

# Contents

**WJEC GCSE in HISTORY**

**For Teaching from 2013**  
**For Award from 2015**

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**This is a unitised specification: candidates may be entered for separate units at stages during the course.**

**This unitised specification is not available to centres in England: centres in England are required to follow the linear version of this specification.**

# GCSE

## HISTORY

### SUMMARY OF ASSESSMENT

Centres can choose to follow either ROUTE A or ROUTE B

## ROUTE A:

IN-DEPTH AND OUTLINE STUDIES OF ASPECTS OF  
WELSH/ ENGLISH AND WORLD HISTORY

**Route A UNIT 1: A study in depth focusing on the evaluation of historical sources and interpretations of the past (25%)**

Centres choose to study one of the following options:

Popular movements in Wales and England, 1815-1848
Wales and England in the early twentieth century, 1890-1919
The USA: a nation of contrasts, 1910-1929
Germany in transition, 1919-1947
China under Mao Zedong, 1949-1976

There will be one examination paper of 1 hour 15 minutes duration. (\*53 raw marks; 50 UMS)

\*This total includes additional marks for spelling, punctuation and the accurate use of grammar.

**Route A UNIT 2: A further study in depth focusing on key features and key concepts of history (25%)**

Centres choose to study one of the following options:

The Elizabethan Age, 1558-1603
Depression, war and recovery in Wales and England, 1930-1951
Austerity, Affluence and Discontent in the United Kingdom, 1951-1979
Russia in transition, 1905-1924
Changes in South Africa, 1948-1994

There will be one examination paper of 1 hour 15 minutes duration. (\*54 raw marks; 50 UMS)

\*This total includes additional marks for spelling, punctuation and the accurate use of grammar.

**Route A UNIT 3: An outline study focusing on change and continuity in the twentieth century (25%)**

Centres choose to study one of the following options:

The development of Germany, 1919-1991
Developing relations in Palestine, Israel and the Middle East, 1919-2000
The development of the USA, 1930-2000
The development of Wales, 1900-2000

There will be an examination paper of 1 hour 15 minutes duration. (\*55 raw marks; 50 UMS)

\*This total includes additional marks for spelling, punctuation and the accurate use of grammar.

**Route A UNIT 4: Historical enquiry, including an investigation into an issue of historical debate or controversy (25%)**

**Internally assessed controlled assessment.** (50 raw marks; 50 UMS)

An assignment in two parts based on a substantial and coherent area of study. This must be from a content area not studied in the rest of the specification. The content area for the controlled assessment in Route A will thus depend on the options chosen in Units 1 and 2.

1. Candidates choosing **all** their Unit 1 and 2 options from Welsh / English topics must base their assignments on a content area from European / world history.
2. Candidates choosing **all** their Unit 1 and 2 options from European / world history topics must base their assignments on a content area from local / Welsh / English history.

**All controlled assessment assignments must be set and approved by WJEC.**

**AVAILABILITY OF ASSESSMENT AND CERTIFICATION**

	<b>June 2014 only</b>	<b>June 2015 and each year thereafter</b>
Unit 1		✓
Unit 2		✓
Unit 3	✓	✓
Unit 4		✓
Subject Award		✓

## ROUTE B:

### THEMES AND DEVELOPMENTS IN WELSH / ENGLISH AND WORLD HISTORY

**Route B UNIT 1: A study in depth focusing on the evaluation of historical sources and interpretations of the past (25%)**

Centres choose one of the following options:

Popular movements in Wales and England, 1815-1848
Westward migration: the American West, 1840-1895
Germany in transition, 1919-1947

There will be one examination paper of 1 hour 15 minutes duration. (\*53 raw marks; 50 UMS)

\*This total includes additional marks for spelling, punctuation and the accurate use of grammar.

**Route B UNIT 2: A thematic study focusing on specific aspects of social change in the history of Wales and England (25%)**

Centres choose one of the following options:

The changing role and status of women in Wales and England, 1900 to the present day
Developments in sport, leisure and tourism in Wales and England, 1900 to the present day

There will be one examination paper of 1 hour 15 minutes duration. (\*54 raw marks; 50 UMS)

\*This total includes additional marks for spelling, punctuation and the accurate use of grammar.

**Route B UNIT 3: A development study focusing on a major area of change over time (25%)**

Centres choose one of the following options:

Changes in crime and punishment in Wales and England, 1530 to the present day
Changes in health and medicine, 1345 to the present day

There will be an examination paper of 1 hour 15 minutes duration. (\*55 raw marks; 50 UMS)

\*This total includes additional marks for spelling, punctuation and the accurate use of grammar.

**Route B UNIT 4: Historical enquiry, including an investigation into an issue of historical debate or controversy (25%)**

**Internally assessed controlled assessment.** (\*50 raw marks; 50 UMS)

An assignment in two parts based on a substantial and coherent area of study. This must be from a content area not studied in the rest of the specification. The content area for the controlled assessment in Route B will depend on the options chosen in Units 1 and 2. If candidates choose all their external examination options from Welsh / English topics they must base their assignments on a content area from European or world history. **All controlled assessment assignments must be set and approved by WJEC.**

**AVAILABILITY OF ASSESSMENT AND CERTIFICATION  
SEE PAGE 3**

## ENTRY CODES

### UNIT 1 (ROUTE A)

Topic	Route	Subject	Option*
Popular movements in Wales and England, 1815-1848	A	4271	01 or W1
Wales and England in the early twentieth century 1890-1919	A	4271	02 or W2
The USA: a nation of contrasts, 1910-1929	A	4271	03 or W3
Germany in transition, 1919-1947	A	4271	04 or W4
China under Mao Zedong, 1949-1976	A	4271	05 or W5

### UNIT 2 (ROUTE A)

The Elizabethan Age, 1558-1603	A	4272	01 or W1
Depression, war and recovery in Wales and England, 1930-1951	A	4272	02 or W2
Austerity, Affluence and Discontent in the United Kingdom, 1951-1979	A	4272	03 or W3
Russia in transition, 1905-1924	A	4272	04 or W4
Changes in South Africa, 1948-1994	A	4272	05 or W5

### UNIT 3 (ROUTE A)

The development of Germany, 1919-1991	A	4373	01 or W1
Developing relations in Palestine, Israel and the Middle East, 1919-2000	A	4373	02 or W2
The development of the USA, 1930-2000	A	4373	03 or W3
The development of Wales, 1900-2000	A	4373	04 or W4

### UNIT 1 (ROUTE B)

Topic	Route	Subject	Option*
Popular movements in Wales and England, 1815-1848	B	4271	01 or W1
Germany in transition, 1919-1947	B	4271	04 or W4
Westward Migration: the American West, 1840-1895	B	4271	06 or W6

### UNIT 2 (ROUTE B)

The changing role and status of women in Wales and England, 1900 to the present day	B	4282	01 or W1
Developments in sport, leisure and tourism in Wales and England, 1900 to the present day	B	4282	02 or W2

### UNIT 3 (ROUTE B)

Changes in Crime and Punishment in Wales and England, 1530 to the present day	B	4383	01 or W1
Changes in Health and Medicine, 1345 to the present day	B	4383	02 or W2

### UNIT 4 (ROUTES A and B)

Controlled assessment	A/B	4286	01 or W1
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### SUBJECT AWARD CASH-IN

History - Route A	A	4270	SA or GU
History - Route B	B	4280	SA or GU

## Summary of requirements

Candidates following **Route A:**

must choose one topic in Unit 1 4271  
must choose one topic in Unit 2 4272  
must choose one topic in Unit 3 4373  
must enter for Unit 4286

Candidates following **Route B:**

must choose one topic in Unit 1 4271  
must choose one topic in Unit 2 4282  
must choose one topic in Unit 3 4383  
must enter for Unit 4286

**\* Option Codes**

English Medium 01, Welsh Medium W1 - for units  
English Medium SA, Welsh Medium GU - for single award

**Qualification Accreditation Number: 601/0174/X**

# HISTORY

## 1

### INTRODUCTION

#### 1.1 Rationale for the specification

- The specification requires candidates, in both Route A and Route B, to consider relevant key events, people, changes and issues in the periods or topics studied and to study the key features and characteristics of selected periods, societies or situations. Where appropriate, candidates will also consider the social, cultural, religious and ethnic diversity of the societies studied and the experiences of men and women in these societies. In addition the specification requires candidates to approach the study of history from a variety of perspectives, for example political, economic, social, technological, scientific, religious and cultural. Although some of these elements will be present in all options, the balance between the elements may vary depending on the route or the topics chosen.
- This specification provides candidates with opportunities to study a range of external assessment options in either Welsh/English and/or world history through in-depth studies, thematic studies and outline or development studies, together with opportunities for internal assessment, dependent on the options chosen for the written examinations. In this way, the specification meets the requirements to study history on at least two different scales and in at least two different ways. All pathways through the specification are designed to make comparable demands on candidates.
- The specification aims to encourage candidates to adopt an enquiry approach to the study of history.
- The external assessment for both routes requires candidates to complete three written examination papers. Candidates will be required to demonstrate their historical knowledge and understanding in all questions. Unit 1 will require candidates to answer questions on a selected in-depth study of an historical period. This will focus largely on understanding, analysing and evaluating source material, and how and why interpretations of the past are made and how and why they differ. Unit 2 involves study of a further in-depth study in Route A (focusing on key features and key concepts of history) or a thematic study in Route B (focusing on specific aspects of social change in the history of Wales and England). This unit will largely focus on demonstrating understanding of the past through explanation and analysis of key historical concepts such as causation, consequence, change, continuity and significance and showing understanding of the key features and characteristics of the period studied. Unit 3 will require candidates to answer questions on either an outline study (Route A) or a development study (Route B). The focus of this examination paper will require candidates to look at historical themes and issues over a relatively long period of time and will place a particular stress on assessing the candidates' understanding of the concept of change and continuity over time.

- The specification requires all candidates to study a substantial and coherent element of Welsh/ English and/or British history, thereby building on the knowledge, skills and understanding acquired at Key Stage 3. This element can either be in the externally examined components or in the topic area chosen for controlled assessment.
- The specification requires candidates to use a range of sources of information, including ICT, appropriate to the period, such as written and visual sources, artefacts, music, oral accounts, the internet and buildings and sites. This requirement is especially reflected in the structure of Unit 1, where candidates are required to answer largely source based questions, and in the requirements for controlled assessment where both assignments involve working with a range of different types of historical evidence.
- In the controlled assessment unit, candidates are required to complete two tasks based on a substantial and coherent area of study. **All controlled assessment tasks must be set or approved by the awarding body.** This must be from a content area not studied in the rest of the specification. The content area for the internal assessment will vary depending on the options chosen for the other units.
  1. Centres choosing **all** their examined units from Welsh / English topics must base their controlled assessment tasks on a content area from European or world history.
  2. Centres choosing **all** their examined units from European / world history topics must base their controlled assessment tasks on a content area from local / Welsh / English history.

**This ensures delivery of a substantial and coherent element of Welsh/English and/or British history for all candidates.**
- This specification has been designed to provide candidates with opportunities to generate evidence of achievement in a wide range of Key Skills. Further details of these opportunities are detailed in Section 7.

## 1.2 Aims and Learning Outcomes

Following a course in GCSE History should encourage students to:

- develop a personal interest in why history matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study
- develop their knowledge and coherent understanding of selected periods, societies and aspects of history
- develop an awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes
- develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context

- actively engage in the process of historical enquiry to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgements
- recognise that their historical knowledge, understanding and skills help them understand the present and also provide them with a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of history.

### 1.3 Rationale for selected content

The WJEC GCSE History course meets all the subject criteria as laid down by the regulatory authorities. Both permissible routes require candidates to study:

- key individuals, societies, developments and issues
- key features and characteristics and, where appropriate, the social, cultural, religious and ethnic diversity of the various societies
- links between the key individuals, events, developments and issues
- a substantial and coherent element of the history of Wales and England
- change and development, both in the short-term and in the longer-term
- history on at least two different levels, such as local, national, European, international and global
- aspects of history both in breadth and in depth

Each route is structured to provide centres with the flexibility to design a course which is coherent, relevant, interesting and reflects the needs of their students, while maintaining rigour and demand throughout. In order to provide compatibility between the routes, the examination papers and controlled assessment are structured in a similar way with two common units. However, there are differences between the routes which are summarised here:

ROUTE A	ROUTE B
A study in depth focusing on evaluation of source material and historical interpretations	A study in depth focusing on evaluation of source material and historical interpretations
A further study in depth focusing on key historical concepts and key features and characteristics of the period studied	A thematic study focusing on the key concepts of change and significance in an aspect of the social history of Wales and England in the twentieth century.
An outline study focusing on change and continuity in the twentieth century	A study in development focusing on change and continuity over a longer period of the history of Wales and England
Controlled assessment	Controlled assessment

## **ROUTE A**

**This route focuses on in-depth and outline studies of aspects of Welsh/English and world history.** History in Route A is studied on at least two different scales and in both breadth and depth.

