

GCSE



WJEC GCSE in HISTORY

APPROVED BY QUALIFICATIONS WALES

SPECIFICATION

Teaching from 2017
For award from 2019

Version 2 January 2019

This Qualifications Wales regulated qualification is not available to centres in England.



SUMMARY OF AMENDMENTS

| Version | Description | Page number |
|---------|---|-------------|
| 2 | 'Making entries' section has been amended to clarify resit rules, carry forward of NEA marks and the terminal rule. | 34 |



WJEC GCSE in HISTORY

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| | Page |
|--|-------------|
| Summary of assessment | 2 |
| 1. Introduction | 4 |
| 1.1 Aims and objectives | 4 |
| 1.2 Prior learning and progression | 5 |
| 1.3 Equality and fair access | 6 |
| 1.4 Welsh Baccalaureate | 6 |
| 1.5 Welsh perspective | 6 |
| 2. Subject content | 7 |
| 2.1 Unit 1 | 10 |
| 2.2 Unit 2 | 14 |
| 2.3 Unit 3 | 18 |
| 2.4 Unit 4 | 30 |
| 3. Assessment | 31 |
| 3.1 Assessment objectives and weightings | 31 |
| 3.2 Scheme of Assessment | 32 |
| 4. Technical information | 34 |
| 4.1 Making entries | 34 |
| 4.2 Grading, awarding and reporting | 35 |
| 5. Administration of Non-Examination Assessment | 36 |

GCSE HISTORY (Wales)

SUMMARY OF ASSESSMENT

Unit 1: Studies in Depth – Wales and the wider perspective

Written examination: 1 hour
25% of qualification

This unit offers a choice of **four** Studies in Depth – each considering a Welsh perspective within a wider historical context.
Centres choose **one** Study in Depth from the following:

- 1A. The Elizabethan Age, 1558-1603
- 1B. Radicalism and Protest, 1810-1848
- 1C. Depression, War and Recovery, 1930-1951
- 1D. Austerity, Affluence and Discontent, 1951-1979

Each option will be assessed by compulsory questions. These will focus largely on the analysis and evaluation of historical sources and interpretations. There will also be questions testing second order historical concepts.

Unit 2: Studies in Depth – History with a European / world focus

Written examination: 1 hour
25% of qualification

This unit offers a choice of **four** Studies in Depth – each considering history in a European or wider world context.
Centres choose **one** Study in Depth from the following:

- 2A. Russia in Transition, 1905-1924
- 2B. The USA: A Nation of Contrasts, 1910-1929
- 2C. Germany in Transition, 1919-1939
- 2D. Changes in South Africa, 1948-1994

Each option will be assessed by compulsory questions. These will test second order historical concepts and also analyse and evaluate historical sources and interpretations.

Unit 3: Thematic studies from a broad historical perspective
Written examination: 1 hour 15 minutes
30% of qualification

This unit offers a choice of **four** Thematic Studies that cover a specific aspect of history in breadth, with a particular emphasis on how this impacted on Wales.

Centres choose **one** Thematic Study from the following:

- 3A. Changes in Crime and Punishment, c.1500 to the present day
- 3B. Changes in Health and Medicine, c.1340 to the present day
- 3C. The Development of Warfare, c.1250 to the present day
- 3D. Changes in Patterns of Migration, c.1500 to the present day

The Thematic Study will include the study of an appropriate historic site and its significance.

Each study will be assessed by compulsory questions focusing extensively on second order historical concepts including continuity, change, cause, consequence, significance, similarity and difference.

Unit 4: Working as an historian
Non-Examination Assessment (NEA)
20% of qualification

The non-examination assessment will involve the completion of two separate tasks, one with a focus on source evaluation within the creation of an historical narrative and one with a focus on the formation of different historical interpretations of history.

The topics chosen for non-examination assessment must not replicate or overlap with the content of any of the examined units chosen.

This unitised qualification will be available in the summer series each year. There will be an opportunity to enter for Unit 2 in summer 2018. The full qualification will be awarded for the first time in summer 2019.

Qualification Approval Number: C00/1152/0

GCSE HISTORY

1 INTRODUCTION

1.1 Aims and objectives

The WJEC GCSE in History encourages learners to:

- develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance
- develop and extend their knowledge and understanding of specific historical events, periods and societies
- develop and extend their knowledge and understanding of Welsh history and the Welsh perspective in history
- acquire an understanding of different identities, including their own, within a society and an appreciation of social, cultural, religious and ethnic diversity
- build on their understanding of the past and the diversity of human experience through experiencing a broad and balanced course of study
- improve as effective, independent and resilient learners and as critical and reflective thinkers through a process of historical enquiry
- develop the ability to ask relevant and considered questions about the past and to investigate historical issues critically
- acquire an understanding of the nature of historical study, for example, that history is concerned with judgements based on available evidence and that some historical judgements may be more valid than others
- develop their use and understanding of historical terms, concepts and skills
- develop the ability to construct valid and realistic historical claims by using a range of sources in context
- develop a critical appreciation of the concept of historical significance and why some people, events and developments are seen as historically significant
- develop a critical appreciation of how and why different interpretations have been constructed about historically significant people, events and developments
- make links and draw comparisons within and/or across different periods and aspects of the past
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

The WJEC GCSE in History is attractive, giving learners the opportunity to study:

- specific aspects of the past in depth (short term), and breadth (medium and long term)
- history in a variety of geographical contexts: local, British and European and/or wider world settings
- continuity, change, cause, consequence, significance and similarity and difference over different periods of time both short term, medium term and long term
- Welsh history and a Welsh perspective which arises naturally from the subject matter which enriches learners' understanding of the world around them.

The structure of the specification is distinctive, giving learners the opportunity to study history in depth and in breadth. The structure of the specification allows learners to make a clear distinction between the study of history in the short term and the long term. At the same time it allows connections to be made between different periods and eras in history, and as such represents a coherent programme of study.

1.2 Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion.

This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of history at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.3 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications*.

This document is available on the JCQ website (www.jcq.org.uk). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

1.4 Welsh Baccalaureate

In following this specification, learners should be given opportunities, where appropriate, to develop the skills that are being assessed through the Skills Challenge Certificate within the Welsh Baccalaureate Certificate:

- Literacy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness.

1.5 Welsh perspective

In following this specification, learners must consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world.

Specifically, Units 1 and 3 will require candidates to make reference to the impact of historical change on Wales or on a Welsh perspective. Unit 1 assessments will include compulsory questions that require knowledge and understanding of Welsh History. Unit 3 assessments take a thematic approach to historical development. Candidates will be required to draw upon the Welsh context in their responses to specific Unit 3 questions.

2 SUBJECT CONTENT

This specification provides a broad and coherent course of study. The specification ensures the study of:

- history on different timescales including short, medium and longer term
- history in varying geographical contexts including local, Welsh, British and wider world
- history across three historical eras

The breadth of the specification is thus ensured by the features above.

This specification also provides a coherent and integrated study of history. This specification offers an opportunity for teachers of history to approach the subject through a variety of options which will lead to a broad, balanced and coherent course. All permitted combinations of study provided by this specification allow centres to construct a course which is broad and coherent for learners. Each unit offers a different perspective to the study of history and ensures breadth and coherence.

Unit 1: Studies in Depth - Wales and the wider perspective

Written examination: 1 hour

25% of qualification

50 marks (plus 3 marks for spelling, punctuation and grammar and the use of specialist language)

Learners study **one Study in Depth** from four options in total. This unit focuses study on a substantial and coherent short time scale in the history of Wales within Britain. This unit will provide learners with the opportunity to understand the complexity of a society in the history of Wales within Britain more effectively. Learners should understand how the experience of people within Wales can be distinctive but also that it can reflect the wider relationship with Britain. This unit encourages learners to use a wide range of historical sources. Learners will also study different historical interpretations of specific events and issues.

Unit 2: Studies in Depth – History with a European / world focus

Written examination: 1 hour

25% of qualification

50 marks (plus 3 marks for spelling, punctuation and grammar and the use of specialist language)

Learners study **one Study in Depth** from four options in total. This unit focuses study on a substantial and coherent short time scale in the history of a society in Europe or the wider world. This unit will provide learners with the opportunity to understand the complexity of a society in the history of Europe or the wider world more effectively. This unit also allows learners the opportunity to study history within a wider geographical context. This unit encourages learners to use a wide range of historical sources. Learners will also have the opportunity to create a variety of historical responses.

Unit 3: Thematic Studies from a broad historical perspective

Written examination: 1 hour 15 minutes

30% of qualification

60 marks (plus 4 marks for spelling, punctuation and grammar and the use of specialist language)

Learners study **one Thematic Study** from four options in total. The thematic studies provide learners with the opportunity to study history in breadth and consequently understand the changing nature of developments and issues associated with particular periods within the context of British history. In this unit, the impact of change on Wales should be highlighted within the broader historical context. The thematic studies will also allow learners to understand change and continuity and similarity and difference across long sweeps of history, as well as the most significant characteristics of different ages. The thematic studies will focus study on different historical eras and different geographical contexts if appropriate. This unit encourages learners to develop an understanding of historical concepts in particular, including continuity, change, cause, consequence, significance and similarity and difference. Examination questions in this unit will require candidates to make reference to the impact of changes on Wales or a Welsh perspective and therefore examples of these must be studied.

The requirement to study an historic site is an integrated part of the required content for each of the Thematic Studies. The following provides guidance on how centres should approach the study of an historic site.

For each Thematic option one historic site is nominated for study. The historic sites should be studied as part of the required content of the specification. Guidance is provided in the specification on the required content for the nominated historic site. The nominated sites are connected to the history of Wales within the wider British context. There is no requirement that learners visit the site.

In studying the nominated historic sites, learners should consider the following:

- the key historic features of the site
- the significance of the historic site on a local, regional or national level
- the relevance of the historic site to the development of the specific theme over time
- how the historic site contributes to a broader understanding of changes over time

Unit 4: Working as an historian (NEA)

Non-examination assessment

20% of qualification

40 marks

- Non-examination assessment (NEA) facilitates the development and assessment of historical and wider skills which cannot be effectively assessed under examination conditions. The particular skills developed and assessed through non-examination assessment are enquiry, construction of fully substantiated judgements, analysis of sources and interpretations in their historical context. NEA also encourages the development of extended narratives based on analysis and exploration of sources, different interpretations and historical context, investigative skills and the study of history in more specialised form.
- Non-examination assessment (NEA), in the form of research skills, creation of extended narratives based on analysis, evaluation and judgement, exploration of history in a more specialised form and the development of analysis and evaluation of historical interpretations, helps to facilitate smooth progression to A Level and beyond.
- Unit 4 will involve the completion of two separate tasks, one with a focus on source evaluation within the creation of an historical narrative and one with a focus on the formation of different historical interpretations of history.

