of war lead to the peace movement in America?	My Lai, 1968; TV and media coverage; Protest movement, 1968-73.
	Part 4: Vietnam: Finding Peace	Why has peace been difficult to find for the people of Vietnam?	US withdrawal, 1973-75; Fall of Saigon, 1975; Boat people and economic problems. Long term effects of chemical warfare.

9.11	Option E: The Arab Israeli Conflict	Key Issues	Content Focus
	Part 1: Origins of Conflict	Why did the British find it so difficult to make a success of their Mandate between 1922-1947?	McMahon letter, 1915; Balfour Declaration, 1917; Arab Revolt, 1936; The Holocaust, 1939-1945; Jewish reactions, 1945-47.
	Part 2: Palestine/Israel: the Military Experience	How close were the Arab nations to victory on the battlefield?	War of Independence, 1948-49; Six Day War, 1967; Yom Kippur War, 1973.
	Part 3: Palestine/Israel: Terrorism, 1970-1999	Why were terrorism and other tactics used in the 1970s, 1980s & 1990s?	Palestine Liberation Organisation; Hijackings and kidnappings; Munich Olympics, 1972; Oil War, 1973; Intifada, 1990. Israeli reactions.
	Part 4: Palestine/Israel: Finding peace	How close is the Middle East to peace?	Begin and Sadat, 1977; Camp David Agreement, 1978; White House Agreement, 1993; Peace Accord, 1995; Palestine/Israel at the end of the 20 th century.

9.12	Option F: Race relations in the USA Post 1945	Key Issues	Content Focus
	Part 1: Historical background	Why did inequality exist in the USA in the first half of the twentieth century?	Segregation laws; attitudes in the Southern States; Voting rights; Ku Klux Klan; World War II.
	Part 2: Civil Rights: the battle to end segregation	How difficult was it to establish equal rights for African-Americans in the 1950s?	Education: Brown v Topeka Board of Education; Little Rock High School, 1957; Transport:: the Montgomery Bus Boycott, 1955-1956; freedom rides.
	Part 3: Civil Rights: Martin Luther King (A case study)	Why was the work of Martin Luther King important in the history of civil rights in the USA?	Attempts to end segregation; Freedom marches, 1963; Washington March, 1963; Civil Rights Act, 1964; Nobel Peace Prize, 1964; Riots, 1965-1967; Assassination of King, 1968; Civil Rights Act, 1968; Riots, 1968.
	Part 4: Civil Rights: the USA today	To what extent has equality been achieved by African-Americans?	Black Power in the 1960s & 1970s; social and economic changes; racism in the USA at the end of the 20 th century.

Key Skills and Other Issues

10

Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

10.1 Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number, Communication and Information Technology*.

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance, Working with Others* and *Problem-Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be down loaded from the QCA web site (www.qca.org.uk/keyskills).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this Specification for History B (Code 3042) can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Application of Number, Communication, Information Technology, Improving own Learning and Performance, Working with Others* and *Problem-Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below.

10.2 Key Skills Opportunities in History B

Application of Number Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Paper 3 or Coursework
N1.1 Interpret information from different sources	✓	✓	✓
N1.2 Carry out calculations	✓	✓	✓
N1.3 Interpret results and present findings	✓	✓	✓

Application of Number Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Paper 3 or Coursework
N2.1 Interpret information from different sources	✓	✓	✓
N2.2 Carry out calculations			
N2.3 Interpret results and present findings	✓	✓	✓

Communication Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Paper 3 or Coursework
C1.1 Take part in discussions	✓	✓	✓
C1.2 Read and obtain information	✓	✓	✓
C1.3 Write different types of documents	✓	✓	✓

Communication Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Paper 3 or Coursework
C2.1a Contribute to discussions	✓	✓	✓
C2.1b Give a short talk	✓	✓	✓
C2.2 Read and summarise information	✓	✓	✓
C2.3 Write different types of documents	✓	✓	✓

Information Technology Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Paper 3 or Coursework
IT1.1 Find, explore and develop information	✓	✓	✓
IT1.2 Present information, including text, numbers and images	✓	✓	✓

Information Technology Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Paper 3 or Coursework
IT2.1 Search for and select information	✓	✓	✓
IT2.2 Explore and develop information and derive new information	✓	✓	✓
IT2.3 Present combined information, including text, numbers and images	✓	✓	✓

Working with Others Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Paper 3 or Coursework
WO1.1 Confirm what needs to be done and who is to do it	✓	✓	✓
WO1.2 Work towards agreed objectives	✓	✓	✓
WO1.3 Identify progress and suggest improvements	✓	✓	✓

Working with Others Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Paper 3 or Coursework
WO2.1 Plan work and confirm working arrangements	✓	✓	✓
WO2.2 Work cooperatively towards achieving identified objectives	✓	✓	✓
WO2.3 Exchange information on progress and agree ways of improving work with others	✓	✓	✓

Improving own Learning and Performance Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Paper 3 or Coursework
LP1.1 Confirm short-term targets and plan how these will be met	✓	✓	✓
LP1.2 Follow plan to meet targets and improve performance	✓	✓	✓
LP1.3 Review progress and achievements	✓	✓	✓

Improving Own Learning and Performance Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Paper 3 or Coursework
LP2.1 Help set short-term targets and plan how these will be met	✓	✓	✓
LP2.2 Use plan and support from others, to meet targets	✓	✓	✓
LP2.3 Review progress and identify evidence of achievements	✓	✓	✓

Problem Solving Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Paper 3 or Coursework
PS1.1 Confirm understanding of given problems	✓	✓	✓
PS1.2 Plan and try out ways of solving problems	✓	✓	✓
PS1.3 Check if problems have been solved and describe the results	✓	✓	✓

Problem Solving Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Paper 3 or Coursework
PS2.1 Identify problems and come up with ways of solving them	✓	✓	✓
PS2.2 Plan and try out options	✓	✓	✓
PS2.3 Apply given methods to check if problems have been solved and describe the results	✓	✓	✓

10.3 Further Guidance

More specific guidance and examples of tasks that can provide evidence of single Key Skills, or composite tasks that can provide evidence of more than one Key Skill, are given in the AQA specification support material, particularly the Teachers' Guide.