All centres have to choose **two studies in depth** (Units 1 and 2), examining societies in the past which have undergone change and development over a relatively short period of time. The examinations for these units are aimed at assessing different aspects of the learner's historical knowledge, skills and understanding. Unit 1 is largely focused on evaluating sources and historical interpretations; Unit 2 is largely focused on understanding of historical features and concepts.

All centres have to choose **one outline study** (Unit 3) which examines change, continuity and significance over a longer period of history.

Route A gives centres the opportunity to study a range of topics that reflect aspects of the history of Wales and England. **This can be done by studying examined units or through the controlled assessment unit.**

The content section of the specification is designed to offer guidance and support to centres regarding key questions and extent of content coverage.

**The demands of Route A are entirely comparable with those of Route B.**

## **ROUTE B**

**This route focuses on themes and aspects in nineteenth and twentieth century Welsh/English and world history.** History at Route A is studied on at least two different scales and in both breadth and depth.

All centres have to choose **one study in depth** (Unit 1) examining a society in the past which has undergone change and development over a relatively short period of time. The examination for this unit is largely focused on evaluating sources and historical interpretations.

All centres have to choose **one thematic study** (Unit 2) which examines the development of a specific theme which has influenced life in Wales and England in the twentieth century. The examination for this unit largely assesses understanding of historical concepts and features associated with this theme.

All centres have to choose **one study in development** (Unit 3) which examines change, continuity and significance over a period of history covering several centuries.

Route B gives centres the opportunity to study a range of topics that reflect aspects of the history of Wales and England. **This will be done by studying specific examined units.**

The content section of the specification is designed to offer guidance and support to centres regarding key questions and extent of content coverage.

**The demands of Route B are entirely comparable with those of Route A.**

However, Route B is distinct in a number of ways from Route A, in particular the way that it focuses on themes and developments that have affected society in Wales and England. There is a clear focus on the issues of change and continuity in both the specification content and in the assessments. Route B is particularly relevant for centres who wish to examine how aspects of life in Wales and England today have changed and developed over time.

## Ensuring coverage of the history of Wales and England

This GCSE History specification guarantees coverage and delivery of a substantial and coherent element of the history of Wales and England, as required by the subject criteria for GCSE History. This can be seen in three distinct ways:

1. Centres following Route A can opt to follow at least one of the five studies in depth which focus on the history of Wales and England, and / or the outline course on the history of Wales in the twentieth century.
2. Centres following Route A who choose all their examined units from non-British history have to base their controlled assessment teaching and tasks on a substantial and coherent aspect of the history of Wales and England. All centres have to supply details of the historical context that they intend to cover in the controlled assessment unit. The suitability of this content will be approved and monitored by a consultative moderator appointed by WJEC. Evidence will be required of the work done in class to demonstrate substantial coverage of the chosen content areas.
3. Centres following Route B will teach both a thematic study and a development study, both of which focus on aspects of the history of Wales and England.

## Ensuring study of a sufficient period of time

This GCSE History specification guarantees that all candidates study sufficient periods of historical time, as required by the subject criteria.

All centres, regardless of which route they choose to follow, have to study one historical period in depth and one historical period of a longer duration.

The studies in depth cover shorter historical periods, delineated by clear start and end dates. The outline and development studies cover lengthier periods, sufficient to demonstrate understanding of the process of change over the longer term. In addition, all candidates following this GCSE History specification are required to study a third externally examined unit which can be of a shorter or longer time span, according to the centre's choice.

## Making a coherent choice

Both Route A and Route B have a strong element of coherence which can be achieved through careful selection of the options within the individual units. The options in each unit have been selected to assist centres in making a coherent choice. Centres are strongly advised to consider the issue of coherence when planning their selection of units.

**Examples of possible pathways to demonstrate coherence:****Route A:**

<b>A centre wishes to focus largely on the history of Wales and England</b>	
<b>Unit 1</b>	Popular Movements in Wales and England, 1815-1848
<b>Unit 2</b>	The Elizabethan Age, 1558-1603
<b>Unit 3</b>	The development of Wales, 1900-2000
<b>Unit 4</b>	Controlled assessment on interpretations of the role of a key figure in a comparable period of European history

<b>A centre wishes to focus largely on international history in the twentieth century</b>	
<b>Unit 1</b>	China under Mao Zedong, 1949-1976
<b>Unit 2</b>	South Africa, 1948-1994
<b>Unit 3</b>	The development of Germany, 1919-1991
<b>Unit 4</b>	Controlled assessment on the impact of World War II on life in Wales and England

<b>A centre wishes to focus on people and protest in the past</b>	
<b>Unit 1</b>	Popular Movements in Wales and England, 1815-1848
<b>Unit 2</b>	Russia in transition, 1905-1924
<b>Unit 3</b>	The development of the USA, 1930-2000
<b>Unit 4</b>	Controlled assessment on the role of Nelson Mandela in ending apartheid

<b>A centre wishes to study both the history of Wales and England and another country in the twentieth century</b>	
<b>Unit 1</b>	Wales and England, 1890-1919
<b>Unit 2</b>	Depression, war and recovery in Wales and England, 1930-1951
<b>Unit 3</b>	The development of the USA, 1930-2000
<b>Unit 4</b>	Controlled assessment on the impact of the 1960s on life in Wales and England

**Route B:**

<b>A centre wishes to focus largely on thematic developments</b>	
<b>Unit 1</b>	Westward Migration: the American West, 1840-1895
<b>Unit 2</b>	Sport, Leisure and Tourism in Wales and England, 1900-present day
<b>Unit 3</b>	Changes in Crime and Punishment, 1530-present day
<b>Unit 4</b>	Controlled assessment on how the Industrial Revolution affected people's lives.

<b>A centre wishes to focus largely on social developments</b>	
<b>Unit 1</b>	Germany in transition, 1919-1947
<b>Unit 2</b>	The changing role and status of women in Wales and England, 1900-present day
<b>Unit 3</b>	Changes in Health and Medicine, 1345-present day
<b>Unit 4</b>	Controlled assessment on the development of life in the quarrying villages of Gwynedd in the nineteenth and twentieth centuries

## 1.4 Prior Learning and Progression

Although there are no specific requirements for prior learning, this specification builds upon the Programmes of Study for History for Key Stages 1-3 as defined in the curricula for Wales, England and Northern Ireland.

This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background.

This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

This specification provides a basis for the study of History or related subjects at Advanced Subsidiary and Advanced GCE and provides a basis for future employment.

## 1.5 Equality and Fair Assessment

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The GCSE qualification and subject criteria have been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

In the case of GCSE History, some aspects of the assessments, especially regarding the use of visual stimuli, may present difficulties to candidates with particular disabilities. The assessments will be adjusted where appropriate to mitigate the effects of this potential barrier. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance: Access Arrangements, Reasonable Adjustments and Special Consideration*. This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

## 1.6 Classification Codes

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 4010.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Some of the options offered have content overlap or have a degree of background detail not available in other combinations of options. Therefore, candidates entered for this GCSE History specification will not be permitted to enter the following option combinations:

<b>UNIT 1</b>		<b>UNIT 3</b>
The USA: a nation of contrasts, 1910-1929	<b>and</b>	The development of the USA, 1930-2000
Germany in transition, 1919-1947	<b>and</b>	The development of Germany, 1919-1991
Wales and England in the early twentieth century, 1890-1919	<b>and</b>	The development of Wales, 1900-2000
<b>UNIT 2</b>		<b>UNIT 3</b>
Depression, War and Recovery in Wales and England, 1930-1951	<b>and</b>	The development of Wales, 1900-2000
Austerity, Affluence and Discontent in the UK, 1951-1979	<b>and</b>	The development of Wales, 1900-2000

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## CONTENT

### ROUTE A

#### UNIT 1

Centres choose to study one of the following in-depth studies:

Popular movements in Wales and England, 1815-1848
Wales and England in the early twentieth century, 1890-1919
The USA: a nation of contrasts, 1910-1929
Germany in transition, 1919-1947
China under Mao Zedong, 1949-1976

## POPULAR MOVEMENTS IN WALES AND ENGLAND, 1815-1848

## ROUTE A : UNIT 1 IN-DEPTH STUDY

This unit focuses in depth on selected themes and issues relating to the history of Wales and England in the period 1815-1848. Candidates will be required to consider the impact of the growth of Radicalism, 1815-1822, the importance of industrial protest with a particular focus on events in industrial Wales, and the nature of rural protest in Wales and England. Candidates should develop an awareness of how popular protest in this period has been represented and interpreted and they should also address the key questions in each topic area using a range of historical sources. *The exemplification in italics shows which key features and characteristics of the period must be studied.*

<b>Topic area 1</b> <b>Key questions</b>	<b>The growth of Radicalism, 1815-1822</b> <b>Content exemplification</b>
<b>What were the main problems faced by England and Wales in 1815?</b>	<ul style="list-style-type: none"> <li>• <b>Political and economic problems in 1815</b> <i>(the post-war situation; demobilised soldiers; the Corn Laws; the demand for parliamentary reform)</i></li> <li>• <b>Social issues in 1815</b> <i>(growing working-class dissatisfaction; the beginning of Radicalism)</i></li> </ul>
<b>What were the most significant protests in England and Wales, 1815-1822?</b>	<ul style="list-style-type: none"> <li>• <b>The importance of the Spa Fields Riot, 1816</b> <i>(causes, events and effects)</i></li> <li>• <b>The importance of the 'March of the Blanketeers', 1817</b> <i>(causes, events and effects)</i></li> <li>• <b>The importance of the St Peter's Field Massacre, 1819</b> <i>(causes, events and results; the role of 'Orator' Hunt)</i></li> </ul>
<b>How did the government react to popular protest at this time?</b>	<ul style="list-style-type: none"> <li>• <b>Government action against popular protest</b> <i>(agent provocateurs; suspension of habeas corpus; repression; the Six Acts)</i></li> <li>• <b>The importance of the Cato Street Conspiracy, 1820</b> <i>(the plot; government tactics; execution of the conspirators)</i></li> </ul>

<b>Topic area 2</b>	<b>The threat from industrial protest</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>What conditions led people to protest in industrial settlements?</b></p> <p><b>How and why did Chartism develop?</b></p> <p><b>What was the impact of industrial protest?</b></p>	<ul style="list-style-type: none"> <li>• <b>Long-term causes of unrest</b> <i>(working and living conditions in general; the truck system; the role of the industrialists)</i></li> <li>• <b>Short-term causes of unrest</b> <i>(pressures in Merthyr Tydfil: economic depression; the Court of Requests; radicalism and unionism; parliamentary reform; wage cuts)</i></li> <li>• <b>Protest in action</b> <i>(the events of the Merthyr rising)</i></li> <li>• <b>The reasons for the rise of Chartism</b> <i>(failure of Parliamentary reform; hatred of the new Poor Law; the appeal of the People's Charter)</i></li> <li>• <b>Chartist organisation and ideas</b> <i>(roles of Lovett and O'Connor; physical and moral force Chartism; the Chartist Convention and the Chartist Petitions)</i></li> <li>• <b>Chartism in action</b> <i>(the Newport rising: the role of Frost; the march to Newport; the attack on the Westgate Hotel)</i></li> <li>• <b>The results of the Merthyr Rising</b> <i>(role of the authorities; arrest and trial of the rioters; Dic Penderyn – rioter and martyr; abolition of the truck system and the election of an MP)</i></li> <li>• <b>The results of the Newport Rising</b> <i>(role of the authorities; arrests and trial; punishment of the leaders; riot or 'insurrection'?)</i></li> <li>• <b>The impact of industrial protest in general</b> <i>(growth of 'working class consciousness'; attitude of the authorities)</i></li> </ul>
<b>Topic area 3</b>	<b>Pressures on rural life in Wales and England</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>What conditions led to the Swing Riots?</b></p> <p><b>Why did the unrest in south west Wales lead to the Rebecca Riots?</b></p> <p><b>What was the impact of rural protest?</b></p>	<ul style="list-style-type: none"> <li>• <b>The causes of the Swing riots</b> <i>(agricultural depression; unemployment; threshing machines; their impact on Southern England)</i></li> <li>• <b>The role of William Cobbett</b> <i>(Radical views; influence of the 'Political Register'; publication of 'Rural Rides', 1830)</i></li> <li>• <b>The activities of the Swing rioters</b> <i>(destruction of threshing machines; burning of hayricks; threatening letters; use of the name 'Swing')</i></li> <li>• <b>Social and economic conditions in south west Wales</b> <i>(poverty; living and working conditions; workhouses; tithes; turnpike trusts)</i></li> <li>• <b>Varying forms of protest</b> <i>(traditional protest: 'ceffyl pren'; new forms of protest: threatening letters)</i></li> <li>• <b>The activities of the Rebeccaites</b> <i>(use of the name 'Rebecca'; main activities between 1839 to 1843)</i></li> <li>• <b>The impact of the Swing Riots</b> <i>(government reaction; arrests, executions and transportation; temporary raising of wages)</i></li> <li>• <b>The impact of the Rebecca Riots</b> <i>(arrests and punishment; the Commission of Enquiry; the Turnpike Act, 1844; continuation of some long-term causes)</i></li> </ul>