Summary of Options

Unit 1: Studies in Depth – Wales and the wider perspective

- 1A The Elizabethan Age, 1558-1603
- 1B Radicalism and Protest, 1810-1848
- 1C Depression, War and Recovery, 1930-1951
- 1D Austerity, Affluence and Discontent, 1951-1979

Unit 2: Studies in Depth – History with a European / world focus

- 2A Russia in Transition, 1905-1924
- 2B The USA: A Nation of Contrasts, 1910-1929
- 2C Germany in Transition, 1919-1939
- 2D Changes in South Africa, 1948-1994

Unit 3: Thematic Studies from a broad historical perspective

- 3A Changes in Crime and Punishment, c.1500 to the present day
- 3B Changes in Health and Medicine, c.1340 to the present day
- 3C The Development of Warfare, c.1250 to the present day
- 3D Changes in Patterns of Migration, c.1500 to the present day

Unit 4: Working as an historian – non-examination assessment (NEA)

WJEC will provide an extensive range of NEA exemplars from which centres can choose. Alternatively, centres can devise their own NEA tasks which must follow the style and demand of the WJEC exemplars. These will be subject to verification by a senior moderator before learners begin their tasks.

Prohibited Combinations

The structure of the options offered in this qualification mean that there is no marked content overlap possible among Units 1, 2 or 3. **However, the topics chosen for NEA in Unit 4 must not replicate or overlap with the content of any of the examined units chosen.**

2.1 Unit 1 Studies in Depth - Wales and the wider perspective

1A: THE ELIZABETHAN AGE, 1558-1603

This option focuses in depth on selected themes and issues relating to the history of the Elizabethan Age, from 1558 to 1603. Learners will be required to consider the major influences on political and social life during the period as well as the issue of religious controversy. Learners should understand how the experience of people within Wales at this time was distinctive but also that this can reflect the wider relationship with Britain. Learners should develop an awareness of how aspects of life in this period have been represented and interpreted and they should also address the key questions in each topic area using a range of historical sources. Where appropriate, these will contain material from Welsh sources. The required content below shows which key features and characteristics of the period must be studied.

| Key questions | Required Content |
|---|---|
| <u>Elizabethan government:</u> How successful was the government of Elizabeth I? | <i>The coronation and popularity of Elizabeth; Royal Court, Privy Council and councillors; local government in Wales; the role of Parliament: issues over taxation and freedom of speech; Welsh gentry – Katheryn of Berain; the Wynn family</i> |
| <u>Lifestyles of rich and poor:</u> How did life differ for the rich and poor in Elizabethan times? | <i>Contrasting lifestyles of rich and poor; lifestyle of the gentry in Wales - fashion and homes: Plas Mawr, Conwy, St Fagan's Castle; causes of poverty; issue of unemployment and vagrancy; government legislation including the 1601 Poor Law</i> |
| <u>Popular entertainment:</u> What were the most popular types of entertainment in Elizabethan times? | <i>The importance of popular entertainment; cruel sports; the Elizabethan theatre – design and plays; attitudes towards the theatre in Wales and England; traditional pastimes - Cnapan</i> |
| <u>The problem of religion:</u> How successfully did Elizabeth deal with the problem of religion? | <i>Religious problems in 1559; the Religious Settlement; Acts of Supremacy and Uniformity; reactions to the religious Settlement in Wales and England; the translation of the Scriptures into Welsh and its impact on Wales and the Welsh language: Bishop William Morgan, Richard Davies and William Salesbury</i> |
| <u>The Catholic threat:</u> Why were the Catholics a threat to Elizabeth? | <i>Early toleration; the rebellion of Northern Earls 1569; Elizabeth's excommunication in 1570; Catholic plots: Ridolfi, Throckmorton, Babington; the role of Mary, Queen of Scots; Catholic recusancy in Wales including Richard Gwyn, Edward Jones, John Jones and William Davies</i> |
| <u>The Spanish Armada:</u> How much of a threat was the Spanish Armada? | <i>Reasons for the Armada; course of the Armada: events in the Channel, Calais, 'fireships' and return to Spain; results of the defeat of the Armada</i> |
| <u>The Puritan threat:</u> Why did the Puritans become an increasing threat during Elizabeth's reign? | <i>Puritan opposition in Parliament and Privy Council; measures taken to deal with the Puritan challenge; the attitude of the authorities to the Puritan challenge in Wales including the trial and execution of John Penry, 1593</i> |

1B: RADICALISM AND PROTEST, 1810-1848

This option focuses in depth on selected themes and issues relating to the history of radicalism and protest during the period 1810-1848. Learners will be required to consider the impact of the growth of radicalism, 1810-1822, the importance of industrial protest with a particular focus on events in industrial Wales, and the nature of rural protest in this period. Learners should understand how the experience of people within Wales at this time was distinctive but also that this can reflect the wider relationship with Britain. Learners should develop an awareness of how aspects of life in this period have been represented and interpreted and they should also address the key questions in each topic area using a range of historical sources. Where appropriate, these will contain material from Welsh sources. The required content below shows which key features and characteristics of the period must be studied.

| Key questions | Required Content |
|--|--|
| <p><u>The impact of the French Revolution and Napoleonic Wars</u> What were the main pressures facing the country c.1810?</p> | <p><i>The influence of the Corresponding Societies; the impact of war on the economy; demobilised soldiers; the Corn Laws; the demand for parliamentary reform; the impact of industrialisation on radical thinking</i></p> |
| <p><u>Early outbreaks of protest</u> What were the most significant protests in the period 1810-1832?</p> | <p><i>Causes and events of the main forms of protest including: the protests of the Luddites 1811-1812; the Spa Fields Riots, 1816; the march of the Blanketeers, 1817; the forming of political unions; the Reform Bill Riots, 1831</i></p> |
| <p><u>Government reaction:</u> How did the government react to popular protest at this time?</p> | <p><i>Agent provocateurs; the suspension of habeas corpus, 1817; the Peterloo Massacre, 1819; the Six Acts; the Cato Street Conspiracy, 1820; the 1832 Reform Act</i></p> |
| <p><u>Industrial protest in Wales</u> Why did the Merthyr Rising break out in 1831?</p> | <p><i>Long-term causes: working and living conditions, the truck system, the role of the industrialists; short-term causes: economic depression, radicalism and unionism, demands for parliamentary reform, wage cuts; the events of the Merthyr rising</i></p> |
| <p><u>The growth of Chartism:</u> How and why did Chartism develop?</p> | <p><i>The reasons for the rise of Chartism; the roles of Lovett and O'Connor; physical and moral force Chartism; the Convention and the Petitions; Chartism in Wales: the march on Newport and events at Llanidloes, 1839</i></p> |
| <p><u>Rural protest:</u> What conditions led to rural protests in this period?</p> | <p><i>The causes of the Swing Riots; the activities of the Swing rioters: destruction of property, threatening letters; the causes of the Rebecca Riots; the activities of the Rebecca Rioters: threats, attacks on tollgates and workhouses</i></p> |
| <p><u>Impact of industrial and rural protest:</u> What were the results of the industrial and rural protests after 1830?</p> | <p><i>The results of the Merthyr Rising: the execution of Dic Penderyn; abolition of the truck system, parliamentary representation; reasons for the failure of the Chartist movement; government reaction to rural protest: arrests, transportation, and legislation including the Poor Law Amendment Act, 1834, and the Turnpike Act, 1844</i></p> |

1C: DEPRESSION, WAR AND RECOVERY, 1930-1951

This option focuses in depth on selected themes and issues relating to the history of depression, war and recovery during the period 1930-1951. Learners will be required to consider the main features of life in the Depression, of war on the Home Front and of post-war Britain. Learners should understand how the experience of people within Wales at this time was distinctive but also that this can reflect the wider relationship with Britain. Learners should develop an awareness of how aspects of life in this period have been represented and interpreted and they should also address the key questions in each topic area using a range of historical sources. Where appropriate, these will contain material from Welsh sources. The required content below shows which key features and characteristics of the period must be studied.

| Key questions | Required Content |
|---|---|
| <u>The coming of the Depression:</u> What were the main causes of the Depression? | <i>Reasons for the decline of traditional industry in Britain, including competition from abroad, new markets, obsolete methods; the impact of the Wall Street Crash and its effect on industry in Britain</i> |
| <u>Life during the Depression:</u> How were people able to cope with the challenges of the Depression years? | <i>The dole and the Means Test; hunger marches from Jarrow and Rhondda; 'making ends meet' and self-help; emigration from Wales ; the importance of radio and cinema; growing light industry in parts of Britain; the Special Areas Acts; Trefforest Industrial Estate; contrast of older industrial regions with areas of greater employment</i> |
| <u>The coming of war:</u> How effectively did Britain prepare for war? | <i>The threat from Germany; Britain's policy of appeasement; preparations for war: wardens and shelters, RADAR, barrage balloons, anti-aircraft guns, conscription and reserved occupations</i> |
| <u>Life during wartime:</u> How did people in Britain cope with the experience of war? | <i>The bombing of British cities – Swansea, Belfast, Glasgow; evacuees and their host communities in Wales; the need for rationing; the contribution of women to the war effort</i> |
| <u>Keeping up morale:</u> How important was it to maintain people's morale during the war? | <i>The role of radio and cinema during the war; propaganda posters and censorship; campaigns and appeals such as Dig for Victory and the Spitfire Fund; the importance of Churchill as war leader</i> |
| <u>Life after war:</u> How difficult were conditions in Britain in 1945? | <i>The economic position of Britain in 1945; demobilisation; war damage; the reasons for Labour's victory in the 1945 General Election</i> |
| <u>Rebuilding the country after 1945:</u> How did the Labour government deal with the problems of the time? | <i>The Beveridge Report; Aneurin Bevan and the NHS; educational opportunities following the Act of 1944; the 'Homes for All' policy; nationalisation of the key industries: coal, electricity and transport; reaction to the reforms of the post-war Labour governments</i> |

1D: AUSTERITY, AFFLUENCE AND DISCONTENT, 1951-1979

This option focuses in depth on selected themes and issues relating to the history of austerity, affluence and discontent from 1951-1979. Learners will be required to consider the major influences on political, economic and social life in Britain during the period. Learners should understand how the experience of people within Wales at this time was distinctive but also that this can reflect the wider relationship with Britain. Learners should develop an awareness of how aspects of life in this period have been represented and interpreted and they should also address the key questions in each topic area using a range of historical sources. Where appropriate, these will contain material from Welsh sources. The required content below shows which key features and characteristics of the period must be studied.