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

11.1 Spiritual, Moral, Ethical, Social and Cultural Issues

Spiritual Issues

By developing an understanding of people's past through the study of History, this specification will encourage candidates to discern, consider and discuss questions or issues relating to the meaning of life and the nature of humanity. By becoming familiar with historical skills and methodology (particularly in relation to Assessment Objectives 6.2 and 6.3 of the specification), the candidates will also become aware of concepts such as proof and certainty in relation to the nature of historical knowledge and understanding. The study of twentieth century history will provide opportunities for candidates to reflect on key events and issues, such as the two World Wars in Paper 1, and place human achievements in a broader context. This study will enable candidates to appreciate the role of individuals and communities in history and to be aware of the social, cultural, religious and ethnic diversity of the societies they have studied.

Moral and Ethical Issues

Approaching study through consideration of the Twentieth Century will encourage candidates to discern, consider and discuss ethical issues such as the treatment of individuals, communities or groups by powerful ruling elites like those in Germany and the Soviet Union in the 1930s (Paper 2 of the subject content). Study of the Holocaust or of Stalin's regime, for example, will enable the exploration of notions of good and evil, and relate these to moral behaviour or moral effects of change within society. The study of conflicts in the modern world, or of the Cold War, will also allow candidates to reach moral judgements and to express personal views, even though this will be in the context of the historian's need for greater objectivity of approach and in the awareness of the problems in transferring present-day values and attitudes to the past.

Social Issues

The study of people's past will encourage candidates to consider the values and attitudes that prevailed in past societies as reflected through the historical record. Candidates will become aware of notions of family, community and social groupings and their impact on individuals. These issues will be relevant to all parts of the subject content, but may be particularly poignant in the study of Britain during the two World Wars.

Cultural Issues

The subject content will encourage candidates to consider cultures other than their own, and through the historical record, such as those sources linked to art or propaganda, appreciate issues relating to group identity, belonging and behaviour, in addition to considering how culture will have influenced how individuals thought, felt and acted in the past. Historical study will support a developing respect and tolerance for people of different cultures, or of people with differing ideas, attitudes and beliefs.

11.2 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers.

11.3 Environmental Issues

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report *“Environmental Responsibility: An Agenda for Further and Higher Education”* 1993 in preparing this specification and associated specimen papers.

The study of history, by its very nature, encourages a consideration of how people have interacted with their environment. This may be fostered through consideration of great events such as the trench warfare of World War I and its legacy or of the decision making processes leading to the environmental devastation resulting from the use, for example, of ‘Agent Orange’ in Vietnam.

11.4 Citizenship

Because the study of history incorporates a social dimension, there will be the opportunity to support candidates’ progress in citizenship. For example, coursework assignments based on fieldwork will encourage the skills linked to participation and responsible action in the life of an educational establishment and/or community. Significantly, all candidates will have the opportunity to consider the nature of democratic and non-democratic régimes in the Twentieth Century and their relationship with individuals, groups or communities within them – particularly in regard to such key concepts as the freedom of movement, association or speech. Candidates will develop a knowledge and understanding of rights, responsibilities, legal and democratic (and non-democratic) institutions and processes, issues of diversity, roles of pressure groups, conflict resolution and economic development.

11.5 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

11.6 Health and Safety

An appreciation of health and safety issues may be fostered by the specification developing candidates’ understanding of historical skills and techniques. This will have practical repercussions – for example in fieldwork (e.g. a school visit to the battlefields of World War I) for coursework where the appropriate health and safety requirements would have to be observed.

11.7 ICT

The study of Modern World History allows the use of teaching and learning strategies which will facilitate the development of candidates' ICT skills. In the study of history, the use of ICT is a particularly appropriate method by which candidates can gather information about the past and analyse and evaluate it. The use of some of the many commercially available CD-ROMs (or those compiled by museums etc) and of web sites on the Internet for material on the First World War and the battle of the Somme or for information on World War II for Paper 1 may provide opportunities for candidates to find, select and organise information (Assessment Objective 6.1), study a range of primary and secondary sources and develop a critical understanding. This requires the development of specific historical skills in handling evidence and interpreting particular information, viewpoints and interpretations of the past and in understanding how such interpretations are created (all linked to Assessment Objectives 6.2 and 6.3).

Classwork and coursework assignments can be word-processed or desktop published allowing candidates the opportunity to draft and redraft work *before* submitting it to their teacher for assessment purposes. Additionally such work will facilitate the candidate's presentation of coursework which might combine text and images through the use of computer generated graphics (and possibly of digital cameras). There may even be opportunities to present and analyse simple statistical data, such as economic information on the Wall Street Crash, elections to the Reichstag and unemployment figures in the 1930s (all in the context of the relevant Depth Study for Paper 2) by using a spreadsheet package.

Centre-Assessed Component

12

Nature of the Centre-Assessed Component

12.1 Introduction

Coursework allows candidates to build on, and to progress beyond the knowledge, conceptual understanding and methodological skills developed as part of the Key Elements of the statutory requirements of the National Curriculum for History at Key Stage 3.

The coursework element of this specification is seen as a taught component which is designed to foster good practice by encouraging imaginative and innovative styles of teaching and learning, so that courses are enjoyable for all participants. The coursework requirements allow centres the freedom to construct their own coursework tasks (under the guidance of the AQA) to fit in with their own teaching schemes and resources. Alternatively centres may avail themselves of the AQA's exemplar coursework assignments which are available on request.

Coursework must be based on studies which are **different from** those undertaken for the written examination papers. There must be no duplication of subject content. The two assignments must also be based on different areas of subject content.

To be eligible for the maximum marks, candidates must produce **two** assignments each based on a different area of subject content.

Coursework will be assessed by the candidate's teacher and subject to the monitoring and moderation procedures of the AQA. It is weighted at 25% of the total assessment for the examination (12.5% per assignment). It is marked out of 50 (25 x 2).

The two Coursework Assignments will normally total 2500-3000 words in length. It is envisaged an assignment can be answered in about **1250-1500** words. Candidates exceeding **1500** words must be encouraged to edit their work by being more selective in their use of supporting information.