## WALES AND ENGLAND IN THE EARLY TWENTIETH CENTURY c. 1890-1919

## ROUTE A: UNIT 1 IN-DEPTH STUDY

This unit focuses in depth on selected themes and issues relating to the history of Wales and England in the period 1890-1919. Candidates will be required to consider the main political, social and cultural issues of the time, the main features of economic development and the effects of the First World War at home and on the Western Front. Candidates should develop an awareness of how aspects of life in Wales and England 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 exemplification in italics shows which key features and characteristics of the period must be studied. This unit cannot be studied alongside the outline unit 3 on Wales, 1900-2000.*

<b>Topic area 1</b>	<b>The main political, social and cultural issues</b>
<b>Key questions</b>	<b>Content exemplification</b>
<ul style="list-style-type: none"> <li>• <b>What political developments were there in Britain at the start of the twentieth century?</b></li>   <li>• <b>Why was there a need for social reform in this period?</b></li>   <li>• <b>What cultural pressures affected Wales and England in this period?</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Political developments</b> <i>(the Liberal government and reform; the 1909 Budget and the Constitutional Crisis; the 1911 Parliament Act; the growth of the Labour Party)</i></li> <li>• <b>The votes for women campaign</b> <i>(Millicent Fawcett and the Suffragists; the Pankhursts and the Suffragettes; Emily Davison; tactics used; the Act of 1918)</i></li>   <li>• <b>The extent of poverty in the late nineteenth century</b> <i>(the reports of Charles Booth and Seebohm Rowntree; the impact of the Boer War)</i></li> <li>• <b>Social reforms</b> <i>(Educational reforms; Old Age Pensions, 1908; Labour Exchange Act, 1910; National Insurance Act, 1911)</i></li>   <li>• <b>Pressures on the Welsh language</b> <i>(impact of population movement; the 1904 religious revival; church and chapel during World War I)</i></li> <li>• <b>Changes in education</b> <i>(increased educational opportunities; Sir O M Edwards and the Welsh Department of the Board of Education)</i></li> <li>• <b>Developments in popular entertainment</b> <i>(theatre and music hall; cinema; sport)</i></li> </ul>

<b>Topic area 2</b>	<b>The main economic and industrial developments</b>
<b>Key questions</b>	<b>Content exemplification</b>
<ul style="list-style-type: none"> <li>• <b>Why was 1890-1914 a golden age in Welsh industry?</b></li>   <li>• <b>How important was the Penrhyn Lockout, 1900-1903?</b></li>   <li>• <b>Why was there industrial unrest in South Wales?</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The coal industry in the late nineteenth century</b> <i>(the South Wales Coalfield; coal for heavy industry and export; railways and ports)</i></li> <li>• <b>The growth of Cardiff</b> <i>(the Taff Vale Railway; trade; immigration; civic buildings)</i></li> <li>• <b>Employers and the major enterprises</b> <i>(a case study of D A Thomas and the Cambrian Combine)</i></li>   <li>• <b>The slate industry in North Wales</b> <i>(Dinorwic and Penrhyn quarries; the quarry towns; working and living conditions)</i></li> <li>• <b>The Penrhyn Lockout</b> <i>(the positions of the Quarrymen's Union and Lord Penrhyn; the dispute)</i></li> <li>• <b>The results of the Lockout</b> <i>(impact on the slate industry; impact on local communities and on the Welsh language)</i></li>   <li>• <b>The rise of trade unions</b> <i>(the emergence of the SWMF; the significance of 'The Miners' Next Step')</i></li> <li>• <b>Events at Tonypany, 1910</b> <i>(sackings at the Ely Colliery; strikers and 'blacklegs'; looting; the use of the police)</i></li> <li>• <b>Events at Llanelli, 1911</b> <i>(railway workers' strike; use of troops; riot and deaths)</i></li> </ul>

<b>Topic area 3</b>	<b>The impact of the First World War</b>
<b>Key questions</b>	<b>Content exemplification</b>
<ul style="list-style-type: none"> <li>• <b>How did war affect life on the Home Front?</b></li>   <li>• <b>What was life like on the Western Front?</b></li>   <li>• <b>Why did attitudes to war change?</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recruitment and conscription</b> <i>(government propaganda and recruitment; conscription, from 1916)</i></li> <li>• <b>The role of women</b> <i>(women in employment during the First World War eg: munitions, Land Army, etc.)</i></li> <li>• <b>The role of government</b> <i>(DORA; the role of Lloyd George; control of agriculture and industry; rationing)</i></li>   <li>• <b>War tactics</b> <i>(the countries involved; the Western Front; use of new technology on war)</i></li> <li>• <b>Battle: a case study</b> <i>(a case study of a major battle: such as Verdun, Somme / Mametz Wood, Ypres, Passchendaele)</i></li> <li>• <b>Life in the trenches</b> <i>(reasons for the trenches; living in the trenches)</i></li>   <li>• <b>The growth of disillusionment</b> <i>(duration of the war; loss of life; conscientious objectors)</i></li> <li>• <b>The influence of the war poets</b> <i>(a case study of the work and influence of one war poet, such as Hedd Wyn, Wilfred Owen, Siegfried Sassoon)</i></li> </ul>

## THE USA, A NATION OF CONTRASTS, 1910-1929

## ROUTE A: UNIT 1 IN-DEPTH STUDY

This unit focuses in depth on selected themes and issues relating to the history of the USA between 1910-1929. 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 exemplification in italics shows which key features and characteristics of the period must be studied. This unit cannot be studied alongside the outline unit 3 on the USA, 1930-2000.*

<b>Topic area 1</b>	<b>The main problems and challenges facing America</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>Why did immigration become such a major issue in American society?</b></p>	<ul style="list-style-type: none"> <li>• <b>The attempts to restrict immigration</b> <i>(The Open Door; demands for restriction; government legislation to reduce immigration)</i></li> <li>• <b>Fear of political extremism entering the USA</b> <i>(xenophobia, the actions of anarchists: the Red Scare; the Palmer Raids; the Sacco and Vanzetti case)</i></li> </ul>
<p><b>Was America a country of religious and racial intolerance during this period?</b></p>	<ul style="list-style-type: none"> <li>• <b>Religious fundamentalism</b> <i>(the Bible Belt; the ideas of the religious fundamentalists including the Monkey Trial)</i></li> <li>• <b>Attitudes towards Black Americans and racial minorities</b> <i>(the treatment of the Native Americans; segregation and Jim Crow, the KKK; black reaction: migration north and west; the work of the NAACP and the UNIA)</i></li> </ul>
<p><b>Was the 1920s a decade of organised crime and corruption?</b></p>	<ul style="list-style-type: none"> <li>• <b>The age of prohibition</b> <i>(the reasons for prohibition; life under prohibition; enforcement)</i></li> <li>• <b>The era of the gangsters</b> <i>(organised crime: Al Capone; gang warfare and violence: the St. Valentine's Day Massacre)</i></li> <li>• <b>Government corruption and scandal</b> <i>(eg: Harding and his 'Ohio Gang'; misappropriation of government funds; the Tea Pot Dome scandal)</i></li> </ul>

<b>Topic area 2</b>	<b>The rise and fall of the American economy</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>What were the causes of the economic boom?</b></p> <p><b>How did this prosperity affect American society?</b></p> <p><b>Why did this prosperity come to a sudden end in 1929?</b></p>	<ul style="list-style-type: none"> <li>• <b>America's assets and development</b> <i>(natural resources; hire purchase and easy credit; spread of electricity; new methods of manufacturing; mass production)</i></li> <li>• <b>The attitude and policies of the Republican Presidents</b> <i>(Laissez faire policy; rugged individualism, protectionism)</i></li> <li>• <b>The new consumer society</b> <i>(new household gadgets including telephone, refrigerators, hoovers; the era of the skyscraper)</i></li> <li>• <b>The influence of the car industry</b> <i>(Ford and the development of the assembly line; the Model T; impact on feeder industries; improvements in infrastructure)</i></li> <li>• <b>Groups and sectors that did not prosper</b> <i>(farmers; black Americans; immigrants; older industries; the trade unions)</i></li> <li>• <b>Longer term reasons for the end of prosperity</b> <i>(overproduction; falling demand for consumer goods; boom in land and property values)</i></li> <li>• <b>Short term reasons for the end of prosperity</b> <i>(over speculation in shares; availability of easy credit)</i></li> <li>• <b>The Wall Street Crash and its immediate effects</b> <i>(loss of confidence; panic selling; Black Thursday; crash of the markets)</i></li> </ul>
<b>Topic area 3</b>	<b>Changes in American culture and society</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>How did popular entertainment develop during this period?</b></p> <p><b>How did the lifestyle and status of women change during this period?</b></p> <p><b>Why did sport and other leisure activities witness so much growth during this period?</b></p>	<ul style="list-style-type: none"> <li>• <b>The era of the silent movie</b> <i>(reasons for the popularity of the cinema; the influence of movie stars; the coming of the talkies)</i></li> <li>• <b>The development of popular music and culture</b> <i>(Jazz music: its development and impact; the impact of the radio and gramophone; dancing and the speakeasy culture)</i></li> <li>• <b>Changing attitudes to women</b> <i>(impact of the First World War; changing attitudes to social etiquette; influence of Jazz culture)</i></li> <li>• <b>The flapper lifestyle</b> <i>(moves toward feminism; new fashions; flapper icons and role models; opposition to the flapper lifestyle)</i></li> <li>• <b>The increasing popularity of sport</b> <i>(reasons for the increasing popularity of sport; sporting heroes and their significance including Babe Ruth; Jack Dempsey, Gene Tunney)</i></li> <li>• <b>Fads, crazes and the passion for the unusual</b> <i>(crossword puzzles; dance marathons; flagpole sitting; Lindbergh and the 'Spirit of St Louis')</i></li> </ul>

**GERMANY IN TRANSITION, c.1919-1947****ROUTE A: UNIT 1 IN-DEPTH STUDY**

This unit focuses in depth on selected themes and issues relating to the history of Germany from 1919-1947. Candidates will be required to consider the factors which led to the rise of the Nazi regime, the impact of change on the lives of the German people and the significance of war for Germany. 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 exemplification in italics shows which key features and characteristics of the period must be studied. This unit cannot be studied alongside the outline unit 3 on Germany, 1919-1991.*

<b>Topic area 1</b>	<b>The rise of the Nazi Party and its consolidation of power, c.1919-1934</b>
<b>Key questions</b>	<b>Content exemplification</b>
<b>How did developments in Germany from 1919-29 affect the rise of the Nazis?</b>	<ul style="list-style-type: none"> <li>• <b>The political and economic problems of Weimar</b> <i>(weaknesses of Weimar government; the impact of the Treaty of Versailles 1919; effects of economic problems in the 1920s)</i></li> <li>• <b>The early development of the Nazi Party</b> <i>(the consequences of the Munich Putsch; Hitler and 'Mein Kampf'; impact of Wall St Crash on Nazi support)</i></li> </ul>
<b>How and why did Hitler get appointed Chancellor in January 1933?</b>	<ul style="list-style-type: none"> <li>• <b>Political scheming, 1929-1932</b> <i>(the end of Parliamentary democracy; coalitions of Von Bruning, Von Papen and Von Schleicher)</i></li> <li>• <b>The reasons for Nazi electoral success</b> <i>(the impact of Depression; Hitler's appeal and promises; fear of Communism; role of SA; use of propaganda)</i></li> </ul>
<b>How did the Nazis consolidate their power during 1933-1934?</b>	<ul style="list-style-type: none"> <li>• <b>Hitler as Chancellor</b> <i>(the significance of the Reichstag fire; the March election; the Enabling Law; suppression of civil liberties)</i></li> <li>• <b>The move to dictatorship</b> <i>(the events and consequences of the Night of the Long Knives; Hitler becomes Fuhrer)</i></li> </ul>