| Key questions | Required Content |
|--|---|
| <u>Britain in the early 1950s:</u> What were the main issues facing the people of Britain in the early 1950s? | <i>Austerity and rationing; housing problems; national debt; cost of welfare budget; industrial decline; the extent of this on geographical regions of the country</i> |
| <u>The end of austerity:</u> What factors contributed to the economic recovery in the 1950s and 1960s? | <i>Town planning and new towns such as Cwmbran and Newtown; Macmillan- ‘never had it so good’; Wilson- ‘white heat of technology’; road investment including the M4 and Severn Bridge; the Beeching axe and its effects on Wales; development of nuclear power stations such as Trawsfynydd and Wylfa</i> |
| <u>Political and economic problems:</u> What were the main political and economic issues in Wales in the 1960s and 1970s? | <i>The Aberfan disaster of 1966 and its aftermath; developments in Welsh politics after 1962: Tryweryn 1965; Carmarthen by-election 1966; the Investiture of 1969; industrial unrest in Wales in the 1970s; attitudes in Wales to devolution by 1979</i> |
| <u>Changing lives of women:</u> How far did the lives of women change in this period? | <i>Labour-saving devices; education and employment changes; campaigns for women’s rights and liberation; the impact of the pill; equal opportunities legislation</i> |
| <u>Popular entertainment</u> What were the main changes in entertainment in this period? | <i>Changing musical styles; ways of listening to music; impact of TV; the influence of American culture; the links between entertainment and fashion; the emergence of different youth cultures</i> |
| <u>Changing attitudes to authority:</u> How did attitudes to authority change in the 1950s and 1960s? | <i>The permissive society; legalising homosexuality; attitudes to drugs; abolition of the death penalty; Profumo Scandal; the influence of CND ; the origins of Cymdeithas yr Iaith; the rise of comprehensive and Welsh medium education</i> |
| <u>Immigration:</u> What impact did immigration have on society in Britain during this period? | <i>Reasons for migration to Britain; Caribbean immigration: the Windrush; race riots and Notting Hill 1958; the role of Enoch Powell; race relations legislation in the 1970s; the contribution of migrants to life in British communities</i> |

2.2 Unit 2 Studies in Depth - History with a European / world focus

2A: RUSSIA IN TRANSITION, 1905-1924

This option focuses in depth on selected themes and issues relating to the history of Russia from 1905 to 1924. Candidates will be required to consider the causes and impact of the Revolutions of 1917, the Civil War in Russia and the impact of the development of the Communist state on Russia. Candidates should develop their understanding of the period through explanation and analysis of key concepts such as causation, change and continuity and significance and through analysing and evaluating a range of source material. The required content below shows which key features and characteristics of the period must be studied.

| Key questions | Required Content |
|---|--|
| Russia up to 1914: What were the main problems facing Russia between 1905 and 1914? | <i>The 1905 revolution: causes, events, results; growth of opposition groups; criticism of autocracy and increasing unpopularity of the monarchy; Stolypin's reforms; the influence of Rasputin</i> |
| The impact of the First World War, 1914-1917: How did the First World War affect Russia? | <i>The outbreak of war; initial success and later military failings; incompetent military leadership, the role of the royal family; growing hardship at home; growth in opposition</i> |
| The 1917 Revolutions What were the main features and consequences of the 1917 revolutions? | <i>Main events of February 1917; the Provisional Government and abdication of the Tsar; the main events between February and October 1917; the October Revolution; the roles of Lenin and Trotsky; the immediate consequences of revolution</i> |
| The civil war, 1918-1921: What were the main developments in Russia during the civil war? | <i>Causes of the Civil War; intervention of foreign powers; role of the White Generals; role of the Red Army; murder of the royal family; reasons for the victory of the Reds</i> |
| Lenin's ideas: Why did Lenin introduce the New Economic Policy and how successful was it? | <i>The condition of Russia in 1921; the effects of War Communism; the Kronstadt mutiny; the main features of the New Economic Policy; its impact on Russia</i> |
| Life in early Communist Russia: Did Lenin succeed in establishing a Communist state in Russia? | <i>Organisation of the CPSU; the Comintern; the role of the Cheka and Red Terror; government control of key aspects of the economy: industry, banking, transport, foreign trade; changes for women; education, culture and religion; propaganda and censorship</i> |
| The importance of Lenin: What was Lenin's legacy to Russia? | <i>Lenin's declining health and influence; possible successors: Trotsky and Stalin; Stalin's scheming to assume the leadership; Lenin's contribution as party leader; his prestige and determination</i> |

2B: THE USA: A NATION OF CONTRASTS, 1910-1929

This option focuses in depth on selected themes and issues relating to the history of the USA between 1910 and 1929. Candidates will be required to consider the main problems and challenges facing American society during the period, the major economic problems and the development of American culture and society. Candidates should develop an awareness of how aspects of life in the USA in this period have been represented and interpreted and they should also address the key questions in each topic area using a range of historical sources. The required content below shows which key features and characteristics of the period must be studied.

| Key questions | Required Content |
|--|--|
| <u>Immigration:</u> Why did immigration become such a major issue in American society? | <i>The Open Door policy; demands for restriction; government legislation; the growth of xenophobia; events connected with anarchists: the Red Scare, Palmer Raids, the Sacco and Vanzetti case</i> |
| <u>Religion and race:</u> Was America a country of religious and racial intolerance during this period? | <i>Religious fundamentalism and the Bible Belt; the Monkey Trial; the treatment of Native Americans; segregation, the Jim Crow laws and the KKK; black reaction: migration, the NAACP and the UNIA</i> |
| <u>Crime and corruption:</u> Was the 1920s a decade of organised crime and corruption? | <i>Reasons for, life under and enforcement of prohibition; organised crime - Al Capone, St Valentine's Day Massacre; corruption: Harding, the Ohio Gang and the Tea Pot Dome scandal</i> |
| <u>Economic boom:</u> What were the causes of the economic boom experienced in the 1920s? | <i>America's economic position in 1910 - assets and natural resources; economic impact of the First World War; hire purchase; electrification; mass production; laissez faire, individualism and protectionism</i> |
| <u>The end of prosperity:</u> What factors led to the end of prosperity in 1929? | <i>Overproduction; falling consumer demand; boom in land and property values; over speculation; the Wall Street Crash : panic selling, Black Thursday, market crash</i> |
| <u>Popular entertainment:</u> How did popular entertainment develop during this period? | <i>Advent of silent movies; popularity of the cinema and movie stars; advent of the talkies; changes in popular music including jazz; impact of radio and gramophone; dancing and speakeasy culture</i> |
| <u>Role of women:</u> How did the lifestyle and status of women change during this period? | <i>Role of women in the pre-war years; impact of First World War; changing political attitudes; the influence of Jazz culture; flapper lifestyle and feminism; new fashions; opposition to the flapper lifestyle</i> |

2C: GERMANY IN TRANSITION, 1919-1939

This option focuses in depth on selected themes and issues relating to the history of Germany from 1919-1939. Candidates will be required to consider the impact of the First World War on Germany, the recovery of the Weimar Republic, the factors which led to the rise of the Nazis and the impact of the Nazi regime upon the lives of the German people. Candidates should develop an awareness of how aspects of life in Germany in this period have been represented and interpreted and they should also address the key questions in each topic area using a range of historical sources. The required content below shows which key features and characteristics of the period must be studied.

| Key questions | Required Content |
|---|---|
| <u>Impact of the First World War</u> What challenges were faced by the Weimar Republic from 1919-1923? | <i>Impact of the Treaty of Versailles; weaknesses of Weimar government; political instability - the Spartacist, Kapp, and Munich Putsch; hyperinflation; events in the Ruhr 1923</i> |
| <u>Recovery of Weimar</u> Why were the Stresemann years considered a 'golden age'? | <i>Recovery from hyperinflation; Dawes and Young Plans; the Locarno Pact; relations with the League of Nations; US investment; social and political developments</i> |
| <u>End of the Weimar Republic</u> How and why did the Weimar Republic collapse between 1929 and 1933? | <i>Social and political impact of the Depression on the Weimar Republic; the reasons for growing support for the Nazis; role of the SA; propaganda; political extremism and scheming 1929-1932</i> |
| <u>Consolidation of power</u> How did the Nazis consolidate their power between 1933 and 1934? | <i>Hitler as Chancellor; the Reichstag Fire; the 1933 election and Enabling Act; trade unions and political parties; Night of the Long Knives; Hitler becomes Fuhrer</i> |
| <u>Nazi economic, social and racial policy</u> How did Nazi economic, social and racial policy affect life in Germany? | <i>Reducing unemployment; Nazi policy towards workers; women and the Three Ks; controlling education; the role of the Hitler Youth Movement; attitudes to religion; the treatment of the Jews 1933-1939</i> |
| <u>Terror and persuasion</u> What methods did the Nazis use to control Germany? | <i>Use of SS and Gestapo; control of the legal system; Goebbels and propaganda; use of rallies, radio and cinema; censorship of newspapers and the arts</i> |
| <u>Hitler's foreign policy</u> What factors led to the outbreak of war in 1939? | <i>Hitler's foreign policy aims; rearmament and conscription; the Rhineland 1936; the Anschluss 1938; the Sudetenland 1938; the Nazi-Soviet Pact 1939</i> |

2D: CHANGES IN SOUTH AFRICA, 1948-1994

This option focuses in depth on selected themes and issues relating to the history of South Africa from 1948-1994. Candidates will be required to consider the establishment of the apartheid state, the growth of opposition to apartheid and the eventual ending of the apartheid system. Candidates should develop their understanding of South Africa in this period through explanation and analysis of key concepts such as causation, change and continuity and significance and through analysing and evaluating a range of source material. The required content below shows which key features and characteristics of the period must be studied.

| Key questions | Required Content |
|---|--|
| <u>The apartheid system:</u> Why was the apartheid system established? | <i>South Africa in 1948; the results of the election of 1948; main apartheid laws, 1949-1956; changes under Verwoerd 1958-1966; creation of self-governing homelands and Bantustans</i> |
| <u>The effects of the apartheid system:</u> What was the effect of the apartheid system on life and work? | <i>Education and employment ; segregation in society, forced movement to and life in the new townships; increase in police powers: banning orders, detentions, torture, censorship</i> |
| <u>Opposition to apartheid in South Africa:</u> What were the main methods of opposition to apartheid | <i>The work of the ANC ; the Defiance Campaign; the Freedom Charter; the Treason Trials; Sharpeville and its consequences; actions of the ANC and PAC; the Rivonia Trial; Soweto and its consequences</i> |
| <u>The role of key individuals:</u> What was the role and influence of key individuals in the campaign against apartheid? | <i>The role of political activists including Mandela, Sisulu, Tambo, Sobukwe, Biko, Buthelezi; the role of women including Lilian Ngoyi, Helen Suzman and Winnie Mandela; role of church leaders including Huddleston and Tutu</i> |
| <u>International opposition:</u> How effective was international opposition to apartheid? | <i>The OAU; the Lusaka Manifesto; SWAPO; United Nations; South Africa leaving the Commonwealth; international pressure: economic sanctions and boycotts, the Anti-Apartheid Movement</i> |
| <u>Changes to the apartheid system:</u> Why did the apartheid system change during the Presidencies of Botha and de Klerk? | <i>Botha and the 'New Realism' ; constitutional changes 1983-84; relaxation of some apartheid laws; black resistance in the townships; emergence of the UDF; de Klerk's new course</i> |
| <u>The ending of the apartheid system:</u> Why and when did the apartheid system end? | <i>CODESA; the constitutional agreement of November 1993; the General Election of April 1994; 'Truth and Reconciliation'; improving international relations</i> |