Details of the assessment and subject content focuses of the Coursework Assignments are provided below. Centres are referred to sections 13.1 and 13.2 on pages 43 and 44 for additional guidance and for information about the availability of Coursework Advisers to assist in the preparation of appropriate coursework tasks.

12.2 Assessment Focus for the Two Coursework Assignments

Two broad approaches to the assessment structure of the coursework assignments are possible as outlined in the descriptions of Model A and Model B which follow. Centres may choose to adopt *either* Model A *or* Model B.

Model A

In Model A, **one assignment** must be concerned with the selection, organisation and deployment of knowledge to describe, analyse and explain:

- the events, people, changes and issues studied
- the key features and characteristics of the period, societies or situations studied (AO 6.1).

25 marks are to be allocated to AO 6.1.

The **second assignment** must be primarily concerned with:

- the use of historical sources critically in their context by comprehending, analysing, evaluating and interpreting them and
- the comprehension, analysis and evaluation, in relation to the historical context, of how and why historical events, people, situations and changes have been interpreted and represented in different ways (AO 6.2 and 6.3).

20 marks are to be allocated to AO 6.2 and 6.3 in this second assignment. In addition, there is a minor focus on description, analysis and explanation (AO 6.1). 5 marks are to be allocated to AO 6.1, giving a total of 25 marks for the assignment as a whole.

Model B

In Model B, **each of the two assignments** approach the same assessment objectives as described above but in the following manner within each assignment:

AO 6.1 15 marks

AO 6.2 and 6.3 10 marks

12.3 Subject Focus for Models A and B

With regard to the content focus of the coursework assignments, centres **not** choosing Option D (Britain 1905-1951) in Paper 2 (the Depth Studies), as part of the preparation of candidates, **must** adopt the following approach to subject content in order to meet the requirements of the GCSE Examinations Criteria for History:

One assignment should be on British History; and **one** assignment should be on World History.

The following are offered as subject content options in each case.

Coursework Assignment 1 (12.5%): British History –**ONE** of the following:

- A The changing role and status of women in Britain since 1900
- B Britain and Ireland since 1916
- C Britain's changing role in the world since 1956
- D Britain and the First World War (if content not studied for Paper 1)
- E Britain and the Second World War (if content not studied for Paper 1)
- F Britain and the European Union
- G Trades Unions and the General Strike
- H Britain in the 1930s
 - I The Welfare State
 - J Multicultural Britain
- K The centre's own choice of a topic or issue in 20th Century British History
- L A topic or issue in 20th Century World History may be chosen (instead of British History) by those candidates who have already satisfied the 25% minimum weighting for British History by their choice of options for Papers 1 and 2 in the written papers. (See the note about Paper 2 Option D on page 42).

Coursework Assignment 2 (12.5%): World History –**ONE** of the following:

- M Vietnam Since 1939
- N The Arab-Israeli Conflict
- O Race Relations in the USA Post 1945
- P The First World War
- Q The Second World War
- R Russia/the USSR
- S Germany
- T The USA
- U Apartheid in South Africa
- V Anti-Semitism in the Twentieth Century
- W De-colonisation in one country or area, e.g. in India, Kenya or Algeria
- X Developments in International Co-operation since 1945
- Y The centre's own choice of a topic or issue in 20th Century World History
- Z A topic or issue in 20th Century British History may be chosen (instead of World History) provided that this is different from the subject content covered for Papers 1 and 2 and the other coursework assignment.

Note regarding coursework for centres choosing Option D in Paper 2

Centres choosing to prepare candidates for Option D (Britain 1905 – 1951) for Paper 2 will already have met the requirements in the GCSE Examinations Criteria for History to base at least 25% of their candidates' course of study on British history. Therefore, Coursework Assignment 1 need **not** focus on British History unless the centre wishes to do so. A completely new content focus may be chosen, as long as this subject content focus is different from the subject content selected for study for the written papers and Coursework Assignment 2.

12.4 Other Coursework Issues

The Presentation of Coursework

Although it is expected that work will normally be presented in written form for either Model A or B, the use of film and video, diagrams, models, tape recordings and photographs – with explanatory written material – is also admissible. However, where non-written course work is undertaken, **some product must be retained** by the centre for any subsequent monitoring requirements. In addition, work of all types must facilitate the **assessment of the attainment of the individual candidate**. Because of the need to ensure that such non-written coursework assignments are appropriate, centres intending to avail themselves of this facility **must** contact AQA's Coursework Adviser for guidance at the earliest opportunity.

Word Processing of Coursework Assignments

Assignments may be word-processed but teachers are required to inspect the candidate's draft materials to ensure that the final product is the candidate's own work.

Fair Copies and Improved Drafts

Completed assignments must not be returned to candidates by the supervising teacher in order to allow fair copies or improved drafts to be made prior to assessment.

13

Guidance on Setting the Centre-Assessed Component

13.1 Planning Coursework

Coursework should be designed to be

- integral to the learning processes associated with the teaching of the specification, with the assessment arising naturally and directly from it;
- fit for its intended purpose in providing valid and reliable assessment opportunities for the individual across a range of appropriate learning activities;
- manageable in terms of the demands it will make on both the candidate and the teacher in the context of being weighted at 25% of the total assessment;
- differentiating, by outcome, across the prescribed ability range for the GCSE examination.

Guidance to centres on both the design and assessment of coursework will be provided by the AQA by means of the information included in this specification, and as an on-going product of the monitoring, standardising and moderation procedures, including those relating to the availability of Coursework Advisers described in section 13.2 below and to the annual standardising meeting described in section 16.1 below. Exemplar coursework assignments are also available on request. Additional information is provided in the 'Teachers' Guide published in support of this specification.

13.2 Coursework Advisers

Coursework Advisers will be available to assist centres with any matters relating to coursework. Details will be provided when AQA knows which centres are following the specification.

In addition, the AQA offers a voluntary procedure for the external scrutiny of centres' coursework proposals by Coursework Advisers in order to help ensure that coursework requirements are not misinterpreted and that tasks are designed to produce valid, reliable and differentiated assessment of candidates' attainments.