<b>Topic area 2</b>	<b>Changing life for the German people, 1933-1939</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>How did Nazi economic and social policy affect life in Germany?</b></p> <p><b>How did Nazi political policy affect life in Germany?</b></p> <p><b>How did Nazi racial and religious policy affect life in Germany?</b></p>	<ul style="list-style-type: none"> <li>• <b>Tackling economic problems</b> <i>(measures to reduce unemployment; trade unions and the DAF; the Strength through Joy Movement [KdF])</i></li> <li>• <b>The treatment of women and young people</b> <i>(the Three Ks; women and work; controlling education; the Hitler Youth Movement)</i></li> <li>• <b>Extending political control</b> <i>(the use of the SS and the Gestapo; control of the legal system; control over central and regional government)</i></li> <li>• <b>The use of propaganda and censorship</b> <i>(Goebbels and propaganda; the use of rallies, radio and cinema; censorship of newspapers and the arts)</i></li> <li>• <b>Nazi racial policy</b> <i>(the Master Race and ideas of Aryan superiority; the increasing persecution of the Jews between 1933 -1939)</i></li> <li>• <b>The treatment of religion</b> <i>(Nazi views on religion; relations with the Catholic and Protestant churches; the National Reich Church)</i></li> </ul>
<b>Topic area 3</b>	<b>War and its impact on life in Germany, 1939-1947</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>How was life affected during the war years?</b></p> <p><b>How much opposition was there to the Nazis within Germany during the war years?</b></p> <p><b>How difficult were conditions in Germany following total defeat in the war?</b></p>	<ul style="list-style-type: none"> <li>• <b>Life during the early years, 1939-1941</b> <i>(initial impact; changing role of women; use of propaganda on the home front)</i></li> <li>• <b>Life during the latter years, 1942-1945</b> <i>(organisation for Total War; shortages and the black market; effects of Allied bombing; People's Home Guard)</i></li> <li>• <b>The treatment of Jews during the war years</b> <i>(development of ghettos; special action squads; the reasons for and implementation of the Final Solution)</i></li> <li>• <b>Opposition from civilians</b> <i>(young people: the Edelweiss Pirates: the Swing Youth; the White Rose group; religious groups; actions of Niemoller, von Galen, Bonhoeffer)</i></li> <li>• <b>Opposition from the military</b> <i>(causes and effects of the July Bomb Plot)</i></li> <li>• <b>The defeat of Germany</b> <i>(Allied invasion of Germany; the fall of Berlin and the death of Hitler; the division of Germany)</i></li> <li>• <b>The punishment of Germany</b> <i>(arrest and trial of Nazi leaders for war crimes; the Nuremberg trials; denazification)</i></li> </ul>

## CHINA UNDER MAO ZEDONG, 1949-1976

## ROUTE A: UNIT 1 IN-DEPTH STUDY

This unit focuses in depth on selected themes and issues relating to the history of China under Mao Zedong from 1949-1976. Candidates will be required to consider the main political, social and economic developments in China in this period and how China's relations with other countries changed. Candidates should develop an awareness of how aspects of life in China 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 exemplification in italics shows which key features and characteristics of the period must be studied.*

<b>Topic area 1</b>	<b>Changing life in China under Mao, 1949-1962</b>
<b>Key questions</b>	<b>Content exemplification</b>
<b>How did Mao lay the foundations of the communist state in China between 1949-1953?</b>	<ul style="list-style-type: none"> <li>• <b>Securing control over the government and the country</b> <i>(control over regional and national government; suppression of counter revolutionaries)</i></li> <li>• <b>Land reform and economic controls</b> <i>(agrarian reform; Peoples' Courts; state ownership of banks, railways and heavy industry)</i></li> <li>• <b>Ensuring conformity</b> <i>(Thought Reform; socialist re-education; changing the status of women)</i></li> </ul>
<b>How did Mao consolidate Communist rule between 1953-1957?</b>	<ul style="list-style-type: none"> <li>• <b>The First Five Year Plan</b> <i>(aid from the USSR; the development of heavy industry)</i></li> <li>• <b>Co-operative farms</b> <i>(reasons for the introduction of co-operatives; the running and success of co-operative farms)</i></li> <li>• <b>The Hundred Flowers Campaign</b> <i>(reasons for the Campaign; the consequences of the Campaign)</i></li> </ul>
<b>Why is the period 1958-1962 referred to as the 'years of crisis'?</b>	<ul style="list-style-type: none"> <li>• <b>The Great Leap Forward</b> <i>(the reasons for its introduction; the People's Communes; the backyard steel campaign; the failure of the Great Leap Forward)</i></li> <li>• <b>The 'Three Hard Years' 1959-1961</b> <i>(the farming crisis; the great famine and its results)</i></li> <li>• <b>The rise of the Moderates</b> <i>(criticism of Mao and his policies; Maoists V Rightists; reforms of Liu Shaoqi and Deng Xiaoping)</i></li> </ul>

<b>Topic area 2</b>	<b>Developments under Mao, 1962-1976</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>What were the main causes of the Cultural Revolution?</b></p> <p><b>What was the impact of the Cultural Revolution?</b></p> <p><b>What power struggles emerged during Mao's last years, 1969-1976?</b></p>	<ul style="list-style-type: none"> <li>• <b>Mao's authority</b> <i>(pressures from the Moderates and the capitalist road; the Socialist Education Movement; the influence of the PLA; the influence of the Little Red Book)</i></li> <li>• <b>The reasons for the Cultural Revolution</b> <i>(Mao's wish to reassert his authority; preserving the concept of revolution; curbing the influence of intellectuals)</i></li> <li>• <b>The events of 1966-1967</b> <i>(closure of schools and colleges; attack on the Four Olds; attack on capitalist influences; the terror of the Red Guards)</i></li> <li>• <b>The results of the Cultural Revolution</b> <i>(the fall of Liu Shaoqi and Deng Xiaoping; actions to restore order; the economic and social effects of the cultural revolution)</i></li> <li>• <b>Right versus Left</b> <i>(changing relationship between Mao and Lin Biao; the re-emergence of right wing moderates under Zhou Enlai and Deng Xiaoping)</i></li> <li>• <b>The Gang of Four and the power struggle</b> <i>(emergence of the Gang of Four; the death of Mao and the power struggle; the arrest and imprisonment of the Gang of Four)</i></li> </ul>
<b>Topic area 3</b>	<b>China's changing relationship with the world, 1949-1976</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>How and why did China's relationship with the USSR change between 1949-1976?</b></p> <p><b>How and why did China's relationship with the USA change between 1949-1976?</b></p> <p><b>What were the main features of China's relations with its southern neighbours between 1949-1976?</b></p>	<ul style="list-style-type: none"> <li>• <b>The initial friendship and support of the USSR</b> <i>(the Treaty of Friendship, Alliance and Mutual Assistance (1950); economic and technological aid)</i></li> <li>• <b>The Sino-Soviet split</b> <i>(reasons for the split; the stopping of Soviet aid; China tests its own atomic bomb; continued border clashes and hostility)</i></li> <li>• <b>Sino-American hostility</b> <i>(differences between China and the USA; Mao's distrust of the USA; dispute over Taiwan)</i></li> <li>• <b>The lifting of the bamboo curtain</b> <i>(changing political scene by the early 1970s; Nixon's visit 1972; Sino-American rapprochement)</i></li> <li>• <b>Relations with Tibet and India</b> <i>(Tibet: Chinese invasion (1950); treatment of Tibetan people and culture; India: disputes over north-eastern frontier; fighting between Chinese and Indian forces)</i></li> <li>• <b>Relations with Korea and Vietnam</b> <i>(Chinese attitude to and support for North Korea; China's role in the Vietnam conflict)</i></li> </ul>

# ROUTE A

## UNIT 2

Centres choose to study one of the following in-depth studies:

The Elizabethan Age, 1558-1603
Depression, War and Recovery in Wales and England, 1930-1951
Austerity, Affluence and Discontent in the United Kingdom, 1951-1979
Russia in transition, 1905-1924
Changes in South Africa, 1948-1994

This unit focuses in depth on selected themes and issues relating to the history of Wales and England during the Elizabethan Age, from 1558 to 1603. Candidates will be required to consider the major influences on political and social life during the period, the issue of religious controversy and the significance of foreign and maritime affairs. Candidates should develop their understanding of the Elizabethan Age 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 exemplification in italics shows which key features and characteristics of the period must be studied.*

<b>Topic area 1</b>	<b>Political and social trends in Elizabethan times</b>
<b>Key questions</b>	<b>Content exemplification</b>
<b>How successful was Elizabeth I's government?</b>	<ul style="list-style-type: none"> <li>• <b>Elizabeth: accession and personality</b> <i>(character and ability of Elizabeth; her coronation and her popularity)</i></li> <li>• <b>The main features of Elizabethan government</b> <i>(Royal Court; Privy Council; prominent ministers: Cecil, Leicester, Walsingham; JPs and local government)</i></li> <li>• <b>The changing role of Parliament</b> <i>(the issue of taxation, freedom of speech and affairs of state)</i></li> </ul>
<b>How did life differ for the rich and the poor in Elizabethan times?</b>	<ul style="list-style-type: none"> <li>• <b>Lifestyles of rich and poor</b> <i>(contrasts between homes and fashions/clothing)</i></li> <li>• <b>The problem of poverty</b> <i>(causes of poverty; the issue of unemployment and vagrancy; government legislation, including the Poor Law of 1601)</i></li> </ul>
<b>What were the most popular types of entertainment in Elizabethan times?</b>	<ul style="list-style-type: none"> <li>• <b>Popular entertainments</b> <i>(cruel sports – bull and bear baiting; wandering minstrels, jugglers and acrobats)</i></li> <li>• <b>The Elizabethan theatre</b> <i>(theatre design; actors and playwrights; attitudes to the theatre: popularity and opposition)</i></li> </ul>

<i>Topic area 2</i>	<b>The threat from religious controversy</b>
<i>Key questions</i>	<i>Content exemplification</i>
<p><b>How successfully did Elizabeth deal with her religious problems?</b></p> <p><b>Why were the Catholics such a serious threat to Elizabeth?</b></p> <p><b>Why did Puritans become an increasing threat during Elizabeth's reign?</b></p>	<ul style="list-style-type: none"> <li>• <b>The 1559 Religious Settlement</b> <i>(religion in 1559; the middle way/via media; Act of Supremacy; reaction to the Settlement)</i></li> <li>• <b>How Wales was treated</b> <i>(translation into Welsh of the Book of Common Prayer, the New Testament and the Bible)</i></li> <li>• <b>Elizabeth's attitude to Catholics</b> <i>(toleration; excommunication, 1570; recusancy; execution of Richard Gwyn, 1584)</i></li> <li>• <b>Catholic Plots</b> <i>(Northern Earls, 1569; Ridolfi, 1571; Throckmorton, 1583; Babington, 1586)</i></li> <li>• <b>The role of Mary, Queen of Scots</b> <i>(claim to the throne; alleged involvement in plots; execution)</i></li> <li>• <b>The increasing threat from Puritanism</b> <i>(what was Puritanism; Puritan attempts to change the Settlement; Puritan opposition in Parliament)</i></li> <li>• <b>Government reaction to Puritanism</b> <i>(the trial and execution of John Penry, 1593; situation at the end of Elizabeth's reign)</i></li> </ul>

<i>Topic area 3</i>	<b>The importance of foreign and maritime affairs</b>
<i>Key questions</i>	<i>Content exemplification</i>
<p><b>Why were the Elizabethan 'Sea Dogs' important?</b></p> <p><b>How successful were Elizabethan attempts at exploration and colonisation and expanding trade?</b></p> <p><b>How much of a threat was the Spanish Armada?</b></p>	<ul style="list-style-type: none"> <li>• <b>Foreign policy issues</b> <i>(the question of Elizabeth's marriage; foreign suitors; relations with France and Spain in 1558)</i></li> <li>• <b>Elizabethan sea dogs and ships</b> <i>(the importance of the sea dogs; Elizabethan ships: carracks and galleons)</i></li> <li>• <b>The role of Sir John Hawkins</b> <i>(the slave trade, from 1562; the Spanish Main and the beginning of Anglo-Spanish rivalry)</i></li> <li>• <b>The roles of Drake and Raleigh</b> <i>(purpose and importance of Drake's voyage around the world; Raleigh's attempt to establish a colony at Virginia)</i></li> <li>• <b>Attempts to expand trade</b> <i>(expanding trade with Russia and the East Indies, relations with the Netherlands, the search for the north-west passage)</i></li> <li>• <b>Reasons for the Armada</b> <i>(execution of Mary, Queen of Scots; Catholics v Protestants; Spanish ambition)</i></li> <li>• <b>Course of the Armada</b> <i>(preparations; English Channel; Calais and the 'Fire Ships'; return voyage around Britain)</i></li> <li>• <b>Results of the Armada</b> <i>(for Spain; for England and for Elizabeth's prestige)</i></li> </ul>

This unit focuses in depth on selected themes and issues relating to the history of Wales and England in the period 1930-1951. Candidates will be required to consider the main features of life in the Depression, of war on the Home Front and of post-war Wales and England. Candidates should develop their understanding of life in Wales and England 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 exemplification in italics shows which key features and characteristics of the period must be studied.* **This unit cannot be studied alongside the outline unit 3 on Wales, 1900-2000.**

<b>Topic area 1</b> <b>Key questions</b>	<b>The Impact of the Depression years</b> <b>Content exemplification</b>
<p><b>What were the main causes of the Depression?</b></p> <p><b>How was life in industrial areas affected by the Depression?</b></p> <p><b>How were people able to cope with the challenges of the Depression years?</b></p>	<ul style="list-style-type: none"> <li>• <b>The decline of traditional industry</b> <i>(the traditional industries; long term reasons for decline: including competition from abroad; new markets; obsolete methods)</i></li> <li>• <b>The impact of the 1929 Crisis</b> <i>(the Wall Street Crash; world slump; effect on Wales and England)</i></li> <li>• <b>The growth of mass unemployment</b> <i>(unemployment in areas of old industry; the Dole and the Means Test; 'Marching for Jobs' – Jarrow, Rhondda)</i></li> <li>• <b>The impact on women</b> <i>(the role of women and 'making ends meet'; self-help)</i></li> <li>• <b>Popular culture and entertainment</b> <i>(the importance of radio, cinema and sport in the Depression years)</i></li> <li>• <b>Attracting new industry</b> <i>(its nature and economic importance; the Special Areas Act, 1934)</i></li> <li>• <b>Population movement</b> <i>(migration from Wales to England; emigration abroad)</i></li> <li>• <b>Comparison of Welsh and English experiences</b> <i>(Industrial South Wales; London and the South East; other English cities with full employment)</i></li> </ul>