2.3 Unit 3 Thematic Studies from a broad historical perspective

3A: CHANGES IN CRIME AND PUNISHMENT, c.1500 to the present day

This option focuses thematically on the main trends in the history of crime and punishment in Britain from c.1500 to the present day. Foreign content is included only where it is fundamental in its influence. Learners will be required to consider the causes and types of crime, law enforcement, combating and punishment of crime and changing attitudes towards crime and punishment over time. Learners will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of both crime and punishment from c.1500 to the present day. In this option, centres should ensure that they focus, where appropriate, on the issues of change, continuity, significance and turning points. In this option, the impact of changes in crime and punishment on Wales should be highlighted within the wider context. As part of this option learners will investigate an historic site connected with this theme. The required content below shows which key features and characteristics of the period must be studied.

| Key questions | Required Content |
|---|---|
| <p>Causes of crime: What have been the main causes of crime over time?</p> | <p><i>The growth of economic pressures in the Tudor period; the impact of religious change in the sixteenth and seventeenth centuries; the pressures of industrialisation and urbanisation in the eighteenth and nineteenth centuries; twentieth century pressures including changing technology; the growth of terrorism in the twenty-first century</i></p> |
| <p>Nature of crimes: How has the nature of criminal activity differed and changed over time?</p> | <p><i>Vagrancy and heresy in the sixteenth century; the growth of smuggling and highway robbery in the eighteenth century; crimes connected with urbanisation in the nineteenth century; industrial and agrarian disorder during the Industrial Revolution; the growth of crime in the twentieth and twenty-first centuries associated with the development of the motor car, computers, technology and terrorism</i></p> |
| <p>Enforcing law and order: How has the responsibility of enforcing law and order changed over time?</p> | <p><i>The growth of civic and parish responsibilities in the sixteenth century; the concept and development of organised police forces by the nineteenth century; the changing nature and purpose of policing in the twentieth and twenty-first centuries</i></p> |
| <p>Methods of combating crime: How effective have methods of combating crime been over time?</p> | <p><i>The role and effectiveness of Tudor Justices of the Peace, constables and watchmen; the establishment and influence of the Bow St. Runners; Peel and the setting up of the Metropolitan Police in 1829; the extension of police forces in the nineteenth century; developments in policing in the twentieth century: women police officers, transport, communication, specialisation and community policing</i></p> |

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| <p><u>Attitudes to punishment:</u> Why have attitudes to punishment changed over time?</p> | <p><i>Retribution and deterrence as purposes of punishment over time; the purpose of punishment in public over time; the use of banishment in the eighteenth and nineteenth centuries; the use of prisons to punish and reform in the nineteenth century; changes in attitudes to punishment in the twentieth century: dealing with young offenders, abolition of the death sentence; attempts to rehabilitate and make restitution</i></p> |
| <p><u>Methods of punishment:</u> How have methods of punishment changed over time?</p> | <p><i>The treatment of vagabonds in Tudor times; the use of public punishment up to the nineteenth century: stocks, pillory and executions; the use of transportation from the 1770s to the 1860s; the need for prison reform: Howard, Paul and Fry; new prisons in the later nineteenth century: the silent and separate systems; alternative methods of dealing with prisoners in the twentieth century: borstals, open prisons, probation and community service</i></p> |
| <p>A study of an historic site connected with crime and punishment</p> | <p><i>The study of the historic environment is an integrated part of the required content for this thematic study outlined above. Within the required content above, centres should study the historic site nominated below:</i></p> |
| <p>In studying the historic site, learners should consider the following:</p> <ul style="list-style-type: none"> • the key features of the historic site • the significance of the historic site on a local, regional or national level • the relevance of the historic site to the development of crime and punishment over time • how the historic site contributes to a broader understanding of changes in the history of crime and punishment | <p>'China': the growth of crime in industrial Merthyr in the nineteenth century</p> <p><i>In their study of this historic site centres should focus on the following:</i></p> <ul style="list-style-type: none"> • <i>living conditions in urban Merthyr in the nineteenth century</i> • <i>increased opportunities for crime in urban Merthyr in the nineteenth century</i> • <i>the impact of the growth of urban Merthyr on changes in policing in the nineteenth century</i> |

CONTENT AMPLIFICATION TO ENHANCE COVERAGE OF A WELSH PERSPECTIVE

Teachers are advised that in addressing the wider themes associated with the development of crime and punishment from c.1500 to the present day they should illustrate their teaching with relevant and appropriate examples that demonstrate both a Welsh perspective and the impact on Wales of these developments. **Please note that the examples provided here are suggestions only. Teachers are encouraged to use examples from this list and any other appropriate local examples:**

| ASSOCIATED THEME | CONTENT FOCUS | WELSH PERSPECTIVE |
|---|---|---|
| Causes and nature of crimes | Heresy and treason in the sixteenth century | The fates of Rawlins White, Richard Gwyn and John Penry |
| | Smuggling in the eighteenth century | The extent of smuggling in west Wales – Gower (Brandy Cove), Pembrokeshire (Ogof Whisky) and Cardigan Bay |
| | Crimes associated with urbanisation in the nineteenth century | Urban slums such as 'China' in Merthyr |
| | Industrial protest in the nineteenth century | Chartist protests in Newport and Llanidloes, 1839 |
| | Rural protest in the nineteenth century | The Rebecca Riots |
| | Illegal direct action in the twentieth century | The Investiture bombings, 1968-1969; the activities of Meibion Glyndwr in the 1980s and 1990s |
| Combatting crime and enforcing law and order | Welsh law in the early sixteenth century | The use of the laws of Hywel Dda up to 1540 |
| | JPs, constables and watchmen from the mid sixteenth century to the mid nineteenth century | The introduction of English law enforcement into Wales in the Acts of Union |
| | Extension of the police forces in the mid nineteenth century | The establishment of town and county police forces in Wales after the 1839 Police Act |
| | Changes in policing in the twentieth century | The setting up of larger integrated police forces in Wales after 1969 |
| Methods of punishment | Traditional community methods of punishment over time | Ceffyl pren (rural) and Scotch Cattle (industrial) – both used up to the 1840s |
| | The use of public punishment up to the late nineteenth century | Public execution sites around Wales: Beaumaris, Caernarfon, Swansea, Carmarthen, Cardiff; last recorded use of stocks in Newcastle Emlyn in 1872 |
| | Use of transportation from the 1770s to the 1860s | Only 1.2% of transportees were from Wales; Notable transportees were Lewis Lewis, John Frost and the Rebecca Rioters |
| | Prisons and prison reform after the 1770s | Visits of John Howard to Caernarfon and Swansea Castle gaols in the 1770s; building of new Victorian prisons in Beaumaris (1830), Cardiff (1832), Swansea (1861); building of first 'Pentonville-style' prison in Wales at Ruthin in 1878 |
| | New types of prison in Wales in the twentieth century | Open prison at Prescoed (1939); lack of youth custody centres in Wales |

3B: CHANGES IN HEALTH AND MEDICINE, c.1340 to the present day

This option focuses thematically on the main trends in the history of health and medicine in Britain from c.1340 to the present day. Foreign content is included only where it is fundamental in its influence. Learners will be required to consider the causes, treatment and prevention of illness and disease, advances in medical knowledge, developments in patient care and advances in public health and welfare over time. Learners will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of health and medicine from c.1340 to the present day. In this option, centres should ensure that they focus, where appropriate, on the issues of change, continuity, significance and turning points. In this option, the impact of changes in health and medicine on Wales should be highlighted within the wider context. As part of this option learners will investigate an historic site connected with this theme. The required content below shows which key features and characteristics of the period must be studied.

| Key questions | Required Content |
|---|--|
| <p><u>Causes of illness and disease:</u> What have been the main causes of illness and disease over time?</p> | <p><i>Living conditions in the medieval and early modern eras with reference to the Black Death and the Great Plague ; the effects of industrialisation: cholera and typhoid; the spread of bacterial and viral diseases in the nineteenth and twentieth centuries: Tuberculosis and Influenza</i></p> |
| <p><u>Attempts to prevent illness and disease:</u> How effective were attempts to prevent illness and disease over time?</p> | <p><i>Early methods of prevention of disease with reference to the Black Death: alchemy and medieval doctors; the application of science to the prevention of disease in the late eighteenth and early nineteenth century: the work of Edward Jenner and vaccination; the influence and spread of inoculation since 1800; the discovery of antibodies and developments in the field of bacteriology</i></p> |
| <p><u>Attempts to treat and cure illness and disease</u> How have attempts to treat illness and disease changed over time?</p> | <p><i>Traditional treatments common in the medieval era: barber surgeons, use of leeches, herbal remedies; Joseph Lister and the use of antiseptics in the later nineteenth century; James Simpson and the development of anaesthetics in the nineteenth century ; twentieth century developments: Marie Curie and the development of radiation; the roles of Fleming, Florey and Chain regarding antibiotics; Barnard and transplant surgery; modern advances in cancer treatment and surgery</i></p> |
| <p><u>Advances in medical knowledge:</u> How much progress has been made in medical knowledge over time?</p> | <p><i>Medical ideas in the medieval era: astrology and the theory of the four humours; the medical work of Vesalius, Pare and Harvey in the sixteenth and seventeenth centuries; nineteenth century advances in medical knowledge: improved knowledge of the germ theory: Pasteur and Koch; the development of scanning techniques in the twentieth century: X-rays, ultrasound and MRI scans; the discovery of DNA and genetic research in the later twentieth century</i></p> |
| <p><u>Developments in patient care:</u> How has the care of patients improved over time?</p> | <p><i>The role of the church and monasteries from medieval times up to the mid sixteenth century; the role of voluntary charities and endowed hospitals up to the late eighteenth century; the influence of Florence Nightingale and Betsi Cadwaladr on nursing from the mid-nineteenth century; Aneurin Bevan and the setting up of the NHS after World War II; pressures on the NHS up to the present day</i></p> |