Centres new to the specification are strongly encouraged to submit, well in advance of candidates completing assignments, outline details of their intended scheme of assessment by completing a *Coursework Proposal Form*. Centres following a normal two-year course, for example with candidates in Years 10 and 11, are recommended to submit the form to the Coursework Adviser allocated to the centre by the AQA by **15 February** sixteen months prior to the terminal examination.

Coursework Proposal Forms are available on the AQA website in the Administration area. They can be accessed via the following link http://www.aqa.org.uk/admin/p_course.php

To assist the Coursework Adviser the *Coursework Proposal Form* should be completed so as to indicate clearly what candidates will be asked to do and under what circumstances or conditions. Supporting materials, e.g. details of sources to be used as part of the coursework assessment, may be submitted in two stages. The first, for all coursework to be completed by candidates in the first year of the two-year course, (i.e. in Year 10 – presuming a normal two-year GCSE course taught in Years 10 and 11), should accompany the form when submitted to the Coursework Adviser. It is recommended that the second batch of supporting materials, for coursework to be completed in the second year, (normally Year 11), should be sent direct to the Coursework Adviser no later than **15 September** prior to the examination.

The Coursework Adviser assigned to a centre will provide a report on the centre's proposals. The Coursework Adviser may either approve the centre's proposals for coursework or ask for them to be amended in an appropriate way. In this latter situation the centre will be requested to reply direct to the Coursework Adviser.

Where the Coursework Adviser has provided a centre with detailed guidance on how to review a proposed assignment or assignments, candidates must not start their coursework until the Coursework Adviser is satisfied that the appropriate action has been taken in modifying the task(s) or marking scheme(s).

Once proposals have been scrutinised by the Coursework Adviser the centre need **not** resubmit them to the Coursework Adviser in subsequent years, unless **either** (i) the centre wishes to modify them, **or** (ii) the moderation of a sample of candidates' coursework reveals that the centre is in need of further guidance from the Coursework Adviser.

Centres entering candidates after only one year of study may submit coursework proposals to the Coursework Adviser by **31 October** immediately prior to the examination.

13.3 Teachers' Guide

Further information about the setting and marking of coursework is given in the Teachers' Guide. Teachers should follow the guidance given there.

14

Assessment Criteria

14.1 Introduction

The aims and assessment objectives of the coursework are identical to those for the specification as whole given on pages 11 and 12.

The coursework assignments must be designed to test assessment objectives 6.1, 6.2 and 6.3 in the following ratio.

Assessment Objectives	Marks	Weighting
6.1	30	15%
6.2 and 6.3	20	10%

In addition, the quality of the candidate's written communication skills is to be assessed in all coursework answers requiring an extended response. The candidate will be assessed according to his/her ability to:

- present relevant information in a form that suits its purposes;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- use a suitable structure and style of writing.

Each assignment is marked out of 25, in accordance with the following grids, relating **either** to Model A **or** Model B as appropriate to the centre's choice. The total mark for coursework is 50.

Although AO 6.2 and AO 6.3 are weighted together in the assessment grid, each of them must be explicitly assessed in the coursework component as a whole.

N.B. Once a centre has chosen **either** Model A **or** Model B, both coursework assignments **must** be completed in accordance with the chosen approach. It is **not** possible to complete one Model A assignment and one Model B assignment as this will not weight the Assessment Objectives correctly in the coursework component as a whole.

Model A

		AO6.1	AO6.2, & AO6.3	Total
Assignment 1:	The deployment of knowledge to describe, analyse and explain	25 marks	-----	25 marks
Assignment 2:	The evaluation of sources, interpretations and representations	5 marks	20 marks	25 marks
Total		30 marks	20 marks	50 marks

Model B

		AO6.1	AO6.2, & AO6.3	Total
Assignment 1:	The deployment of knowledge to describe, analyse and explain	15 marks	-----	
	The evaluation of sources, interpretations and representations	-----	10 marks	25 marks
Assignment 2:	The deployment of knowledge to describe, analyse and explain	15 marks	-----	
	The evaluation of sources, interpretations and representations	-----	10 marks	25 marks
Total		30 marks	20 marks	50 marks

14.2 Question Setting, Mark Allocations, and Assessment Criteria

Each question set as part of a coursework assignment must access the full range of attainment for the GCSE examination (i.e. target the full range of the levels of response in the associated mark scheme) and have a separate mark allocation. Each question must be marked out of either 5, 10, 15, 20 or 25 marks. Marks must be assigned to levels in accordance with the table which sets out the relationship between question maxima and the levels of response, and which follows the model or generic mark schemes provided below in Section 14.6.

In **Model A**, the assignment assessing AO6.1 must comprise either 1 or 2 questions. The assignment assessing primarily AO6.2/6.3 must comprise 2 or 3 sub-questions in order to give coverage to an appropriate range of skills. AO6.3 (interpretations of history) must be assessed in at least one question in this second assignment.

In **Model B** a maximum of five questions may be set over the two assignments. At least one of these must assess each of AOs 6.2 and 6.3.

The model or generic mark schemes which follow describe aspects of progression at four levels of candidate performance. They should form the basis of more detailed and contextualised levels of response mark schemes for candidates' assignments which allow for the recognition and reward of positive achievement.

There are model or generic mark schemes directly relating to the Assessment Objectives 6.1, 6.2 and 6.3 for the specification as a whole. These models provide a compulsory framework for use by centres and they have been used in the production of the exemplar coursework assignments produced by AQA in support of this specification.

In these model levels of response no reference can be made to the detail of a particular historical context. Centres setting their own assignments should expand them, therefore, in order to address the given historical context of each of the two assignments. This can be readily achieved by inserting specific contextualised examples for each level of response and/or by providing guidance on indicative subject content.

Further guidance on mark schemes is provided in the Teachers' Guide published by AQA in support of this specification.

14.3 Coursework marking criteria
for Assessment Objective 6.1

Describing, Analysing and Explaining the Past

In the following, the term ‘historical influences’ on a site has been used to mean international **and/or** national **and/or** regional **and/or** local influences.