<b>Topic area 2</b>	<b>The impact of war on life on the Home Front</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>How effectively did Britain prepare for war?</b></p> <p><b>How did people in Wales and England cope with the experience of war?</b></p> <p><b>How important was it to maintain people's morale during the war?</b></p>	<ul style="list-style-type: none"> <li>• <b>The threat from Germany</b> <i>(Germany's 'Steps to War'; Britain's policy of appeasement)</i></li> <li>• <b>Preparations for war</b> <i>(Air Raid Precautions: wardens and shelters; conscription; RADAR; barrage balloons; anti-aircraft guns)</i></li> <li>• <b>The effects of the Blitz</b> <i>(the bombing of Welsh and English towns and cities)</i></li> <li>• <b>The experiences of evacuation and rationing</b> <i>(evacuees and the host communities; the importance of rationing)</i></li> <li>• <b>The changing role of women</b> <i>(the contribution of women to the war effort)</i></li> <li>• <b>The importance of media and propaganda</b> <i>(the role of radio and cinema during the war; propaganda posters; censorship)</i></li> <li>• <b>The role of Winston Churchill</b> <i>(Churchill as war leader; evaluation of his importance)</i></li> </ul>
<b>Topic area 3</b>	<b>Political, social and economic developments in post-war Wales and England</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>How difficult were conditions in Wales and England in 1945?</b></p> <p><b>How did the Labour government deal with the social problems of the time?</b></p> <p><b>How did the Labour government deal with the economic problems of the time?</b></p>	<ul style="list-style-type: none"> <li>• <b>The effects of the war on Wales and England</b> <i>(the Beveridge Report and planning for peace; economic position; demobilisation; war damage)</i></li> <li>• <b>The significance of the 1945 General Election</b> <i>(The ideals of the Labour Party; reasons for the Labour victory)</i></li> <li>• <b>The setting up of the National Health Service</b> <i>(Aneurin Bevan and the establishment of the NHS; services offered by the NHS)</i></li> <li>• <b>Changes in education and housing</b> <i>(the 1944 Education Act and new educational opportunities; 'Homes for All' policy)</i></li> <li>• <b>The introduction of nationalisation</b> <i>(the ideas behind the policy of nationalisation; the nationalisation of the key industries: coal, gas, electricity, transport, airlines, iron and steel)</i></li> <li>• <b>Reaction to Labour's policies</b> <i>(by the public and other political groups; the end of the post-war Labour governments)</i></li> </ul>

This unit focuses in depth on selected themes and issues relating to the history of Britain from 1951-1979. Candidates will be required to consider the major influences on political, economic and social life during the period. 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 exemplification in italics shows which key features and characteristics of the period must be studied.* **This unit cannot be studied alongside Unit 3 on Wales, 1900-2000.**

<i>Topic area 1</i>	<b>The end of austerity, c.1951-1965</b>
<i>Key questions</i>	<i>Content exemplification</i>
<p><b>What were the main issues facing the people of the UK at the beginning of the 1950s?</b></p>	<ul style="list-style-type: none"> <li>• <b>The condition of the country</b> <i>(austerity and rationing; problems with housing; Festival of Britain)</i></li> <li>• <b>Economy</b> <i>(devalued currency, debt, nationalised industries, industrial decline and success)</i></li> </ul>
<p><b>What issues led to the fall of the Labour government in 1951?</b></p>	<ul style="list-style-type: none"> <li>• <b>The early impact of the Welfare State</b> <i>(successes and limitations; popularity of the NHS; cost of the welfare budget)</i></li> <li>• <b>The result of the 1951 election</b> <i>(reasons for Labour defeat; divisions within the Labour Party; timing of the election; margin of defeat)</i></li> </ul>
<p><b>How did the country recover in the longer term?</b></p>	<ul style="list-style-type: none"> <li>• <b>Economic recovery in the 1950s and early 1960s</b> <i>(town planning; wages rises and tax cuts; consumerism; Macmillan “you’ve never had it so good”; Wilson “White Heat”)</i></li> <li>• <b>The effect of other government policies</b> <i>(investment in motorways; the Beeching axe; rise of comprehensive education)</i></li> </ul>

<b>Topic area 2</b>	<b>Social and cultural change to 1979</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>What were the main changes in popular entertainment and leisure in this period?</b></p> <p><b>How far did the lives of women change in this period?</b></p> <p><b>How far did life change for young people in this period?</b></p>	<ul style="list-style-type: none"> <li>• <b>Changing musical styles</b> <i>(listening to music: record players, radio, dance halls and discos; changing musical styles and trends; popular groups and artists)</i></li> <li>• <b>The increasing use of television</b> <i>(boosts to television ownership: HP, the coronation of 1953, coverage of sporting events; the development and impact of television; popular TV programmes; the decline in cinema attendance)</i></li> <li>• <b>Women at home</b> <i>(the use of labour-saving devices; convenience foods and supermarkets; changing attitudes to family and marriage)</i></li> <li>• <b>Education and employment</b> <i>(school leaving age; university grants; light industry; service industry, the glass ceiling?)</i></li> <li>• <b>Women's rights</b> <i>(the impact of the pill; divorce and abortion; equal opportunities legislation; women's liberation movement; "The Female Eunuch")</i></li> <li>• <b>Fashion and fads</b> <i>(teddy boys; mini-skirts; the impact of American culture on British teenagers; counter-cultures: Mods versus Rockers; hippies; punk)</i></li> <li>• <b>The generation gap</b> <i>(playing outdoors; youth organisations; increasing affluence; the growth of the teenager; reaction to changes in young people's lives; extent of change in the lives of young people;)</i></li> </ul>
<b>Topic area 3</b>	<b>Opportunities and challenges, 1951-1979</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>How did attitudes to authority change in the 1950s and 1960s?</b></p> <p><b>Why did different groups migrate to Britain in the 1950s and 1960s?</b></p> <p><b>What were the main political and economic issues to emerge in the 1970s?</b></p>	<ul style="list-style-type: none"> <li>• <b>The permissive society</b> <i>(more liberal legislation: legalising homosexuality; drugs and drink; divorce; abortion; abolition of the death penalty; Profumo Scandal)</i></li> <li>• <b>Protest movements</b> <i>(post-war fears; Ban the Bomb and CND; student protest in 1968)</i></li> <li>• <b>Immigration from the Commonwealth countries</b> <i>(reasons for migration; British Nationality Act; Windrush; experiences of the immigrants)</i></li> <li>• <b>Reaction to immigration</b> <i>(race riots; Notting Hill 1958; Enoch Powell "Rivers of blood"; right wing groups; portrayal of the race issue in the media)</i></li> <li>• <b>Emergence of a multi-cultural society by the mid 1970s</b> <i>(contributions made by immigrants to Britain; race relations legislation)</i></li> <li>• <b>Industrial decline</b> <i>(industrial change; strikes and the three day week; the Winter of Discontent")</i></li> <li>• <b>Britain and Europe</b> <i>(the Common market; the 1975 referendum; decimalisation; impact on life in Wales and England)</i></li> <li>• <b>Nationalist movements in Wales, Scotland and Northern Ireland</b> <i>(nationalist success in elections; devolution referendum 1979 for Scotland and Wales; the campaign for the Welsh language; civil unrest in Northern Ireland in the 1970s; Bloody Sunday; internment)</i></li> </ul>

This unit 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 exemplification in italics shows which key features and characteristics of the period must be studied.*

<b>Topic area 1</b>	<b>The causes and impact of the Revolutions of 1917</b>
<b>Key questions</b>	<b>Content exemplification</b>
<b>What were the causes of the Revolutions of 1917?</b>	<ul style="list-style-type: none"> <li>• <b>Long term causes</b> <i>(impact of the 1905 revolution; the growth of opposition groups; criticism of the system)</i></li> <li>• <b>The role of the Royal Family from 1905</b> <i>(autocracy, increasing unpopularity; the influence of Rasputin)</i></li> <li>• <b>The impact of the First World War</b> <i>(military failings, incompetent leadership, growing hardship at home)</i></li> </ul>
<b>What were the main developments during the Bolshevik seizure of power?</b>	<ul style="list-style-type: none"> <li>• <b>The February Revolution of 1917</b> <i>(the main events of February 1917, leading to Provisional government and abdication)</i></li> <li>• <b>The period of Dual Power</b> <i>(the main events between February and October 1917; rivalry between the Provisional Government and the Petrograd Soviet)</i></li> <li>• <b>The October Revolution of 1917</b> <i>(the main events of October 1917; the roles of Lenin and Trotsky)</i></li> </ul>
<b>What were the consequences of the Revolutions of 1917?</b>	<ul style="list-style-type: none"> <li>• <b>Ending the war</b> <i>(the peace negotiations; the Treaty of Brest-Litovsk)</i></li> <li>• <b>Establishing the new Communist state</b> <i>(the Sovnarkom and its decrees; the creation of the Cheka)</i></li> </ul>

<b>Topic area 2</b>	<b>The causes and impact of the Civil War, 1918-1921</b>
<b>Key question</b>	<b>Content exemplification</b>
<p><b>What were the principal causes of the Civil War?</b></p> <p><b>What were the main developments during the Civil War?</b></p> <p><b>Why were the Reds able to win the Civil War?</b></p>	<ul style="list-style-type: none"> <li>• <b>Economic hardship across Russia</b> <i>(widespread hunger across Russia; loss of grain supplies; growing violence on the streets)</i></li> <li>• <b>Opposition to the Bolsheviks</b> <i>(unpopularity of Lenin's reforms; opposition to the Peace Treaty)</i></li> <li>• <b>Rival factions</b> <i>(the aims of and support for rival factions: Whites, Greens, Czech Legion)</i></li> <li>• <b>The role of the White Generals</b> <i>(geographical areas, examples of military Actions)</i></li> <li>• <b>The intervention of foreign powers</b> <i>(support from foreign powers; the geographical spread of the different forces; the impact of their support)</i></li> <li>• <b>The role of the Red Army</b> <i>(the reforms of Trotsky; the actions of the Red Army; the murder of the Tsar and his family)</i></li> <li>• <b>The strengths of the Reds</b> <i>(leadership of Lenin &amp; Trotsky; War Communism; control of the railways; use of the Cheka; support from the peasantry)</i></li> <li>• <b>The weaknesses of the Whites</b> <i>(lack of unity; geographical spread; poor leadership; low morale)</i></li> <li>• <b>The response of outside powers</b> <i>(countries involved; extent of support; significance)</i></li> </ul>
<b>Topic area 3</b>	<b>The development of the Communist state, 1921-1924</b>
<b>Key question</b>	<b>Content exemplification</b>
<p><b>Why did Lenin introduce the New Economic Policy and how successful was it?</b></p> <p><b>Did Lenin succeed in establishing a Communist state in Russia?</b></p> <p><b>What was Lenin's legacy to Russia?</b></p>	<ul style="list-style-type: none"> <li>• <b>The reasons for the introduction of the New Economic Policy</b> <i>(the condition of Russia in 1921; the effects of War Communism; the Kronstadt mutiny)</i></li> <li>• <b>The New Economic Policy</b> <i>(the main features of the NEP; its impact on Russia)</i></li> <li>• <b>Creation of the organs of the Communist state</b> <i>(the organisation of the CPSU; the Comintern; the Cheka and Red Terror)</i></li> <li>• <b>The growth of centralisation</b> <i>(extension of government control of key aspects of the economy: industry, banking, transport, foreign trade)</i></li> <li>• <b>Life under Communist rule</b> <i>(changes for women; control over education, culture and religion; propaganda and censorship)</i></li> <li>• <b>The power struggle to succeed Lenin</b> <i>(Lenin's declining health and influence; possible successors: Trotsky and Stalin; Stalin's scheming to assume the leadership)</i></li> <li>• <b>Lenin's contribution</b> <i>(as party leader; as political theorist; his prestige and determination)</i></li> </ul>

This unit 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 exemplification in italics shows which key features and characteristics of the period must be studied.*