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| <p>Developments in public health and welfare: How effective were attempts to improve public health and welfare over time?</p> | <p><i>Standards in public health and hygiene from the fourteenth century to the eighteenth century; the impact of industrialisation on public health in the nineteenth century; the work of Edwin Chadwick leading to Victorian improvements in public health; efforts to improve housing and reduce pollution in the twentieth century; attempts to improve public health and welfare in the twenty-first century: campaigns, fitness drives, healthy eating</i></p> |
| <p>A study of an historic site connected with health and medicine</p> | <p><i>The study of the historic environment is an integrated part of the required content for this thematic study outlined above. Within the required content above, centres should study the historic site nominated below:</i></p> |
| <p>In studying the historic site, learners should consider the following:</p> <ul style="list-style-type: none"> • the key features of the historic site • the significance of the historic site on a local, regional or national level • the relevance of the historic site to the development of health and medicine over time • how the historic site contributes to a broader understanding of changes in the history of health and medicine | <p><i>Urban Cardiff in the nineteenth century</i></p> <p><i>In their study of this historic site centres should focus on the following:</i></p> <ul style="list-style-type: none"> • <i>living conditions in Cardiff in the nineteenth century</i> • <i>outbreaks of cholera and typhoid in Cardiff in the nineteenth century</i> • <i>attempts at improving public health in Cardiff in the nineteenth century</i> • <i>the effectiveness of attempts to improve public health in Cardiff in the nineteenth century</i> |

CONTENT AMPLIFICATION TO ENHANCE COVERAGE OF A WELSH PERSPECTIVE

Teachers are advised that in addressing the wider themes associated with the development of health and medicine from c.1340 to the present day they should illustrate their teaching with relevant and appropriate examples that demonstrate both a Welsh perspective and the impact on Wales of these developments. **Please note that the examples provided here are suggestions only. Teachers are encouraged to use examples from this list and any other appropriate local examples:**

| ASSOCIATED THEME | CONTENT FOCUS | WELSH PERSPECTIVE |
|---|--|---|
| Causes of illness and disease | Living conditions in the medieval era with reference to the Black Death | Living conditions in medieval villages in Wales(e.g. Cosmeston); the Black Death in Caldicot, Carmarthen, Haverfordwest and Holywell |
| | The effects of industrialisation: cholera and typhoid | Cholera epidemics in Merthyr Tydfil and Cardiff, 1848/49 |
| Medical knowledge, prevention and treatment of illness and disease | Nineteenth century advances in medical knowledge | The work of bonesetters (e.g. in Anglesey and Rocyn Jones at Rhymney) and links to the foundations of orthopaedics |
| | Improved knowledge of the germ theory | The role of JW Power, MOH for Ebbw Vale in setting up courses on bacteriology e.g. Cardiff, 1898 |
| | The discovery of DNA and genetic research in the later twentieth century | The work of Martin Evans on stem cells |
| | Traditional treatments common in the medieval era | The place of the mediciner of the household in the laws of Hywel Dda, with payment rates for treatments; curative wells (e.g. Ffynnon Gwenffrewi, Holywell) |
| | Traditional herbal remedies | The physicians of Myddfai |
| | Traditional treatments | Dynion Hysbys - wise men and use of charms |
| Patient care and public health | The role of the church and monasteries from medieval times up to the mid sixteenth century | Infirmaries within monasteries e.g. Franciscan Friary, Carmarthen; Tintern Abbey; hospital of Knights of St John (order of hospitallers) on pilgrim route at Ysbyty Ifan |
| | The role of voluntary charities and endowed hospitals | Predominance of voluntary hospitals across Wales including specialist ones such as Stanley Sailor's Hospital, Holyhead,1871 and Hamadryad Seaman's Hospital, Cardiff from the 1860s |
| | Nursing from the mid-nineteenth century | Betsi Cadwaladr in military nursing responds to unhygienic conditions and bureaucracy in the Crimean War |
| | Aneurin Bevan and the setting up of the NHS | Aneurin Bevan influenced by his background in south Wales |
| | Victorian improvements in public health | Sir Henry de la Beche 1844 Report on Conditions in Merthyr; the building of reservoirs in Wales from the 1860s |
| | Efforts to improve housing and reduce pollution in the twentieth century | Welsh Office house condition surveys and improvement grants in the post - war period |

3C: THE DEVELOPMENT OF WARFARE, c.1250 to the present day

This option focuses thematically on the main trends in the development of warfare in Britain from c.1250 to the present day. Foreign content is included only where it is fundamental in its influence. Learners will be required to consider the causes of war, developments in tactics and strategy, training and recruitment, warfare and technology, naval warfare and to the role of women in warfare over time. Learners will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of warfare from c.1250 to the present day. In this option, centres should ensure that they focus, where appropriate, on the issues of change, continuity, significance and turning points. In this option, the impact of changes in warfare on Wales should be highlighted within the wider context. As part of this option learners will investigate an historic site connected with this theme. The required content below shows which key features and characteristics of the period must be studied.

| Key questions | Required Content |
|--|--|
| <p><u>Causes of war:</u> Have wars always had the same causes over time?</p> | <p><i>Causes of war in general with reference to specific wars as amplification; religion: its role in causing wars in the medieval period; desire for territory: the Edwardian conquest of Wales ; the struggle for independence: Owain Glyndwr; politics: its role in causing the Civil War of the 1640s; nationalism and expansionism: their role in causing the Second World War; ideology: its role in causing the Cold War</i></p> |
| <p><u>Changes in tactics and strategy:</u> How have tactics and strategy changed over time?</p> | <p><i>Medieval battle tactics and strategy; the use of linear tactics up to the mid nineteenth century; the development of entrenched warfare in the First World War; the development of total war tactics from the Second World War</i></p> |
| <p><u>Training and recruitment:</u> How far did methods of training and recruiting troops change over time?</p> | <p><i>Feudal military duties ; the creation of Tudor armies; the New Model Army of the 1640s and the beginning of professionalism; press gangs in the eighteenth and nineteenth centuries; the use of propaganda for recruitment in the First World War; conscription, National Service and career soldiers in the twentieth century</i></p> |
| <p><u>Changes in technology:</u> How important was technology in changing the nature of warfare over time?</p> | <p><i>Medieval siege warfare; the development of firearms as weapons up to the seventeenth century; the impact of industrialisation on weaponry in the nineteenth century; developments in machinery during First and Second World Wars: tanks and aircraft; the development of nuclear weaponry after the Second World War; computerisation and hi-tech weaponry in the later twentieth and twenty-first centuries</i></p> |
| <p><u>Development of naval warfare:</u> What have been the main developments in naval warfare over time?</p> | <p><i>The development of the Tudor navy ; the growth of the British navy from the mid seventeenth century; the role of the of the Royal Navy in the defeat of Napoleon by 1815; the role of the Royal Navy during the First and Second World Wars; the function of the Royal Navy in the later twentieth and twenty-first centuries</i></p> |

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| <p><u>The role of women in war:</u> How has the role of women in warfare changed over time?</p> | <p><i>The role of women in medieval battles; women and their role in British armies 1500-1815: nursing and support; the role of women as nurses and auxiliaries in the nineteenth century; women and their role on the Home Fronts in the First and Second World Wars; women on the front line in the twentieth and twenty-first centuries as soldiers and medics</i></p> |
| <p>A study of an historic site connected with development of warfare</p> | <p><i>The study of the historic environment is an integrated part of the required content for this thematic study outlined above. Within the required content above, centres should study the historic site nominated below:</i></p> |
| <p>In studying the historic site, learners should consider the following:</p> <ul style="list-style-type: none"> • the key features of the historic site • the significance of the historic site on a local, regional or national level • the relevance of the historic site to the development of warfare over time • how the historic site contributes to a broader understanding of changes in the history of the development of warfare | <p><i>Harlech Castle, c.1282-1647</i></p> <p><i>In their study of this historic site, centres should focus on the following:</i></p> <ul style="list-style-type: none"> • <i>reasons for the construction of Harlech Castle</i> • <i>changes in the design of Harlech Castle over time</i> • <i>sieges of Harlech Castle</i> • <i>Harlech Castle during the Civil War</i> |

CONTENT AMPLIFICATION TO ENHANCE COVERAGE OF A WELSH PERSPECTIVE

Teachers are advised that in addressing the wider themes associated with the development of warfare from c.1250 to the present day they should illustrate their teaching with relevant and appropriate examples that demonstrate both a Welsh perspective and the impact on Wales of these developments. **Please note that the examples provided here are suggestions only. Teachers are encouraged to use examples from this list and any other appropriate local examples:**

| ASSOCIATED THEME | CONTENT FOCUS | WELSH PERSPECTIVE |
|--|--|---|
| Causes of wars | Desire for territory | Rivalries between regional Welsh leaders before the Edwardian conquest |
| | Nationhood and independence | Campaign of Llywelyn ap Gruffydd, 1240s; campaign of Owain Glyndwr, 1400-1415 |
| Methods of recruitment | Feudal military duties | Obligations defined in the laws of Hywel Dda |
| | The use of propaganda for recruitment in the First World War | Propaganda for recruitment, conscription and conscientious objection in Wales; Welsh regiments in the First World War |
| | Volunteering in the twentieth century | Welsh volunteers in the International Brigades e.g. Tommy Jones from Aberdare |
| | National Service and career soldiers in the twentieth century | Deployment of Welsh regiments in the 1950s; Welsh involvement in the Falklands War |
| | Career soldiers in the twentieth century | Army barracks in Wales e.g. Brecon, Sennybridge and Castlemartin |
| Changes in types of warfare and methods of fighting | Medieval battle tactics and strategy | Gerald's advice to the Welsh; the nature of medieval battle tactics and strategy as indicated in conflicts in Wales |
| | The development of weapons | Longbow construction and the skills of medieval Welsh archers during the Hundred Years' War e.g. Agincourt, 1415 |
| | Medieval siege warfare | Sieges at Dryslwyn, 1287; Biwmares, 1403; Harlech, 1461-68; Pembroke, 1648 |
| | Civil War battle tactics | Battle of St Fagans, 1648 |
| | Developments in machinery during First and Second World Wars | The acquisition of land for training – Rhiw Goch, Trawsfynydd, 1906; Castlemartin, 1939; Mynydd Epynt, 1939 |
| | The development of aerial warfare in the twentieth century | The Penyberth Incident, 1936 |
| | Developments in the use of aircraft during the Second World War | Bombing raids on Cardiff and Swansea; training in Wales for the 'dam busters' attack on the Ruhr valley |
| | Development of naval warfare | The role of the Royal Naval Dockyard, Pembroke Dock, 1815-1925 |
| | The role of women as nurses and auxiliaries in the nineteenth century | The work of Betsi Cadwaladr |
| | Women and their role on the Home Fronts in the First and Second World Wars | Work in munitions factories such as Hirwaun, Glascoed, Bridgend, Newport; work on the land |

3D: CHANGES IN PATTERNS OF MIGRATION, c.1500 to the present day

This option focuses thematically on the main trends in the patterns of migration into and out of Britain from c.1500 to the present day. Foreign content is included only where it is fundamental in its influence. Candidates will be required to consider developments in patterns of both immigration and emigration over time. Candidates will be required to examine the major political, social, economic and cultural perspectives which have contributed to patterns of migration from c.1500 to the present day. In this option, centres should ensure that they focus, where appropriate on the issues of change, continuity, significance and turning points. In this option, the impact of patterns of migration on Wales should be highlighted within the wider context. As part of this option candidates will investigate an historic site connected with this theme. The required content below shows which key features and characteristics of the period must be studied.