Level 1: Basic Comprehension/Description

The candidate describes relevant material and gives little relevant explanation or analysis.

Level 2: Simple understanding

The candidate describes relevant material and gives a simple explanation or analysis by:

showing how one event led to another;

identifying some causes/consequences and giving some explanation;

identifying some instances of change and/or continuity and giving some explanation;

describing the different reactions of some people to an event and indicating some reasons for their reactions;

describing some aspects of the role of an individual and indicating some reasons for his/her importance;

making some links between the current situation and past events;

describing some features of an historical site and some links with its historical influences.

Level 3: **Developed understanding**

The candidate uses relevant material, develops and makes links between different points within a **sustained explanation or analysis** by (for example):

developing different causes, or consequences, or changes;

developing reasons why people’s ideas and attitudes differed;

developing reasons for an individual’s importance;

explaining how the current situation is a product of past events;

developing reasons why historical influences have contributed to the development of an historical site.

Level 4: Complex understanding

In addition to Level 3, the candidate makes **one or more reasoned judgements** which show an understanding of the **complexity** of the past. Such judgements may, for example, relate to:

relationship between different causes, or consequences, or changes;

short-term and long-term causes/consequences;

the degree of change and continuity;

the varying rate of change;

the reasons why individuals did not necessarily share the ideas and attitudes of the groups to which they belonged;

the importance of an individual relative to other factors;

the reasons why some past events have been more important than others in bringing about the current situation;

an explanation of why historical influences have led to typical/atypical features of an historical site.

14.4 Coursework marking criteria
for Assessment Objective 6.2

The Use of Historical Sources Critically in Context

In the following, reference to 'sources' is intended to mean all types of historical sources including sites.

Throughout their work candidates will be rewarded for using their own knowledge to evaluate particular sources in their historical context.

Level 1: Basic Comprehension/Description

The candidate shows **one or more** of the following skills: the ability to:

- extract relevant information from the sources;
- make simple inferences from the sources;
- describe relevant aspects of the past.

Level 2: Simple understanding

The candidate shows **one or more** of the following skills: the ability to:

- compare information given in different sources;
- make supported inferences;
- identify examples of fact, opinion or bias;
- give a simple explanation of the reliability/usefulness of particular sources;
- give a simple explanation of the reasons why particular sources differ in their views;
- draw simple conclusions about the past, using the sources and/or own knowledge.

Level 3: Developed understanding

The candidate shows an understanding of the issues involved in evaluating and using historical sources by **explaining one or more factors in some depth**:

- the purposes of the author in producing the source;
- the intended audience;
- the provenance of the source;
- the usefulness or limitations of particular sources;
- the conclusions to be drawn about the past, using the sources and own knowledge.

Level 4: Complex understanding

The candidate demonstrates a complex understanding of an historical issue, e.g., by integrating **all three** of the following skills in a **sustained explanation or judgement**: the ability to:

- (i) analyse the meaning of particular sources;
- (ii) apply source evaluation skills, e.g. assessing the reliability, nature, purpose, usefulness or limitations of the sources;
- (iii) draw conclusions about the past using the sources and own knowledge.

**14.5 Coursework marking criteria
for Assessment Objective 6.3****Comprehending, Analysing and Evaluating Interpretations and Representations**

Throughout their work, candidates will be rewarded for using and applying their knowledge to help them comprehend, analyse and evaluate particular interpretations and representations.

Level 1: Basic Comprehension/Description

The candidate shows **one or more** of the following skills: the ability to:

extract relevant information from the interpretations or representations;

make simple inferences;

describe relevant aspects of the past.

Level 2: Simple understanding

The candidate shows **one or more** of the following skills: the ability to:

compare information given in different interpretations or representations;

make supported inferences;

identify examples of fact, opinion or bias;

draw simple conclusions about the validity of an interpretation or representation;

give a simple explanation of how an interpretation or representation came about;

give a simple explanation of the reasons why particular interpretations or representations differ in their views;

draw simple conclusions about the past, using the interpretations or representations and own knowledge.

Level 3: Developed understanding

The candidate shows an understanding of the issues involved in evaluating and using interpretations or representations of the past by **explaining one or more factors in some depth** (for example):

the purposes or motives of the author;

the process by which the author came to the interpretation or representation;

the intended audience;

the conclusions to be drawn about the validity of an interpretation or representation;

the usefulness or limitations of particular interpretations or representations;

the conclusions to be drawn about the past, using the interpretations or representations and own knowledge.

Level 4: Complex understanding

The candidate demonstrates a complex understanding of particular interpretations or representations by integrating **all three** of the following skills in a **sustained explanation**: the ability to:

- (i) analyse the meaning of particular interpretations or representations;
- (ii) apply evaluation skills, e.g. assessing the reliability, nature, purpose and usefulness or limitations of the interpretations or representations;
- (iii) apply knowledge to test the interpretations or representations in context, including how and why the author arrived at the particular interpretation or representation.

14.6 Allocating marks to levels

Questions must be marked out of 5, 10, 15, 20 or 25. Marks must be allocated to levels of response as follows in the interest of consistency between centres and across the examination:

Mark out of:	5	10	15	20	25
Level of Response					
Level 1	1	1-2	1-3	1-4	1-5
Level 2	2	3-5	4-7	5-10	6-12
Level 3	3-4	6-8	8-12	11-16	13-20
Level 4	5	9-10	13-15	17-20	21-25

14.7 Note on awarding marks within a level of response

In making a decision about a specific mark to award a candidate for an extended response, **once a particular level of response has been identified**, account should be taken of whether the response is:

precise in its use of supporting information

appropriately detailed

factually accurate

in terms of the candidate's **quality of written communication skills**, cogently and logically developed and generally coherent and sustained, i.e. is the answer:

- presenting relevant information in a form that suits the purpose?
- legible, with accurate spelling, punctuation and grammar, so that meaning is clear?
- in an appropriate style with a suitable structure?

Starting with the middle mark or marks within the level, if the response exhibits many positive features from the above list it should be rewarded with the higher or highest marks within the particular level of response. Fewer positive features would place the mark at the lower or lowest mark within the level. The overall aim is to mark positively, giving credit for what candidates know, understand and can do.