<b>Topic area 1</b>	<b>The creation of an apartheid state and its key features</b>
<b>Key questions</b>	<b>Content exemplification</b>
<b>Why was the apartheid system established?</b>	<ul style="list-style-type: none"> <li>• <b>South Africa in 1948</b> <i>(the political, social and economic condition of the country)</i></li> <li>• <b>The rise of Afrikaaner nationalism</b> <i>(the General Election of 1948; the triumph of the Nationalists; the beliefs of Verwoerd)</i></li> </ul>
<b>How did the apartheid system develop?</b>	<ul style="list-style-type: none"> <li>• <b>The establishment of the apartheid laws</b> <i>(the main apartheid laws of the period 1949-1956; changes under Verwoerd 1958-1966)</i></li> <li>• <b>The creation of separate development</b> <i>(reasons for the creation of self-governing homelands and the Bantustans)</i></li> </ul>
<b>What was the effect of the apartheid system on life and work?</b>	<ul style="list-style-type: none"> <li>• <b>Contrasts between white society and black society</b> <i>(education; employment; signs on park benches, public toilets, buses etc.)</i></li> <li>• <b>The forced movement of black people</b> <i>(movement to townships like Soweto; life in the new townships)</i></li> <li>• <b>The increase in police powers</b> <i>(banning orders; detentions; torture; murder; censorship and harassment)</i></li> </ul>

<b>Topic area 2</b>	<b>Resistance and repression: opposition to apartheid</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>What were the main methods of opposition to apartheid?</b></p> <p><b>What was the role and influence of key individuals in the campaign against apartheid?</b></p> <p><b>How effective was international opposition to apartheid?</b></p>	<ul style="list-style-type: none"> <li>• <b>Peaceful protests</b> <i>(the actions of the ANC including bus boycotts; protests against passes; the Defiance Campaign; the Freedom Charter; the Treason Trials)</i></li> <li>• <b>Violent protests</b> <i>(Sharpeville and its consequences; the actions of the ANC and PAC; the actions of the MK and Poqo; the Rivonia Trial; Soweto and its consequences)</i></li> <li>• <b>The role of political activists</b> <i>(in the ANC including Mandela, Walter Sisulu; other activists including Sobukwe, Biko, Buthelezi and Inkatha)</i></li> <li>• <b>The role of women and the church</b> <i>(the roles of Lilian Ngoyi and Helen Joseph in 1950s; Helen Suzman in 1960s; Winnie Mandela in 1980s; the influence of church leaders: Huddleston, Tutu)</i></li> <li>• <b>The rise of African nationalism</b> <i>(the Organisation of African Unity; the Lusaka Manifesto; SWAPO &amp; the United Nations)</i></li> <li>• <b>South Africa and the British Commonwealth</b> <i>(South Africa becomes a republic; leaving the Commonwealth)</i></li> <li>• <b>Methods of international pressure</b> <i>(economic sanctions; sporting sanctions; the Anti-Apartheid Movement, their impact)</i></li> </ul>
<b>Topic area 3</b>	<b>The ending of apartheid</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>Why did the apartheid system change during the Presidency of P. W. Botha?</b></p> <p><b>Why did President F. W. de Klerk adopt a new policy to apartheid?</b></p> <p><b>What were the key elements of the new democratic South Africa?</b></p>	<ul style="list-style-type: none"> <li>• <b>'New realism' under Botha</b> <i>(reasons for changes in policy; government reforms: strengthening the security forces; commissions of enquiry and their results; relaxation of some apartheid laws)</i></li> <li>• <b>The growth of black resistance</b> <i>(the townships erupt; the emergence of the United Democratic Front [UDF]; violent protests and government repression)</i></li> <li>• <b>Delivering change under de Klerk</b> <i>(the reasons for de Klerk's new course; the release of political prisoners; release of Mandela and Sisulu)</i></li> <li>• <b>Consolidating the new order</b> <i>(the formation of CODESA and the reasons for it; the constitutional agreement of November 1993)</i></li> <li>• <b>The move towards free democratic elections</b> <i>(return of constitutional democracy; the General Election of April 1994 and its results)</i></li> <li>• <b>A new government for South Africa</b> <i>(Mandela elected President; power sharing; government of national unity; improving international relations)</i></li> </ul>

## ROUTE A

### UNIT 3

Centres choose to study one of the following outline studies:

The development of Germany, 1919-1991
Developing relations in Palestine, Israel and the Middle East, 1919-2000
The development of the USA, 1930 – 2000
The development of Wales, 1900-2000

## THE DEVELOPMENT OF GERMANY 1919-1991

## ROUTE A: UNIT 3 OUTLINE STUDY

This unit focuses in outline on the key trends and turning points that have affected the development of Germany between 1919-1991. Candidates will be required to consider the developments, events and personalities which have shaped the recent history of Germany. Candidates will be required to examine the major political, social, economic and cultural perspectives which have affected the lives of the German people over the whole of this period. *The exemplification in italics shows which key features and characteristics must be studied.* **This unit cannot be studied alongside the in-depth unit on Germany, 1919-1947.**

<b>The main features of Germany's political development since 1919</b>	
<b><i>Content focus</i></b>	<b><i>Content exemplification</i></b>
<b>How successful was the Weimar republic in dealing with Germany's problems after 1919?</b>	<ul style="list-style-type: none"> <li>• <b>The impact of World War I on Germany's government</b> <i>(the establishment of the Weimar republic; the reaction to the Treaty of Versailles)</i></li> <li>• <b>Early challenges to the Weimar republic</b> <i>(opposition to the new government, economic problems, the Munich Putsch of 1923)</i></li> <li>• <b>The 'Golden Years' of the later 1920s</b> <i>(the political reforms and impact of Stresemann)</i></li> </ul>
<b>How did the Nazis take control of Germany?</b>	<ul style="list-style-type: none"> <li>• <b>The rise of Hitler and the Nazi Party</b> <i>(the impact of the depression, reasons for Nazi support in Germany, Hitler becomes Chancellor)</i></li> <li>• <b>The Nazis consolidation of power</b> <i>(Steps taken to turn Germany into a dictatorship; methods of political control and economic development)</i></li> </ul>
<b>What were the main developments in Germany's political and economic life after 1945?</b>	<ul style="list-style-type: none"> <li>• <b>The impact of World War II on the government of Germany</b> <i>(the significance of Yalta and Potsdam for Germany's future; the division of Germany)</i></li> <li>• <b>Developments in East and West Germany</b> <i>(the political systems of East and West Germany, the difference in economic development; the ECSC and EEC)</i></li> <li>• <b>The reunification of Germany</b> <i>(the reasons for unification, the role of Helmut Kohl, the fall of the Berlin Wall)</i></li> </ul>

<b>Changes in the lives of the German people since 1919</b>	
<i>Content focus</i>	<i>Content exemplification</i>
<b>How did life change for Germans during the Weimar period?</b>	<ul style="list-style-type: none"> <li>• <b>Economic downturn</b> <i>(the occupation of the Ruhr, hyperinflation and its impact)</i></li> <li>• <b>Recovery and Depression</b> <i>(economic reform under Stresemann; the onset of the depression and its impact)</i></li> <li>• <b>Social change under the Nazis up to 1939</b> <i>(policies regarding employment, women, children and religion; the treatment of the Jews up to 1939)</i></li> <li>• <b>Life during World War II</b> <i>(changing conditions on the Home Front; opposition to the Nazis, the 'Final Solution')</i></li> <li>• <b>Life in post-war Germany</b> <i>(life at the end of the war; life during the Berlin airlift; Adenauer's economic miracle and its effects)</i></li> <li>• <b>Life in Germany during the Cold War</b> <i>(East and West Germany; the Berlin Wall; life after the collapse of the Wall)</i></li> </ul>
<b>How were the lives of Germans affected by Nazi rule?</b>	
<b>How significantly did life change for the German people after 1945?</b>	

<b>The role played by Germany in world affairs since 1919</b>	
<i>Content focus</i>	<i>Content exemplification</i>
<b>How did Germany attempt to regain her position in the world during the Weimar period?</b>	<ul style="list-style-type: none"> <li>• <b>The effect of World War I on Germany's position in the world</b> <i>(The treatment of Germany at the Peace Conference, the impact of the Treaty of Versailles)</i></li> <li>• <b>Improving relations</b> <i>(the contribution of Stresemann, Locarno, the League of Nations, the Kellogg-Briand Pact)</i></li> <li>• <b>Hitler's challenge to the peace of Europe</b> <i>(the steps to war: rearmament, Rhineland, Austria, Czechoslovakia, and Poland)</i></li> <li>• <b>Germany at war</b> <i>(the main turning points for Germany; reasons for defeat)</i></li> <li>• <b>The treatment of Germany at the end of the war</b> <i>(the decisions made at Yalta and Potsdam, the impact on Germany's position in the world)</i></li> <li>• <b>Germany and the Cold War</b> <i>(the Berlin Blockade and Airlift, the Berlin Wall and its significance; NATO and the Warsaw Pact)</i></li> <li>• <b>Co-operation and reconciliation</b> <i>(moves towards European partnership; the impact of reunification on Germany's relations with Europe and the wider world)</i></li> </ul>
<b>How did German foreign policy change between 1933 and 1945?</b>	
<b>What were the main factors that shaped German foreign policy between 1945-1991?</b>	

**DEVELOPING RELATIONS IN PALESTINE, ISRAEL AND THE MIDDLE EAST 1919-2000****ROUTE A: UNIT 3 OUTLINE STUDY**

This unit focuses in outline on the key trends and turning points that have affected the development of Palestine and Israel in the Middle East between 1919-2000. Candidates will be required to consider the developments, events and personalities which have shaped the recent history of Palestine and Israel. Candidates will be required to examine the major political, social, economic and cultural perspectives which have affected the lives of the Palestinian and Israeli peoples over the whole of this period. *The exemplification in italics shows which key features and characteristics must be studied.*

<b>The main political developments in Palestine and Israel between 1919 and 2000</b>	
<i>Content focus</i>	<i>Content exemplification</i>
<b>What were the main causes of increased tension up to 1939?</b>	<ul style="list-style-type: none"> <li>• <b>Separate claims on Palestine</b> <i>(the Jewish claims to Palestine, the impact of Zionism; the Balfour Declaration; the Arab claims to Palestine; the British Mandate of Palestine)</i></li> <li>• <b>The impact of immigration between 1919 and 1939</b> <i>(Increasing Jewish immigration to Palestine; the Jewish Agency and the Supreme Muslim Council; Arab-Jewish riots)</i></li> </ul>
<b>Why was the state of Israel established?</b>	<ul style="list-style-type: none"> <li>• <b>Background causes</b> <i>(the Peel Commission, the Arab rebellion, the White Paper of 1939, the impact of World War II and the Holocaust, increased Jewish immigration, Jewish terrorism)</i></li> <li>• <b>Plans for partition</b> <i>(The UN partition plans; the British withdrawal from Palestine)</i></li> <li>• <b>The establishment of the state of Israel</b> <i>(dates, events, reaction in the Middle East and in the wider world)</i></li> </ul>
<b>What efforts were made to achieve peace in the Middle East after 1948?</b>	<ul style="list-style-type: none"> <li>• <b>The main obstacles to peace</b> <i>(Arab reaction to the establishment of the state of Israel; the actions of the fedayeen, the involvement of outside powers, the refugee problem, use of terror tactics and militancy)</i></li> <li>• <b>Attempts to create peace</b> <i>(an evaluation of the attempts to create peace, including UN efforts, the Camp David Agreements, Madrid Conference 1991, Oslo Accords 1993)</i></li> <li>• <b>The roles of individuals</b> <i>(an investigation of the efforts of an individual to achieve peace: Sadat, Begin, Clinton, Bush, Arafat)</i></li> </ul>

<b>Changing life for the people of Palestine and Israel between 1919 and 2000</b>	
<i>Content focus</i>	<i>Content exemplification</i>
<b>How has Jewish society developed since 1919?</b>	<ul style="list-style-type: none"> <li>• <b>Early influences on the lives of Jewish people</b> <i>(Zionism, immigration to Palestine between 1919 and 1948)</i></li> <li>• <b>Influences on the lives of Jewish people after 1948</b> <i>(kibbutzism, support from outside powers, military service, economic development and affluence)</i></li> </ul>
<b>How has Palestinian society developed since 1919?</b>	
<b>In what ways have relations changed between Jews and Arabs since 1919?</b>	

<b>Conflict in the Middle East, 1919-2000</b>	
<i>Content focus</i>	<i>Content exemplification</i>
<b>Why did Britain find it difficult to rule in Palestine between 1919 and 1948?</b>	<ul style="list-style-type: none"> <li>• <b>The British position in 1919</b> <i>(British 'promises' to Jews and Arabs during World War I; the British Mandate of 1919)</i></li> <li>• <b>Difficulties in establishing a Jewish/Arab state</b> <i>(rioting in 1921 and 1929 and its suppression by the British authorities, the Peel Commission, the Arab Rebellion)</i></li> <li>• <b>The British withdrawal from Palestine</b> <i>(the impact of World War II, British response to Jewish terrorist activities, British withdrawal and its effects)</i></li> </ul>
<b>How has Israel been able to survive in the face of Arab hostility?</b>	
<b>What has been the role of the superpowers and other outside powers in the Middle East since 1948?</b>	

## THE DEVELOPMENT OF THE USA, 1930-2000

## ROUTE A: UNIT 3 OUTLINE STUDY

This unit focuses in outline on the key trends and turning points that have affected the development of the USA between 1930-2000. Candidates will be required to consider the developments, events and personalities which have shaped the recent history of the USA. Candidates will be required to examine the major political, social, economic and cultural perspectives which have affected the lives of the American people over the whole of this period. *The exemplification in italics shows which key features and characteristics must be studied.*