| Key questions | Required Content |
|---|---|
| <p><u>Reasons for immigration:</u> What have been the main reasons for immigration into Britain over time?</p> | <p><i>Commerce and trade: African and Asian arrivals in the sixteenth and seventeenth centuries; employment: internal migration from rural to industrial areas in the late nineteenth century; the legacy of empire: immigrants from the Commonwealth after World War II; European integration: EU migrants in the twenty-first century</i></p> |
| <p><u>The experiences of immigrants:</u> What were the experiences of and responses to the various groups of immigrants?</p> | <p><i>The experience of migrants during the industrial revolution; the experience of Commonwealth migrants in the 1950s and 1960s; race relations legislation in the 1970s; the issues raised by EU sanctioned immigration in the twenty-first century</i></p> |
| <p><u>The impact of immigration on Britain:</u> What sort of impact have immigrants made on British society?</p> | <p><i>The social and economic impact of immigrants during the industrial revolution of the nineteenth century; the impact of Commonwealth migrants on British society: business, sport, food and music; the impact of EU immigration on political and economic life in areas of Britain in the twenty-first century</i></p> |
| <p><u>Reasons for emigration:</u> What have been the main reasons for emigration from Britain over time?</p> | <p><i>Persecution: the Pilgrim Fathers, 1620; the search for political and religious freedom: William Penn and the Quakers, 1680s; poverty: the Irish in the mid nineteenth century; cultural influences: the voyage of the Mimoso to Patagonia in 1865; economic: Welsh emigration to England in the 1930s</i></p> |
| <p><u>The experiences of emigrants:</u> What were the experiences of and responses to the various groups of emigrants?</p> | <p><i>The experiences of the early Puritan settlers in the American colonies; the settlement of the Irish in North America in the nineteenth century; the efforts to establish a Welsh colony in Patagonia; the experiences of British people in Australia in the 1950s and 1960s; reaction of the host populations to emigrants</i></p> |

| | |
|---|---|
| <p>The impact of emigration: What impact have emigrants made on their destination?</p> | <p><i>The influence of the Puritans on the establishment of the United States in the 1770s; the impact of the Catholic Irish community in North America; the survival of Welsh language culture in Patagonia; the impact of emigrants and their descendants on politics, economics, music and sport</i></p> |
| <p>A study of an historic site connected with migration</p> | <p><i>The study of the historic environment is an integrated part of the required content for this thematic study outlined above. Within the required content above, centres should study the historic site nominated below:</i></p> |
| <p>In studying the historic site, learners should consider the following:</p> <ul style="list-style-type: none"> • the key features of the historic site • the significance of the historic site on a local, regional or national level • the relevance of the historic site to the development of patterns of migration • how the historic site contributes to a broader understanding of changes in the history of migration | <p><i>Patagonian settlements</i></p> <p><i>In their study of this historic site, centres should focus on the following:</i></p> <ul style="list-style-type: none"> • <i>reasons for migration from Wales to Patagonia in the 1860s</i> • <i>problems associated with settlement in Patagonia</i> • <i>the establishment of Welsh communities in Patagonia</i> • <i>the significance of the Welsh settlement of Patagonia today</i> |

CONTENT AMPLIFICATION TO ENHANCE COVERAGE OF A WELSH PERSPECTIVE

Teachers are advised that in addressing the wider themes associated with changing patterns of migration from c.1500 to the present day they should illustrate their teaching with relevant and appropriate examples that demonstrate both a Welsh perspective and the impact on Wales of these developments. **Please note that the examples provided here are suggestions only. Teachers are encouraged to use examples from this list and any other appropriate local examples:**

| ASSOCIATED THEME | CONTENT FOCUS | WELSH PERSPECTIVE |
|------------------------------------|--|--|
| Global migration into Wales | Reasons for immigration | Famine and Irish immigration in the 19 th century; Italian economic immigration in the late 19 th century; Commonwealth immigration in the late 20 th century; EU immigration in the 21 st century |
| | The experience of immigrant communities | Butetown- one of the first multicultural communities in Britain made up of more than 50 different nationalities by the First World War |
| | Reactions of host communities to immigrants | Anti - Irish riots in Cardiff, 1848; anti-Jewish riots in Tredegar and Ebbw Vale, 1911; race riots in Cardiff, Newport and Barry, 1919; internment of Italians and the Arandora Star, 1940 |
| | The economic and cultural impact of immigration | Irish labour: railways, ironworks, docks; the influence of Italian immigrants – 'Bracchi cafes'; economic contribution of EU workers in the 21 st century |
| Migration from Wales | Religious refugees | Migration to America from the 17 th century e.g. John Miles' congregation of Baptists at Rehoboth, Massachusetts; 1848, 249 Welsh Mormons arrived in Salt Lake City |
| | The efforts to establish a Welsh colony in Patagonia | Michael D Jones; 'little Wales beyond Wales'; sailing of the Mimosa, May 28 th 1865; Chubut Valley |
| | Economic migration to America | From 1850 - 1870 60,000 emigrated to the USA from Wales; e.g. coalminers in Scranton and Wilkes-Barre; tinplate workers in Pittsburgh |
| | The experiences of emigrants | The early settlers experience in Patagonia; consolidation and improved relations with Teheulches; eastward expansion; conflict with the Argentinian government |
| | The impact of emigration | Survival of Welsh language culture in Patagonia; prominent Welsh immigrants in America and Australia – John L Lewis of the United Mine Workers Labor Union and Billy Hughes |
| Internal migration | Reasons for migration | Rural to urban migration in the 19 th century; English migration into Wales, 1901-1910; Welsh emigration to England in the 1930s; Welsh communities in England: e.g. London, Liverpool, Coventry |
| | The effect of English migration on Wales | English became the main language of many South Wales communities in the early 20 th century |

2.4 Unit 4 Working as an historian: non-examination assessment (NEA)

Non-examination assessment (NEA) is a compulsory part of GCSE History. It complements the external examinations by offering a different and distinct learning experience and means of assessment.

Unit 4 will involve the completion of two separate non-examination assessments, one with a focus on source evaluation within the creation of an historical narrative and one with a focus on the formation of different historical interpretations of history.

This unit will be internally assessed and moderated by the awarding body. See page 35 for details on the administration of non-examination assessment.

3 ASSESSMENT

3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must demonstrate their ability to:

AO1 [35%]

Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 [35%]

Explain and analyse historical events and periods studied using second-order historical concepts.

AO3 [15%]

Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4 [15%]

Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

The table below shows the weighting of each assessment objective for each component and for the qualification as a whole.

| | AO1 | AO2 | AO3 | AO4 | Total |
|--------------------------|------------|------------|------------|------------|--------------|
| Unit 1 | 6 | 9 | 4 | 6 | 25% |
| Unit 2 | 13 | 6 | 6 | | 25% |
| Unit 3 | 13 | 16 | 1 | | 30% |
| Unit 4 | 3 | 4 | 4 | 9 | 20% |
| Overall weighting | 35% | 35% | 15% | 15% | 100% |

3.2 Scheme of Assessment

Assessment for GCSE History is untiered, i.e. all units cater for the full range of ability and allow access to grades A*-G for the subject award.

The scheme of assessment is outlined below:

Unit 1: Studies in Depth - Wales and the wider perspective

Centres choose to study one of the following options:

- 1A The Elizabethan Age, 1558-1603
- 1B Radicalism and Protest, 1810-1848
- 1C Depression, War and Recovery, 1930-1951
- 1D Austerity, Affluence and Discontent, 1951-1979

Each examination paper will have five questions. **Candidates will be required to answer all questions on the examination paper.**

Unit 2: Studies in Depth – History with a European / world focus

Centres choose to study one of the following options:

- 2A Russia in Transition, 1905-1924
- 2B The USA: A Nation of Contrasts, 1910-1929
- 2C Germany in Transition, 1919-1939
- 2D South Africa, 1948-1994

Each examination paper will have five questions. **Candidates will be required to answer all questions on the examination paper.**

Unit 3: Thematic Studies from a broad historical perspective

Centres choose to study one of the following options:

- 3A Changes in Crime and Punishment, c.1500 to the present day
- 3B Changes in Health and Medicine, c.1340 to the present day
- 3C The Development of Warfare, c.1250 to the present day
- 3D Changes in Patterns of Migration, c.1500 to the present day

Each examination paper will have seven questions. **Candidates will be required to answer all questions on the examination paper.**

Please note that examination questions in Unit 3 will require candidates to make reference to the impact of changes on Wales or a Welsh perspective and therefore examples of these must be studied.

Unit 4: Working as an historian: non-examination assessment (NEA)

Non-examination assessment (NEA) is a compulsory part of GCSE History. It complements the external examinations by offering a different and distinct learning experience and means of assessment.

Unit 4 will involve the completion of two separate non-examination assessments, one with a focus on source evaluation within the creation of an historical narrative and one with a focus on the formation of different historical interpretations of history.

This unit will be internally assessed and moderated by WJEC.

All NEA assignment proposals must be approved by WJEC. The NEA must be from a content area not studied in the rest of the specification. The content area for the NEA will thus depend on the options chosen for the examined units.

WJEC will provide an extensive range of NEA exemplars from which centres can choose. Alternatively, centres can devise their own NEA tasks which must follow the style and demand of the WJEC exemplars. These will be subject of verification by a senior moderator before learners begin their tasks.

4 TECHNICAL INFORMATION

4.1 Making entries

This is a unitised specification which allows for an element of staged assessment.

All candidates taking this GCSE History qualification must be entered for one option from Unit 1, one option from Unit 2, and one option from Unit 3. In addition, all candidates must be entered for Unit 4, and the qualification cash-in.

Candidates may resit an individual unit once only. The better uniform mark score from the two attempts will be used in calculating the final overall grade subject to the **terminal rule** being satisfied first i.e. that candidates must complete a minimum amount of the assessment for a qualification in the series in which they are cashing in. The terminal rule is set at 40% of the overall qualification for GCSE History. If the assessment being re-taken contributes to the 40% terminal rule requirement, the mark for the new assessment will count.

If any unit has been attempted twice and a candidate wishes to enter the unit for the third time, the candidate will have to re-enter all units and the appropriate cash-in(s). This is referred to as a 'fresh start'. When retaking a qualification (fresh start), a candidate may have up to two attempts at each unit. However, no results from units taken prior to the fresh start can be used in aggregating the new grade(s).

Marks for NEA may be carried forward for the life of the specification.

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt. The candidate would, however, qualify as a resit candidate.