14.8 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course. When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided.

Candidate Record Forms are available on the AQA website in the Administration area. They can be accessed via the following link http://www.aqa.org.uk/admin/p_centre.php

15

Supervision and Authentication

15.1 Supervision of Candidates' Work

Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

15.2 Guidance by the Teacher

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.

15.3 Unfair Practice

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

15.4 Authentication of Candidates' Work

Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance.

16

Standardisation

16.1 Standardising Meetings

Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

where there has been a serious misinterpretation of the specification requirements;

where the nature of coursework tasks set by a centre has been inappropriate;

where a significant adjustment has been made to a centre's marks in the previous year's examination.

After the first year, attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

16.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the Moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

Centre Declaration Sheets are available on the AQA website in the Administration area. They can be accessed via the following link http://www.aqa.org.uk/admin/p_centre.php

Administrative Procedures

17.1 Recording Assessments

The candidates' work must be marked according to the assessment criteria set out in sections 14.2-14.6. The marks and supporting information must be recorded in accordance with the instructions in Sections 14.7 and 14.8. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.

17.2 Submitting Marks and Sample Work for Moderation

The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the Moderator.

17.3 Factors Affecting Individual Candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.

Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.

Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

17.4 Retaining Evidence and Re-Using Marks

The centre must retain the work of all candidates, with Candidate Record Form attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.

Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.

18

Moderation

18.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a Moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the Moderator by the specified date in the year in which the qualification is awarded.

For **one** of the candidates taking each coursework option offered by the centre, the complete folio of work associated with coursework must be supplied. This will include all classwork notes and supporting material. This will enable the moderator to check that each assignment has been based on an appropriate course of study.

Following the re-marking of the sample work, the Moderator marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the Moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order or merit.

18.2 Post-Moderation Procedures

On publication of the GCSE results, the centre is supplied with details of the final marks for the coursework component.

The candidates' work is returned to the centre after the examination with a report form from the Moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

Awarding and Reporting

19

Grading, Shelf-Life and Re-Sits

19.1 Qualification Titles

The qualification based on this specification has the following title: AQA GCSE in History (3042).

19.2 Grading System

The qualification will be graded on an 8 point grade Scale A*, A, B, C, D, E, F, G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.

19.3 Re-Sits

Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.

This does not preclude such candidates from resubmitting coursework in a modified form or from submitting completely new coursework.

19.4 Minimum Requirements

Candidates will be graded on the basis of work submitted for assessment.

19.5 Carrying Forward of Centre-Assessed Marks

Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.

19.6 Awarding and Reporting

This specification complies with the grading, awarding and certification requirements of the current GCSE Code of Practice and will be revised in the light of any subsequent changes for future years.

Appendices

A

Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (as in Section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A Candidates recall, select, organise and deploy historical knowledge of the specification content accurately, effectively and with consistency, to substantiate arguments and reach historical judgements.

Candidates produce developed, reasoned and well substantiated analyses and explanations which consider the events, people, changes and issues studied in their wider historical context. They also consider the diversity and, where appropriate, the interrelationship of the features and ideas, attitudes and beliefs in the periods, societies and situations studied.

Candidates evaluate and use critically a range of sources of information in their historical context to investigate issues and reach reasoned and substantiated conclusions. They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways and consider their value in relation to their historical context.

Grade C Candidates recall, select, organise and deploy historical knowledge of the specification content to support, generally and with accuracy and relevance, their descriptions and explanations of the events, periods and societies studied.

Candidates produce structured descriptions and explanations of the events, people, changes and issues studied. Their descriptions and explanations show understanding of relevant causes, consequences and changes. They also consider and analyse key features and characteristics of the periods, societies and situations studied, including the variety of ideas, attitudes and beliefs held by people at the time.

Candidates evaluate and use critically a range of sources of information to investigate issues and draw relevant conclusions. They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways.

Grade F

Candidates, recall, select and organise some relevant knowledge of the specification content. They identify and describe some reasons, results and changes in relation to the events, people, changes and issues studied. They describe a few features of an event, issue or period, including characteristic ideas, beliefs and attitudes.

Candidates comprehend sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions. They identify some differences between ways in which events, people or issues have been represented and interpreted and may identify some of the reasons for these.

B

Overlaps with other Qualifications

The AQA GCSE in History Specification B overlaps significantly, in terms of having common aims and assessment objectives, with AQA GCSE in History Specifications A and C. The latter are therefore deemed to be prohibited combinations with this specification.

The qualification listed below is not a prohibited combination with GCSE History B but its subject content overlaps to an extent with the subject content described in Section 9 for Paper 1, starting on page 17 of this specification. The qualification is an AQA specification; qualifications from other awarding bodies with the same or similar titles can be expected to have a similar degree of overlap.

AQA GCSE in Humanities: some content relating to Conflict in the Modern World, Parts 1 and 5, may appear in the Humanities specification in Conflict and Co-operation (Section 9.2) if the Case Studies of World War I and the Cold War are used.

History B (Short Course)

Contents

20	Introduction	63
21	Specification at a Glance	63
22	Availability of Assessment Units and Entry Details	64

Scheme of Assessment

23	Introduction	66
24	Aims	67
25	Assessment Objectives	67
26	Scheme of Assessment	67

Subject Content

27	Summary of Subject Content	70
28	Subject Content	71

Key Skills and Other Issues

29	Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence	71
30	Spiritual, Moral, Ethical, Social, Cultural and Other Issues	71

Centre-Assessed Component

31	Nature of the Centre-Assessed Component	72
32	Information Common to Full and Short Course	73

Appendices

C	Overlaps with Other Qualifications	74
---	------------------------------------	----

History B (Short Course)

20

Introduction

This Short Course is based on the full GCSE History B specification. To meet the specification requirements, a candidate must choose **either** Paper 1 **or** Paper 2 of the full GCSE History B course **and** complete **one** Coursework Assignment (based on the Model B approach described on pages 40 and 46 of this booklet). There is no requirement to cover British History in the Short Course.