<b>Changing life in the USA, 1930-2000</b>	
<b>Content focus</b>	<b>Content exemplification</b>
<b>What were the main influences on American life between 1930-1945?</b>	<ul style="list-style-type: none"> <li>• <b>Economic downturn</b> <i>(the consequences of the Wall Street Crash; early Republican attempts to deal with the depression)</i></li> <li>• <b>Economic and social recovery</b> <i>(Roosevelt and the New Deal; successes and criticisms of the New Deal; the impact of World War II)</i></li> </ul>
<b>What were the main political and economic developments in the USA after 1945?</b>	<ul style="list-style-type: none"> <li>• <b>The development of the affluent society</b> <i>(life in suburbia, McCarthyism, the New Frontier and the Great Society; affluence for all?)</i></li> <li>• <b>Developments from the 1970s</b> <i>(the consequences of Watergate, the domestic policies of Reagan, Bush Snr and Clinton and their impact)</i></li> </ul>
<b>What were the main social developments in the USA from 1945-2000?</b>	<ul style="list-style-type: none"> <li>• <b>Changes in popular culture</b> <i>(cinema and movie stars; the dominance of the motor-car; the influence of television, personal computers and the internet)</i></li> <li>• <b>Changes in youth culture</b> <i>(the emergence of the teenager and the generation gap, the influence of various musical styles; the hippy movement; student protest and its impact)</i></li> <li>• <b>The changing role of women in the USA</b> <i>(the impact of World War II; the growth of the feminist movement; legislation to gain equality)</i></li> </ul>

<b>Changing attitudes to the race issue in the USA, 1930-2000</b>	
<i>Content focus</i>	<i>Content exemplification</i>
<p><b>Why was there so much racial inequality in the USA between 1930 and 1945?</b></p> <p><b>Why was it difficult for black Americans to gain equal rights in the USA in the 1950s and 1960s?</b></p> <p><b>How much progress has been made by black Americans since the 1960s?</b></p>	<ul style="list-style-type: none"> <li>• <b>The position of black people in the 1930s</b> <i>(segregation and the Jim Crow Laws, the Ku Klux Klan; reaction: the NAACP, the impact of the depression and the New Deal)</i></li> <li>• <b>Black people and World War II</b> <i>(the Jim Crow Army, black workers at home, the impact of the war on the civil rights issue)</i></li> <li>• <b>The struggle for equal education</b> <i>(the importance of: Brown v Topeka 1954, Little Rock High 1957, James Meredith, 1962)</i></li> <li>• <b>The struggle for equality in transport</b> <i>(the Montgomery Bus boycott; the freedom riders)</i></li> <li>• <b>Key figures in the campaign for equal rights</b> <i>(The role and significance of Martin Luther King; the role and significance of Malcolm X and the Black Power movement)</i></li> <li>• <b>The extent of change</b> <i>(Civil Rights legislation, developments in education and housing for black people, race riots; the extent of change and progress)</i></li> <li>• <b>Developments in black culture</b> <i>(the development of black identity and culture; the extent of black success in politics, sport, media and entertainment)</i></li> </ul>

<b>The USA and the wider world, 1930-2000</b>	
<i>Content focus</i>	<i>Content exemplification</i>
<p><b>How and why did US foreign policy change between 1930 and 1945?</b></p> <p><b>How and why was the USA involved in the Cold War?</b></p> <p><b>What role has the USA played in the search for world peace since 1970?</b></p>	<ul style="list-style-type: none"> <li>• <b>Out of isolation</b> <i>(the policy of isolationism examples of increasing involvement in world affairs in the 1930s)</i></li> <li>• <b>America's and World War II</b> <i>(Japan, Pearl Harbor and entry into war; America's role in Europe and in the Pacific, the dropping of the Atomic Bomb)</i></li> <li>• <b>The origins of the Cold War</b> <i>(containment, Truman Doctrine, Marshall Aid, domino theory)</i></li> <li>• <b>The USA and the Cold War in Europe</b> <i>(the Berlin blockade and airlift, entering NATO)</i></li> <li>• <b>The USA and the Cold War in the wider world</b> <i>(the causes and importance of the Cuban crisis and the war in Vietnam)</i></li> <li>• <b>Early attempts to improve relations</b> <i>(reasons for détente, SALT 1, Helsinki agreements, Nixon and China, Afghanistan)</i></li> <li>• <b>Later efforts to establish stability</b> <i>(Reagan and Gorbachev, reasons for the end of the Cold War, involvement in areas such as Iran, the Gulf War and Iraq)</i></li> </ul>

## WALES 1900-2000

## ROUTE A: UNIT 3 OUTLINE STUDY

This unit focuses in outline on the key trends and turning points that have affected the development of Wales between 1900-2000. Candidates will be required to consider the developments, events and personalities which have shaped the recent history of Wales. Candidates will be required to examine the major political, social, economic and cultural perspectives which have affected the lives of the Welsh people over the whole of this period. *The exemplification in italics shows which key features and characteristics must be studied.* **This unit cannot be studied alongside either the study in-depth on Wales and England in the early twentieth century or the study in-depth on Depression, War and Recovery, 1930-1951 or Austerity, Affluence and Discontent in the United Kingdom, 1951-1979.**

<b>Changes in Welsh political life in the twentieth century</b>	
<i>Content focus</i>	<i>Content exemplification</i>
<b>What were the main features of Welsh politics in the first half of the 20<sup>th</sup> century?</b>	<ul style="list-style-type: none"> <li>• <b>The Liberal supremacy until 1922</b> <i>(the 1906 election; the Liberal reforms; the political impact of the Great War)</i></li> <li>• <b>The growth of the Welsh Labour Party up to 1951</b> <i>(the growth of Labour support; the political effects of the Depression and war; the 1945 election and the creation of the Welfare State)</i></li> <li>• <b>Moves to create a Welsh 'nation'</b> <i>(University of Wales, 1893; National Library and Museum, 1906, the search for a capital city)</i></li> </ul>
<b>Why did nationalism emerge as a force in Welsh politics?</b>	<ul style="list-style-type: none"> <li>• <b>The growth of Plaid Cymru</b> <i>(the roles of Saunders Lewis and Gwynfor Evans, the 1974 elections; reaction: creation of Secretary of State and the Welsh Office)</i></li> <li>• <b>Plaid Cymru in the 1980s and 1990s</b> <i>(further successes and challenges in local and national elections)</i></li> </ul>
<b>How and why was devolution achieved?</b>	<ul style="list-style-type: none"> <li>• <b>The first steps towards devolution</b> <i>(the Kilbrandon Commission; the first Referendum on devolution, 1979; the Thatcher years)</i></li> <li>• <b>New Labour and devolution</b> <i>(the Referendum of 1997 and the establishment of the National Assembly for Wales; devolved powers and the continuing debates about the Assembly)</i></li> </ul>

<b>Changing patterns of work in Wales</b>	
<i>Content focus</i>	<i>Content exemplification</i>
<p><b>How and why did Wales's heavy industry decline so rapidly and what was the impact on the people?</b></p>	<ul style="list-style-type: none"> <li>• <b>The height of Welsh industrial production in the early twentieth century</b> <i>(coal, iron and steel, slate; inward migration)</i></li> <li>• <b>The conflict of owners and workers</b> <i>(A case study of the causes, events and effects of <b>ONE</b> of these conflicts: Penrhyn; Tonypany; Llanelli)</i></li> <li>• <b>The decline of Welsh heavy industry</b> <i>(the impact of World War I on industry in Wales; the effects on people's lives in the 1930s)</i></li> </ul>
<p><b>What were the main features of the employment pattern in Wales in the mid and late 20<sup>th</sup> century?</b></p>	
<p><b>How has the Welsh economy fared in the age of privatisation and globalisation?</b></p>	

<b>Pressures on Welsh culture and society</b>	
<i>Content focus</i>	<i>Content exemplification</i>
<p><b>What were the main factors which affected the traditional Welsh way of life in the first half of the twentieth century?</b></p>	<ul style="list-style-type: none"> <li>• <b>Traditional Welsh culture</b> <i>(the role of chapels and churches; choirs and eisteddfodau in industrial and rural areas)</i></li> <li>• <b>New forms of entertainment in the 1920s and 1930s</b> <i>(the popularity of cinema and radio; Americanisation and organised sport)</i></li> <li>• <b>The effect of the Second World War on Welsh culture</b> <i>(the growth of English daily newspapers; the all-British 'wartime spirit'; the impact of evacuees)</i></li> </ul>
<p><b>In what ways has popular mass culture affected Welsh society in the second half of the twentieth century?</b></p>	
<p><b>How and why did attitudes towards the Welsh language change in the second half of the twentieth century?</b></p>	

# ROUTE B

## UNIT 1

Centres choose to study one of the following in-depth studies:

Popular movements in Wales and England, 1815-1848
Westward migration: the American West, 1840-1895
Germany in transition, 1919-1947

This unit focuses in depth on selected themes and issues relating to the history of Wales and England in the period 1815-1848. Candidates will be required to consider the impact of the growth of Radicalism, 1815-1822, the importance of industrial protest with a particular focus on events in industrial Wales, and the nature of rural protest in Wales and England. Candidates should develop an awareness of how popular protest in this period has been represented and interpreted and they should also address the key questions in each topic area using a range of historical sources. *The exemplification in italics shows which key features and characteristics of the period must be studied.*

<b>Topic area 1</b>	<b>The growth of Radicalism, 1815-1822</b>
<b>Key questions</b>	<b>Content exemplification</b>
<b>What were the main problems faced by England and Wales in 1815?</b>	<ul style="list-style-type: none"> <li>• <b>Political and economic problems in 1815</b> <i>(the post-war situation; demobilised soldiers; the Corn Laws; the demand for parliamentary reform)</i></li> <li>• <b>Social issues in 1815</b> <i>(growing working-class dissatisfaction; the beginning of Radicalism)</i></li> </ul>
<b>What were the most significant protests in England and Wales, 1815-1822?</b>	<ul style="list-style-type: none"> <li>• <b>The importance of the Spa Fields Riot, 1816</b> <i>(causes, events and effects)</i></li> <li>• <b>The importance of the 'March of the Blanketeers', 1817</b> <i>(causes, events and effects)</i></li> <li>• <b>The importance of the St Peter's Field Massacre, 1819</b> <i>(causes, events and results; the role of 'Orator' Hunt)</i></li> </ul>
<b>How did the government react to popular protest at this time?</b>	<ul style="list-style-type: none"> <li>• <b>Government action against popular protest</b> <i>(agent provocateurs; suspension of habeas corpus; repression; the Six Acts)</i></li> <li>• <b>The importance of the Cato Street Conspiracy, 1820</b> <i>(the plot; government tactics; execution of the conspirators)</i></li> </ul>

<b>Topic area 2</b> <b>Key questions</b>	<b>The threat from industrial protest</b> <b>Content exemplification</b>
<p>What conditions led people to protest in industrial settlements?</p> <p>How and why did Chartism develop?</p> <p>What was the impact of industrial protest?</p>	<ul style="list-style-type: none"> <li>• <b>Long-term causes of unrest</b> <i>(working and living conditions in general; the truck system; the role of the industrialists)</i></li> <li>• <b>Short-term causes of unrest</b> <i>(pressures in Merthyr Tydfil: economic depression; the Court of Requests; radicalism and unionism; parliamentary reform; wage cuts)</i></li> <li>• <b>Protest in action</b> <i>(the events of the Merthyr rising)</i></li> <li>• <b>The reasons for the rise of Chartism</b> <i>(failure of Parliamentary reform; hatred of the new Poor Law; the appeal of the People's Charter)</i></li> <li>• <b>Chartist organisation and ideas</b> <i>(roles of Lovett and O'Connor; physical and moral force Chartism; the Chartist Convention and the Chartist Petitions)</i></li> <li>• <b>Chartism in action</b> <i>(the Newport rising: the role of Frost; the march to Newport; the attack on the Westgate Hotel)</i></li> <li>• <b>The results of the Merthyr Rising</b> <i>(role of the authorities; arrest and trial of the rioters; Dic Penderyn – rioter and martyr; abolition of the truck system and the election of an MP)</i></li> <li>• <b>The results of the Newport Rising</b> <i>(role of the authorities; arrests and trial; punishment of the leaders; riot or 'insurrection'?)</i></li> <li>• <b>The impact of industrial protest in general</b> <i>(growth of 'working class consciousness'; attitude of the authorities)</i></li> </ul>
<b>Topic area 3</b> <b>Key questions</b>	<b>Pressures on rural life in Wales and England</b> <b>Content exemplification</b>
<p>What conditions led to the Swing Riots?</p> <p>Why did the unrest in south west Wales lead to the Rebecca Riots?</p> <p>What was the impact of rural protest?</p>	<ul style="list-style-type: none"> <li>• <b>The causes of the Swing riots</b> <i>(agricultural depression; unemployment; threshing machines; their impact on Southern England)</i></li> <li>• <b>The role of William Cobbett</b> <i>(Radical views; influence of the 'Political Register'; publication of 'Rural Rides', 1830)</i></li> <li>• <b>The activities of the Swing rioters</b> <i>(destruction of threshing machines; burning of hayricks; threatening letters; use of the name 'Swing')</i></li> <li>• <b>Social and economic conditions in south west Wales</b> <i>(poverty; living and working conditions; workhouses; tithes; turnpike trusts)</i></li> <li>• <b>Varying forms of protest</b> <i>(traditional protest: 'ceffyl pren'; new forms of protest: threatening letters)</i></li> <li>• <b>The activities of the Rebeccaites</b> <i>(use of the name 'Rebecca'; main activities between 1839 to 1843)</i></li> <li>• <b>The impact of the Swing Riots</b> <i>(government reaction; arrests, executions and transportation; temporary raising of wages)</i></li> <li>• <b>The impact of the Rebecca Riots</b> <i>(arrests and punishment; the Commission of Enquiry; the Turnpike Act, 1844; continuation of some long-term causes)</i></li> </ul>