The entry codes appear below.

| | Option title | Entry codes | |
|----------------------------|---|----------------|--------------|
| | | English-medium | Welsh-medium |
| Unit 1 | 1A: The Elizabethan Age, 1558-1603 | 3100UA | 3100NA |
| | 1B: Radicalism and Protest, 1810-1848 | 3100UB | 3100NB |
| | 1C: Depression, War and Recovery, 1930-1951 | 3100UC | 3100NC |
| | 1D: Austerity, Affluence and Discontent, 1951-1979 | 3100UD | 3100ND |
| Unit 2 | 2A: Russia in transition, 1905-1924 | 3100UE | 3100NE |
| | 2B: The USA: A Nation of Contrasts, 1910-1929 | 3100UF | 3100NF |
| | 2C: Germany in Transition, 1919-1939 | 3100UG | 3100NG |
| | 2D: Changes in South Africa, 1948-1994 | 3100UH | 3100NH |
| Unit 3 | 3A: Changes in Crime and Punishment, c.1500 to the present day | 3100UJ | 3100NJ |
| | 3B: Changes in Health and Medicine, c.1340 to the present day | 3100UK | 3100NK |
| | 3C: The Development of Warfare, c.1250 to the present day | 3100UL | 3100NL |
| | 3D: Changes in Patterns of Migration, c.1500 to the present day | 3100UM | 3100NM |
| Unit 4 | Working as an historian | 3100UN | 3100NN |
| GCSE Qualification cash-in | | 3100QS | 3100CS |

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

4.2 Grading, awarding and reporting

GCSE qualifications are reported on an eight point scale from A* to G, where A* is the highest grade. The attainment of students who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

| Grade | MAX. | A* | A | B | C | D | E | F | G |
|----------------------|-------------|-----------|----------|----------|----------|----------|----------|----------|----------|
| Unit 1 | 75 | 68 | 60 | 53 | 45 | 38 | 30 | 23 | 15 |
| Unit 2 | 75 | 68 | 60 | 53 | 45 | 38 | 30 | 23 | 15 |
| Unit 3 | 90 | 81 | 72 | 63 | 54 | 45 | 36 | 27 | 18 |
| Unit 4 | 60 | 54 | 48 | 42 | 36 | 30 | 24 | 18 | 12 |
| Subject Award | 300 | 270 | 240 | 210 | 180 | 150 | 120 | 90 | 60 |

5 ADMINISTRATION OF NON-EXAMINATION ASSESSMENT

The WJEC GCSE History specification fulfils all the regulations for non-examination assessment.

RATIONALE FOR NON-EXAMINATION ASSESSMENT

Non-examination assessment is a compulsory part of GCSE History. It complements the external examinations by offering a different and distinct learning experience and means of assessment. It is important for a number of reasons:

- it enables candidates to engage in the process of historical enquiry and reach substantiated conclusions
- it enables candidates to analyse and evaluate historical sources and interpretations of history in the context of an enquiry
- it enables candidates to produce extended narratives, explanations and analyses
- where appropriate, it enables candidates to investigate and understand aspects of history of a more specialised nature, including local issues, site visits or film or media.

THE SCHEME OF ASSESSMENT

The non-examination assessment is worth 20% of the total marks available for the specification.

The **non-examination assessment** assesses all the assessment objectives for GCSE History.

| | | |
|------------|---|---------------------------|
| AO1 | Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. | 6 marks (3% of total) |
| AO2 | Explain and analyse historical events and periods studied using second-order historical concepts. | 8 marks (4% of total) |
| AO3 | Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. | 8 marks (4% of total) |
| AO4 | Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. | 18 marks (9% of total) |

INTRODUCING THE NON-EXAMINATION ASSESSMENT

In the non-examination assessment unit, the actual topic(s) on which the non-examination assessment is based should be studied in depth. **Centres must complete and submit a proposal form for the non-examination assessment unit.** On this form, centres must specify the historical content that will be covered when completing the NEA unit. Centres will be expected to provide details of the

background/context, the main features that will be covered, the significance of the chosen content and the historical interpretations to be discussed. **This form must be submitted to WJEC at least six weeks before the centre intends to begin the NEA unit.** Centres will be expected to retain evidence of work done by candidates in class. This will include workbooks and folders of class notes. This may be requested by the moderator after the sample is sent.

The part (a) task gives candidates the opportunity to analyse and evaluate relevant historical sources when undertaking an enquiry into an aspect of history from the chosen topic area. The part (a) response will be marked separately and is worth 14 marks.

The part (b) task gives candidates the opportunity to discuss an issue of historical debate which arises from the chosen topic area. The task must give candidates the opportunity to analyse and evaluate at least two different historical interpretations of the particular issue. The part (b) response will be marked separately and is worth 26 marks.

The areas on the proposal form that have to be completed by the centre to demonstrate the historical context are shown here:

| | |
|--|--|
| Background to be covered | |
| Main events and developments to be taught | |
| Significance / impact of the main events / developments to be covered in part (a) | |
| Historical interpretations of the issue to be covered in part (b) | |

The full proposal form, which includes a feedback form from the consultative moderator, is available on the GCSE History subject page of the WJEC website. The proposal form should be sent to WJEC.

LEVELS OF CONTROL

The regulation of non-examination assessment in GCSE History is split into three stages:

- task setting
- task taking
- task marking

For each stage, the regulations for non-examination assessment specify a certain level of control to ensure authenticity and reliability.

TASK SETTING

Overall this aspect has a **high** level of control.

Candidates must complete an historical enquiry, which is split into two parts, (a) and (b). This must arise out of the teaching of a substantial topic area. The non-examination assessment will take the form of **two** responses to the set questions. The non-examination assessment is worth 20% of the total mark for the examination.

The non-examination assessment must enable candidates to demonstrate, as part of an historical enquiry:

- (a) their knowledge and understanding of a specific historical issue
- (b) how aspects of the past have been interpreted and represented in different ways.

WJEC will provide an extensive range of non-examination assessments from a range of topic areas from which centres can select. Centres are permitted to contextualise these tasks to suit their specific circumstances. This is of particular value if a local or regional perspective is relevant to the centre or there is an area of particular interest.

Each non-examination assessment task must be accompanied by a pack of documents. These will form the basis of the enquiry nature of the task.

- WJEC will provide a starter pack of around 10 documents for each task. Centres are encouraged to add to this pack for their candidates' own use. The pack could contain up to 25 sources to allow for selection.
- The pack should also contain a range of historical evidence including both contemporary and later sources.
- The pack should contain sources which clearly outline at least two interpretations on the set topic.
- Reference to video / DVDs and internet / websites as evidence is permitted.

Candidates will use the source pack as the basis for their research and enquiry and in order to discuss how and why there have been differing interpretations developed on the specific topic.

PLEASE NOTE THAT THE NEA TASKS UNDERTAKEN BY CENTRES FROM 2017 WILL LAST FOR A MAXIMUM OF THREE AWARD YEARS (2019, 2020 AND 2021). A NEW PROPOSAL FORM WITH NEW NEA TASKS WILL NEED TO BE SUBMITTED TO WJEC IN 2021 FOR THE 2022, 2023 AND 2024 AWARDS, OR UNTIL THE SPECIFICATION IS REPLACED IF SOONER.

USING A PROPOSAL FORM FOR TASK SETTING

Centres are expected to supply WJEC with information regarding their non-examination assessment unit on a three-year cycle. This is done by using a specific proposal form. The submission of the proposal form has several purposes:

- It enables WJEC to monitor that centres are complying with the regulations that non-examination assessment tasks have to be replaced every three years.
- It enables WJEC to advise on the suitability of non-examination assessment tasks if centres decide to contextualise these.
- It helps centres build a coherent course at GCSE history and provides an essential reference guide for teaching staff.
- If a centre chooses to use WJEC set non-examination assessment tasks, then a proposal form should still be submitted, but there is no need to submit any source material.
- If a centre chooses to contextualise a WJEC set non-examination assessment task to suit its own particular circumstances, then a proposal form must be submitted giving full details of content to be covered, amended titles and a full source pack with appropriate attributions.
- **The proposal form must be submitted to WJEC at least six weeks before the centre intends to begin the non-examination assessment unit. Centres will receive feedback on the NEA proposal within fifteen working days.**
- The proposal form is available on the GCSE History subject page of the WJEC website.

EXAMPLES OF WJEC NON-EXAMINATION ASSESSMENTS FOR GCSE HISTORY

Example 1: There were many examples of rural protest in Wales and England in the nineteenth century. One of these was the Rebecca Riots.

- (a) How useful and reliable are your selected sources in explaining why rural protests were seen as a threat to society in the mid nineteenth century?
- (b) Some historians argue that the Rebecca Riots were caused by a dispute over turnpikes. How valid is this interpretation of the causes of the Rebecca Riots?

These questions cannot be answered if the centre opts to study Unit 1 Radicalism and Protest, 1810-1848

Example 2: The 1930s was a period of depression in much of Wales and England.

- (a) How useful and reliable are your selected sources in explaining why there was a depression in the 1930s?
- (b) Some historians argue that the 1930s were a period of hardship for the people of Wales and England. How valid is this interpretation of the impact of the 1930s?

These questions cannot be answered if the centre opts to study Unit 1 Depression, War and Recovery, 1930-1951

Example 3: World War I caused major changes to the lives of the people of Wales and England.

- (a) How useful and reliable are your selected sources in explaining how women's lives were affected by World War I?
- (b) Some historians argue that the British generals in World War I were completely incompetent. How valid is this interpretation of the British generals during World War I?

Example 4: The lives of people on the Home Front were greatly changed during World War II.

- (a) How useful and reliable are your selected sources in explaining how people's lives were affected by evacuation during World War II?
- (b) Some historians argue that events at Dunkirk in 1940 were a disaster. How valid is this interpretation of the events at Dunkirk?

These questions cannot be answered if the centre opts to study Unit 1 Depression, War and Recovery, 1930-1951

Example 5: English rule in Wales in the late fourteenth century was very harsh. Owain Glyndwr led resistance to this rule.

- (a) How useful and reliable are your selected sources in explaining why English rule in Wales in the late fourteenth century was very harsh?
- (b) Some historians argue that Owain Glyndwr was no more than a robber and a bandit. How valid is this interpretation of Owain Glyndwr?

Example 6: Black people were badly treated under the system of segregation in the United States. Martin Luther King played a key role in ending segregation.

- (a) How useful and reliable are your selected sources in explaining how some black people were treated under the system of segregation in the United States?
- (b) Some historians argue that the influence of Martin Luther King was the main reason why segregation came to an end in the United States. How valid is this interpretation of the influence of Martin Luther King?

ADMINISTRATION OF THE NEA

The completed non-examination assessment must take the form of two pieces of written work, answering the questions set, evaluating selected sources and evaluating different interpretations.

It is recommended that the completed controlled assessment **in total** should be **about 2500 words in length** (excluding sources, data, illustrations etc.) Part (a) responses should be about 1000 words and part (b) responses about 1500 words. **As NEA is a timed exercise, this recommendation is given as advice only.**

The tasks can be undertaken at any time during the duration of the course, but the NEA unit can only be entered as a terminal unit, at the end of the course.