21

Specification at a Glance

History B (Modern World)

(Short Course)

GCSE (Short Course) 3047	
Written Paper 1¾ hours	75% of total marks Outline or Depth Study
<p>The candidate must complete either Paper 1 (International and British History) of the full GCSE History B specification or Paper 2 (two of the Options A to D, for Governments in Action). Subject content for these question papers is summarised on page 15 of this specification.</p>	
Coursework 1 Assignment	25 % of total marks 1250-1500 words in length (in total)
<p>This coursework assignment may be based on:</p> <p>Either: British History</p> <p>Or: World History</p> <p>of the full GCSE History B specification (see Sections A and B on pages 15 and 16 of this booklet).</p> <p>The coursework assignment must be designed to meet the requirements of the Model B approach to assessment as described on pages 40 and 46 of this booklet. The coursework assignment must also be based on subject content which is different from that chosen for the written paper and which complements it in the way(s) described on page 70 in Section 23.2. It must not duplicate content taught for the chosen externally assessed examination paper.</p>	

GCSE (Short Course)
3047



Availability of Assessment Units and Entry Details

22.1	Availability of Assessment Units	Examinations based on this Specification are available in the June examination series only.
22.2	Entry Codes	<p>Normal entry requirements apply, but the following information should be noted.</p> <p>The Subject Code for entry to the GCSE Short Course award in History B is 3047.</p>
22.3	Prohibited Combinations	<p>Candidates entering for this examination are prohibited from entering any other GCSE History specification in the same examination series.</p> <p>Each specification is assigned to a national classification code, indicating the subject area to which it belongs.</p> <p>Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.</p> <p>The classification code for this GCSE Short Course specification is 4010.</p>
22.4	Access Arrangements and Special Consideration	<p>AQA pays due regard to the provision of the Disability Discrimination Act 1995 in its administration of this specification.</p> <p>Arrangements may be made to enable candidates with disabilities to other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.</p> <p>Further details can be found in the Joint Council for Qualifications (JCQ) document:</p> <p><i>Access Arrangements and Special Consideration</i></p> <p><i>Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination</i></p> <p><i>GCE, AEA, VCE, GCSE, GNVQ, Entry Level & Key Skills</i></p> <p>This document can be viewed via the AQA Website (www.aqa.org.uk)</p> <p>Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.</p>

22.6 Language of Examinations

All assessment will be through the medium of English. Assessment materials will not be provided in Welsh or Gaelige.

Scheme of Assessment

23

Introduction

23.1 National Criteria

This GCSE (Short Course) History B specification complies with many of the requirements of the following:

- The GCSE Subject Criteria for History;

It also complies with the requirements of:

The GCSE, GCE, GNVQ and AEA Code of Practice April 2008;

The GCSE Qualification Specific Criteria;

The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

23.2 Rationale

The specification provides opportunities for candidates to study history in a variety of ways. Candidates studying the subject content for Paper 1 of the full GCSE History B specification will study British and international history. Those studying content relating to Paper 2 of the full specification will have the opportunity to study two depth studies chosen from Britain, Germany, Russia/USSR and the USA.

The specification also requires the coverage of subject content for the coursework assignment which is different from, and complementary to, that studied for the written paper. The exact nature of this subject content will very much depend on the choices made between Paper 1 and Paper 2 of the full GCSE History B specification and between the Options A to D in Paper 2, if Paper 2 is preferred.

Whatever choices are made for the subject content for the written paper, the subject content for coursework must complement this coverage by broadening the ways in which history is studied. For example subject content for coursework might be selected to increase the **scales** in which history is studied (e.g. local, national, European, international or global history) or the **ways** in which it is studied (e.g. in depth, in outline or thematically). For example, a centre choosing Paper 1 (an outline study of British and international history) of the full GCSE History B Specification for the Short Course written paper, might choose subject content for the coursework assignment which approaches the study of history in depth.

Similarly a centre choosing Paper 2 of the full course (history in depth) might choose to base the coursework assignment on a thematic or outline study (or on British or international history, depending on the choice of options within the written paper).

In this way, the centre will ensure that the specification content for the Short Course will satisfy more aspects relating to specification content (Section 3.2) from the GCSE Examinations Criteria for History. Paragraphs 4.3 and 4.4 on page 10 of this booklet are also applicable to this Short Course.

24

Aims

The aims of this Short Course specification are identical to those for the full GCSE course given on page 11 of this booklet.

25

Assessment Objectives

The assessment objectives of this Short Course specification are identical to those for the full GCSE course given on page 11 of this booklet.

26

Scheme of Assessment

26.1 Assessment Units

The Scheme of Assessment comprises two components.

Written Paper	1 ³ / ₄ hours
---------------	-------------------------------------

75% of the total marks	75 marks
------------------------	----------

Either: Conflict in the Modern World-International and British History

This paper is in two sections, A and B.

Section A

Candidates must study 1 of 3 options, V or W or X, on **international history** and answer 2 of the 3 questions set on their chosen option. Each of the questions will have four sub-questions and will include one or two sources. The questions will test Objectives 6.1 and 6.2, and there will be an opportunity for extended writing in the last sub-question.

Section B

Candidates must study 1 of 2 options, Y or Z, on **British History** and answer the 1 question on their chosen option.

Each of the two questions will include about four sources and four sub-questions, and will test Objectives 6.1, 6.2 and 6.3.

The elements of British history on this paper account for 25.0% of the overall assessment.

This is a common component with Paper 1 of the full GCSE History B specification.

Or: Governments in Action in the first half of the Twentieth Century

This paper is in two sections, A and B. It will test national history in **depth studies on Germany, USA, Russia and Britain**. Candidates must study **two** of these Depth Studies.

Section A

Four structured questions will be set, one on each of the four Depth Studies. Candidates must answer **one** of the four questions. Each question will provide about four sources and five sub-questions. The sources will include interpretations and/or representations. The marks in this section will be weighted primarily towards Objectives 6.2 and 6.3 in the first four sub-questions, and Objective 6.1 in the fifth part.

Section B

Four structured questions will be set, one on each of the four Depth Studies. Candidates must answer **one** of the four questions, but on a **different country** from that chosen in Section A. Each question will contain one or two sources and four sub-questions. The fourth part of each question will provide an opportunity for a more extended response, and will contain an “either/or” alternative. The marks in this section will be primarily weighted towards Objective 6.1.

This is a common component with Paper 2 of the full GCSE History B specification.

Coursework	1 Assignment
25 % of the total marks	25 marks

Candidates will complete **one** assignment for coursework. The coursework will arise from the study of specified content which is additional and complementary to the content of the written paper.

The assignment must be designed to test AO 6.1 and AO 6.2 with AO 6.3 in the ratio 3:2, i.e. 15 marks for AO 6.1 and 10 marks for AO 6.2/6.3.

The assignment must be of a total length of 1250 – 1500 words.

The coursework assignment is set and marked by the centre and will be monitored and moderated by AQA. Exemplar coursework assignments, set by AQA, are available for the centre’s use on request from the Board.

26.2 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Component Weightings (%)		Overall Weighting of AOs (%)
	1	2	
Deployment of Knowledge (6.1)	45	15	60
Use of Sources, Interpretations and Representations of the Past (6.2 and 6.3)	30	10	40
Overall Weighting of Components (%)	75	25	100

Candidates' marks for each component are scaled to achieve the correct weightings.

Subject Content

27

Summary of Subject Content

27.1 EITHER: PAPER 1: Conflict in the Modern World

This subject content is assessed in Paper 1 of the full GCSE History B specification which will be a shared component with the Short Course.

Section A: **International History** (25%) – **ONE** of the following options and relevant Key Issues listed in the subject content.

Option V: 1900-1949 (Key Issues 1-7)

Option W: 1919-1963 (Key Issues 3-9)

Option X: 1945-1991 (Key Issues 7-13)

Section B: **British History** (12.5%) – **ONE** of the following:

Option Y: Britain in the First World War

Option Z: Britain in the Second World War

27.2 OR: PAPER 2: Depth Studies

TWO of the following (37.5%):

Option A: Russia/USSR, 1914-1941

Option B: Germany, 1918-1939

Option C: The USA, 1919-1941

Option D: Britain, 1905-1951

This subject content is assessed in Paper 2 of the Full GCSE History B specification which will be a shared component with the Short Course.

27.3 Use in Wales and Northern Ireland

Candidates entering for this GCSE in Northern Ireland and Wales must be taught all the material required by the National Curriculum in their own country.

Specifications are required to take account of curriculum differences between England, Wales and Northern Ireland. All aspects of this specification are available to candidates in England and Wales.

However, candidates in Northern Ireland are required to include **both** a European **and** Northern Irish dimension in their study of History at Key Stage 4. Consequently, candidates **must** base their Coursework Assignment specifically in the context of Northern Ireland.

Subject Content

Depending on the choice of subject content focus for the written paper, reference should be made to the following pages of this booklet:

EITHER	Conflict in the Modern World	17
OR	Depth Studies: Governments in Action in the first half of the Twentieth Century :.....	
	Option A: Russia/USSR, 1914-1941.....	20
	Option B: Germany, 1918-1939	21
	Option C: The USA, 1914-1941.....	22
	Option D: Britain, 1905-1951.....	23

Candidates must study at least two of the Options A to D.

Key Skills and Other Issues

Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

For information on ‘Key Skills and Other Issues’ reference should be made to Section 10 of the full GCSE History B specification on pages 30 to 35 of this booklet.

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

For information on ‘Spiritual, Moral, Ethical, Social, Cultural and Other Issues’ reference should be made to Section 11 of the full GCSE History B specification on pages 36 to 38 of this booklet.

Centre-Assessed Component

31

Nature of the Centre-Assessed Component

31.1 Introduction

Centres are referred to Sections 12-18 of the full course GCSE History B specification for information relating to relevant aspects of the coursework requirements for the Short Course. Details of the relevant sections and pages are provided overleaf.

Coursework will be assessed by the candidate's teacher and subject to the monitoring and moderation procedures of the AQA. It is weighted at 25% of the total assessment for the GCSE History B (Short Course) examination.

To be eligible for maximum marks, candidates must submit **one** Coursework Assignment, which will normally be written, of about **1250 – 1500** words in length.

The Coursework Assignment must be based on subject content which is different from, and complementary to, that studied for the chosen written paper. See Section 23.2 on page 66 for details of how this subject content must complement the content coverage of the written paper.

31.2 Assessment Focus for the Coursework Assignment

The Coursework Assignment must be designed to meet the requirements of **Model B** as described on pages 40 and 46 of this booklet.

The 25 marks for the Coursework Assignment must therefore be deployed as follows:

AO 6.1:	15 marks
AO 6.2 and 6.3:	10 marks.

Information Common to Full and Short Course

Centres are referred to the following sections and pages of the full course specification for additional information:

Section	Page
13 Guidance on Setting the Centre-Assessed Component	43
14 Assessment Criteria	45
15 Supervision and Authentication	54
16 Standardisation	55
17 Administrative Procedures	56
18 Moderation	57
19 Grading, Shelf-Life and Re-Sits	58
A Grade Descriptions	59

Candidate Record Forms and Coursework Proposal Forms for the Short Course are available on the AQA website in the Administration area. They can be accessed via the following link

http://aqa.org.uk/admin/p_course.php

Appendices

C

Overlaps with other Qualifications

The AQA GCSE in History Specification B (Short Course) overlaps significantly, in terms of having common aims and assessment objectives, with AQA GCSE History Specifications A and C and the History A (Short Course). The latter are therefore deemed to be prohibited combinations with this specification.

The qualification listed below is not a prohibited combination with GCSE History B but its subject content overlaps to an extent with the subject content described in Section 9 for Paper 1, starting on page 17 of this specification. The qualification is an AQA specification; qualifications from other awarding bodies with the same or similar titles can be expected to have a similar degree of overlap.

GCSE Humanities: some content relating to Conflict in the Modern World, Parts 1 and 5, may appear in the Humanities specification in Conflict and Co-operation (Section 9.2) if the Case Studies of World War I and the Cold War are used.