RESEARCH AND PREPARATION OF THE NEA

Overall this aspect has a **limited** level of control. In this phase, data is collected and evidence gathered in relation to the historical context.

Authenticity control:

The preparation for the task has **limited supervision**. It is envisaged that the majority of preparatory work for the task will be done in lesson time under teacher supervision. Candidates can be given the non-examination assessment tasks and the collection of sources at this stage. It is permissible for some preparatory work to be undertaken outside the lesson situation.

Feedback control:

In the preparatory stage, the teacher will teach the approved content for the agreed topic area. This will involve formal lessons and work as in the other units of the course. The chosen area for the assessment needs to be introduced and specific issues relating to enquiry and interpretations taught and discussed.

As this aspect has limited control, teachers may:

- review candidates' work and provide oral or written advice **at a general level**
- evaluate progress to date and propose broad approaches for improvement
- guidance can also be given on the historical context, issues of source evaluation and discussion of interpretations.

At the research and preparation stage, teachers are not allowed to:

- provide detailed specific advice on how to improve drafts to meet assessment criteria
- give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves
- intervene personally to improve the presentation or content of work.

Time control:

It is recommended that the preparation stage, including teaching time, should take **between 8-10 weeks in total**. This time span is designed to accommodate the needs of those candidates who may need extra time due to issues such as learning difficulties or disabilities.

Collaboration control:

The work of individual candidates may be informed by working with others at this stage, but candidates must produce an individual response ultimately. The teacher needs to be clear that the work is the candidate's own.

Resource control:

Candidates will be given access to the same collection of source material. There will be opportunities to select relevant and appropriate material from that which is provided. Candidates can be encouraged to find material of their own to utilise, but this is not a compulsory part of the non-examination assessment and no marks can be awarded for this activity.

COMPLETION OF THE NEA: ANALYSIS AND EVALUATION OF FINDINGS

This part of the Non-Examination Assessment has a **high level of control**.

Authenticity control:

The completion of the non-examination assessment must be undertaken under formal supervision, normally in lesson time. Candidates can complete the work in hand-written form or by using ICT, where appropriate.

Feedback control:

During the completion of the non-examination assessment, teachers are allowed to communicate with candidates to clarify issues, but not to offer suggestions or solutions regarding the completion of the tasks. Teachers can give help regarding technical issues such as use of ICT equipment or using library systems.

Time control:

The controlled assessment must be completed within five hours of formal supervised time.

Task (a) should take up to 2 hours to complete.

Task (b) should take up to 3 hours to complete.

This does not need to be in one block. It can be spread over a series of sessions. Candidates who may need extra time due to learning difficulties or specific disabilities should apply for special consideration. Preparatory material and any written work left unfinished after a session must be collected in and given out at the start of the next session.

Collaboration control:

All candidates must complete the non-examination assessment tasks independently.

Resource control:

During the analysis and evaluation stage, candidates will be allowed to use only the material collected during the research and preparation stage to complete the non-examination assessment. No other sources of support will be allowed at this stage.

MARKING OF THE NEA

Overall this aspect has a **medium** level of control.

Initial marking

Teachers at the centre mark the non-examination assessment using the generic mark scheme supplied by WJEC. Annotation of the work can be written in the text or at the end of the work or by a combination of both. A marking guidance form will be available for centres to use. The annotation needs to demonstrate how and why a particular level and mark has been awarded. The annotation needs to be addressed to the moderator.

If a teacher chooses to give certain candidates learning support such as a structured writing frame in the research and preparation stage, marks should not be awarded higher than Band 2 in the final assessment of the analysis and evaluation of findings.

Internal moderation

Internal moderation is the process whereby the work of candidates in different teaching groups within a centre are checked for accuracy and consistency. This has to be done before the sample is identified. A teacher responsible for the course should check that the agreed standards of marking have been consistently applied, and adjust the marks if necessary. Details of any internal moderation should be provided when the sample is sent to the WJEC moderator.

Authentication of Non-Examination Assessment

Candidates are required to sign that the work submitted is their own and teachers / assessors are required to confirm that the work assessed is solely that of the candidate concerned and was conducted under the required conditions. An authentication form will be available for this purpose. It is important to note that each candidate will be required sign this form and not merely those whose work forms part of the sample submitted to the moderator. Malpractice discovered prior to the candidate signing the declaration of authentication need not be reported to WJEC but must be dealt with in accordance with the centre's internal procedures.

Before any work towards the NEA is undertaken, the attention of candidates should be drawn to the relevant JCQ Notice to Candidates. This is available on the JCQ website (www.jcq.org.uk) and included in *Instructions for conducting Coursework / Portfolios*. More detailed guidance on the prevention of plagiarism is given in *Plagiarism in Examinations: Guidance for Teachers / Assessors* also available on the JCQ website.

External moderation of the NEA

External moderation is the process whereby the marks awarded by the centre are checked for accuracy and consistency. This is done by checking a sample of the work from a centre, by a moderator appointed by WJEC. WJEC produces an Internal Assessment Manual each year which contains information about selecting a sample for external moderation.

The sample will be selected electronically by WJEC. When the sample is selected, centres should check and ensure that:

- candidates from each teaching group are represented
- in bilingual centres, work should be submitted in both Welsh and English
- the sample should contain examples of the work of both sexes, where appropriate

Centres should also send to their appointed moderator the following documents:

- any relevant administration forms
- copies of mark schemes used if work is contextualised
- copies of the source packs used
- any further information you think the moderator needs to know

GENERIC MARKING SCHEME FOR NON-EXAMINATION ASSESSMENT

PART A**[14 MARKS]**

| | | |
|-----------------|-----|--|
| <i>Targets:</i> | AO1 | <i>Demonstrate knowledge and understanding of the key features and characteristics of the periods studied</i> |
| | AO2 | <i>Explain and analyse historical events and periods studied using second-order historical concepts</i> |
| | AO3 | <i>Analyse, evaluate and use sources to make substantiated judgements, in the context of the historical events studied</i> |

Assessment Objective 1**[2 marks]**

Award 0 marks for work that is not worthy of credit.

Band 1 Candidates select, organise and deploy historical knowledge with accuracy and relevancy; they will show sound understanding, focused on the question set. Responses will show generally correct, quality of written communication using historical terms appropriately *[1 mark]*

Band 2 Candidates select, organise and deploy detailed historical knowledge effectively and consistently; they will show thorough understanding, fully focused on the question set; responses will display accurate quality of written communication, using historical terminology correctly and appropriately. *[2 marks]*

Assessment Objective 2**[4 marks]**

Award 0 marks for work that is not worthy of credit.

Band 1 Candidates begin to offer an explanation of the set issue; any judgement reached will be weak and unsupported. *[1 mark]*

Band 2 Candidates provide a limited explanation of the set issue, but will tend to lose focus; a basic judgement will be reached with limited support. *[2 marks]*

Band 3 Candidates offer a clear explanation and analysis of the set issue; a judgement will be reached with good support; expect some imbalance. *[3 marks]*

Band 4 Candidates analyse the set issue through developed, reasoned and well-substantiated explanations; a balanced and well-supported evaluation will be reached. *[4 marks]*

Assessment Objective 3**[8 marks]**

Award 0 marks for work that is not worthy of credit.

- Band 1** Candidates understand source material at face value. They begin to consider its usefulness for investigating the set issue and can draw simple conclusions about the issue. *[1-2 marks]*
- Band 2** Candidates begin to evaluate a range of source material to investigate the set issue; they reach limited conclusions about the issue. *[3-4 marks]*
- Band 3** Candidates evaluate and use critically a range of source material to investigate the set issue; they use the selected evidence to reach reasoned conclusions about the issue. *[5-6 marks]*
- Band 4** Candidates evaluate and use critically a wide range of sources of information in an historical context to investigate the set issue; they use the selected evidence to reach reasoned and substantiated conclusions about the issue. *[7-8 marks]*

PART B**[26 MARKS]**

| | | |
|-----------------|------------|--|
| <i>Targets:</i> | <i>AO1</i> | <i>Demonstrate knowledge and understanding of the key features and characteristics of the periods studied</i> |
| | <i>AO2</i> | <i>Explain and analyse historical events and periods studied using second-order historical concepts</i> |
| | <i>AO4</i> | <i>Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied</i> |

Assessment Objective 1**[4 marks]**

Award 0 marks for work that is not worthy of credit.

Band 1 Candidates select and organise some relevant historical knowledge. They will show some basic understanding of the question set. Responses will show some appropriate quality of written communication. *[1 mark]*

Band 2 Candidates select, organise and deploy generally relevant historical knowledge; they will show some understanding of the question set; responses will show generally accurate quality of written communication with some historical terminology used appropriately. *[2 marks]*

Band 3 Candidates select, organise and deploy historical knowledge with accuracy, and relevancy; they will show sound understanding, focused on the question set. Responses will show generally correct, quality of written communication using historical terms appropriately *[3 marks]*

Band 4 Candidates select, organise and deploy detailed historical knowledge effectively and consistently; they will show thorough understanding fully focused on the question set; responses will display accurate quality of written communication, using historical terminology correctly and appropriately. *[4 marks]*

Assessment Objective 2**[4 marks]**

Award 0 marks for work that is not worthy of credit.

Band 1 Candidates begin to offer an explanation of the set issue; any judgement reached will be weak and unsupported. *[1 mark]*

Band 2 Candidates provide a limited explanation of the set issue, but will tend to lose focus; a basic judgement will be reached with limited support. *[2 marks]*

Band 3 Candidates offer a clear explanation and analysis of the set issue; a judgement will be reached with good support; expect some imbalance. *[3 marks]*

Band 4 Candidates analyse the set issue through developed, reasoned and well-substantiated explanations; a balanced and well-supported evaluation will be reached. *[4 marks]*

Assessment Objective 4**[18 marks]**

Award 0 marks for work that is not worthy of credit.

- Band 1** Candidates identify some differences between ways in which the issue has been represented or interpreted. They will provide limited reasons for these differences by copying or paraphrasing source material. *[1-4 marks]*
- Band 2** Candidates comment on how this issue has been represented or interpreted in different ways. They will provide some reasons based on use of source material. They will provide a limited evaluation of the validity of different interpretations and representations. *[5-8 marks]*
- Band 3** Candidates recognise and comment on how this issue has been represented and interpreted in different ways. They will analyse the reasons for these differences based on selection of appropriate source material. There should be use of some of the following in their explanations: purpose, audience, context medium and accuracy of sources selected. They will provide a sound evaluation of the validity of different representations and interpretations. *[9-13 marks]*
- Band 4** Candidates recognise and provide reasoned comments on how and why the issue has been represented or interpreted in different ways. They will analyse the reasons for these differences based on careful selection of source material. There should be use of the following in their explanations: purpose, audience, context medium and accuracy of sources selected. They will provide a well-developed evaluation of the validity of different representations and interpretations in relation to the historical context. *[14-18 marks]*