This unit focuses in depth on selected themes and issues relating to migration into the American West from 1840-1895. Candidates will be required to consider the lifestyles of the Plains Indians, the various settlement waves and the eventual battle for the Plains and its impact. Candidates should develop an awareness of how aspects of life in the American West 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 exemplification in italics shows which key features and characteristics of the period must be studied.*

<b>Topic area 1</b>	<b>The native Americans and the early pioneers</b>
<b>Key questions</b>	<b>Content exemplification</b>
<b>Why and how were the Great Plains first settled?</b>	<ul style="list-style-type: none"> <li>• <b>The arrival of the native Americans</b> <i>(migration and movement onto the Great Plains; the features of the Great Plains)</i></li> <li>• <b>The main Indian Nations</b> <i>(the location and settlement of the main Indian Nations: Blackfoot, Crow, Sioux, Cheyenne, Arapaho)</i></li> </ul>
<b>What were the main features of the lifestyles of the Plains Indians?</b>	<ul style="list-style-type: none"> <li>• <b>Their social organisation</b> <i>(chiefs; councils; family life; the tipi; roles of men, women and children)</i></li> <li>• <b>The importance of hunting</b> <i>(the importance of the buffalo; its uses; the importance of the horse; warriors)</i></li> <li>• <b>The importance of religion and religious beliefs</b> <i>(the spirit world; sacred lands; visions; dances; ceremonies; the importance of the medicine man)</i></li> </ul>
<b>Who were the early pioneers and why did they move westward?</b>	<ul style="list-style-type: none"> <li>• <b>The arrival of traders and trappers</b> <i>(the hunt for beaver pelts; trading companies and forts; new routes; mountain men; the annual Rendezvous)</i></li> <li>• <b>The early pioneers</b> <i>(the Oregon trail; mines and mining; the Californian gold rush)</i></li> <li>• <b>The Mormon migration</b> <i>(Joseph Smith and the Mormons; Brigham Young and the migration to Great Salt Lake valley)</i></li> </ul>

<b>Topic area 2</b>	<b>The later settlement of the Plains</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>What were the reasons for the westward migration of later settlers?</b></p> <p><b>What was the nature of the new settlements on the Plains?</b></p> <p><b>How wild was life in the west?</b></p>	<ul style="list-style-type: none"> <li>• <b>Pull factors</b> <i>(prospect of new life; offer of free land; government legislation; discovery of gold)</i></li> <li>• <b>Push factors</b> <i>(effects of the civil war; land pressure; economic problems; religious persecution; improved communications)</i></li> <li>• <b>The homesteaders</b> <i>(sod houses; problems of farming on the Plains; development of new farming methods; the role of women in homesteading)</i></li> <li>• <b>The ranchers</b> <i>(development of ranching; cattle drives; the life of the cowboys)</i></li> <li>• <b>Conflict between cattle ranchers and homesteaders</b> <i>(the reasons for dispute; the rise of the cattle barons; the Johnson County war)</i></li> <li>• <b>Life in the new mining and cow towns</b> <i>(the rapid growth of settlements such as Dodge City; the degree of lawlessness and violence)</i></li> <li>• <b>Law breakers and law enforcers</b> <i>(common types of crime; well-known law breakers: Billy the Kid; Jesse James; Calamity Jane; marshals; sheriffs, judges and vigilantes; well-known law enforcers: Wild Bill Hickok; Wyatt Earp)</i></li> </ul>
<b>Topic area 3</b>	<b>The battle for the Great Plains</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>What were the reasons for the Plains Wars?</b></p> <p><b>What were the main features of the Plains Wars?</b></p> <p><b>What was the outcome of the Plains Wars?</b></p>	<ul style="list-style-type: none"> <li>• <b>The 'Indian Problem'</b> <i>(Manifest Destiny; land wanted by white settlers; the discovery of gold on Indian territory)</i></li> <li>• <b>The actions of the US Government and deteriorating relations</b> <i>(broken treaties; deception; encouragement of white settlement; the Removal Act; extermination of the buffalo)</i></li> <li>• <b>The early phase of the Plains Wars, 1858-1869</b> <i>(the breaking of the Fort Laramie Treaty; Sand Creek massacre 1864; reservations and their impact)</i></li> <li>• <b>The main leaders, their methods and influence</b> <i>(the roles of Sitting Bull, Red Cloud and Crazy Horse; the roles of the US Generals: Sherman, Sheridan and Custer)</i></li> <li>• <b>The latter phase of the Plains Wars, 1869-1878</b> <i>(the discovery of gold in the Black Hills 1874; breakdown of negotiations; the battle of Little Big Horn and its consequences)</i></li> <li>• <b>The reasons for the defeat of the Plains Indians</b> <i>(the different fighting methods and tactics; divisions among the American Nations; the resources of the US Army)</i></li> <li>• <b>The closing stages of the Plains Wars</b> <i>(the Ghost Dance Movement; the battle of Wounded Knee; the ending of the Plains Wars)</i></li> <li>• <b>The consequences of defeat for the Plains Indians, 1878-1895</b> <i>(life on the reservations; the end of Indian tribal life; deculturisation; the closing of the frontier)</i></li> </ul>

This unit focuses in depth on selected themes and issues relating to the history of Germany from 1919-1947. Candidates will be required to consider the factors which led to the rise of the Nazi regime, the impact of change on the lives of the German people and the significance of war for Germany. 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 exemplification in italics shows which key features and characteristics of the period must be studied.* **This unit cannot be studied alongside the outline unit 3 on Germany, 1919-1991.**

<b>Topic area 1</b> <b>Key questions</b>	<b>The rise of the Nazi Party and its consolidation of power, c.1919-1934</b> <b>Content exemplification</b>
<p><b>How did developments in Germany from 1919-29 affect the rise of the Nazis?</b></p> <p><b>How and why did Hitler get appointed Chancellor in January 1933?</b></p> <p><b>How did the Nazis consolidate their power during 1933-1934?</b></p>	<ul style="list-style-type: none"> <li>• <b>The political and economic problems of Weimar</b> <i>(weaknesses of Weimar government; the impact of the Treaty of Versailles 1919; effects of economic problems in the 1920s)</i></li> <li>• <b>The early development of the Nazi Party</b> <i>(the consequences of the Munich Putsch; Hitler and 'Mein Kampf'; impact of Wall St Crash on Nazi support)</i></li> <li>• <b>Political scheming, 1929-1932</b> <i>(the end of Parliamentary democracy; coalitions of Von Bruning, Von Papen and Von Schleicher)</i></li> <li>• <b>The reasons for Nazi electoral success</b> <i>(the impact of Depression; Hitler's appeal and promises; fear of Communism; role of SA; use of propaganda)</i></li> <li>• <b>Hitler as Chancellor</b> <i>(the significance of the Reichstag fire; the March election; the Enabling Law; suppression of civil liberties)</i></li> <li>• <b>The move to dictatorship</b> <i>(the events and consequences of the Night of the Long Knives; Hitler becomes Fuhrer)</i></li> </ul>

<b>Topic area 2</b>	<b>Changing life for the German people, 1933-1939</b>
<b>Key questions</b>	<b>Content exemplification</b>
<b>How did Nazi economic and social policy affect life in Germany?</b>	<ul style="list-style-type: none"> <li>• <b>Tackling economic problems</b> <i>(measures to reduce unemployment; trade unions and the DAF; the Strength through Joy Movement [KdF])</i></li> <li>• <b>The treatment of women and young people</b> <i>(the Three Ks; women and work; controlling education; the Hitler Youth Movement)</i></li> </ul>
<b>How did Nazi political policy affect life in Germany?</b>	<ul style="list-style-type: none"> <li>• <b>Extending political control</b> <i>(the use of the SS and the Gestapo; control of the legal system; control over central and regional government)</i></li> <li>• <b>The use of propaganda and censorship</b> <i>(Goebbels and propaganda; the use of rallies, radio and cinema; censorship of newspapers and the arts)</i></li> </ul>
<b>How did Nazi racial and religious policy affect life in Germany?</b>	<ul style="list-style-type: none"> <li>• <b>Nazi racial policy</b> <i>(the Master Race and ideas of Aryan superiority; the increasing persecution of the Jews between 1933 -1939)</i></li> <li>• <b>The treatment of religion</b> <i>(Nazi views on religion; relations with the Catholic and Protestant churches; the National Reich Church)</i></li> </ul>
<b>Topic area 3</b>	<b>War and its impact on life in Germany, 1939-1947</b>
<b>Key questions</b>	<b>Content exemplification</b>
<b>How was life affected during the war years?</b>	<ul style="list-style-type: none"> <li>• <b>Life during the early years, 1939-1941</b> <i>(initial impact; changing role of women; use of propaganda on the home front)</i></li> <li>• <b>Life during the latter years, 1942-1945</b> <i>(organisation for Total War; shortages and the black market; effects of Allied bombing; People's Home Guard)</i></li> <li>• <b>The treatment of Jews during the war years</b> <i>(development of ghettos; special action squads; the reasons for and implementation of the Final Solution)</i></li> </ul>
<b>How much opposition was there to the Nazis within Germany during the war years?</b>	<ul style="list-style-type: none"> <li>• <b>Opposition from civilians</b> <i>(young people: the Edelweiss Pirates; the Swing Youth; the White Rose group; religious groups; actions of Niemoller, von Galen, Bonhoeffer)</i></li> <li>• <b>Opposition from the military</b> <i>(causes and effects of the July Bomb Plot)</i></li> </ul>
<b>How difficult were conditions in Germany following total defeat in the war?</b>	<ul style="list-style-type: none"> <li>• <b>The defeat of Germany</b> <i>(Allied invasion of Germany; the fall of Berlin and the death of Hitler; the division of Germany)</i></li> <li>• <b>The punishment of Germany</b> <i>(arrest and trial of Nazi leaders for war crimes; the Nuremberg trials; denazification)</i></li> </ul>

## ROUTE B

### UNIT 2

Centres choose to study one of the following thematic studies:

The changing role and status of women in Wales and England, 1900 to the present day
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Developments in sport, leisure and tourism in Wales and England, 1900 to the present day
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**THE CHANGING ROLE AND STATUS OF WOMEN IN WALES AND ENGLAND, c.1900 to the present day****ROUTE B: UNIT 2 THEMATIC STUDY**

This unit focuses **thematically** on the changing role and status of women in Wales and England from c.1900 to the present day. Candidates will be required to consider the changing place of women at home, the changing nature of women's work and employment and the changing role of women in political life from c.1900 to the present day. Candidates should develop their understanding of the period through explanation and analysis of key concepts such as change, continuity, causation and significance and through analysing and evaluating a range of source material. **There must also be an emphasis on looking at the theme across the entire period studied.** *The exemplification in italics shows which key features and characteristics of the period must be studied.*

<b>Topic area 1</b>	<b>The changing experience of women at home in Wales and England</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>What was the role of women in the home in Wales and England in the early twentieth century?</b></p>	<ul style="list-style-type: none"> <li>• <b>The traditional role of women</b> <i>(working-class women as home-makers pre-1914; household and family tasks and routine)</i></li> <li>• <b>Women in upper-class households</b> <i>(Edwardian 'High Society' and the role of the head of the household; 'Upstairs, Downstairs')</i></li> <li>• <b>Women in the 1930s</b> <i>(the role of women in the Depressed areas; the Means Test; 'making ends meet')</i></li> </ul>
<p><b>How did life for women at home in Wales and England change after the Second World War?</b></p>	<ul style="list-style-type: none"> <li>• <b>The effects of government legislation</b> <i>(family allowances; National Insurance; the NHS and improved health care)</i></li> <li>• <b>Family planning and patterns</b> <i>(birth control and the reduction in the size of families; abortion; issues of divorce and single-parenthood)</i></li> </ul>
<p><b>How have changes in home and family life in recent times affected women in Wales and England?</b></p>	<ul style="list-style-type: none"> <li>• <b>Improvements in housing</b> <i>(larger post-war housing; bathrooms and indoor toilets; central heating; labour-saving devices, energy-efficient modern homes)</i></li> <li>• <b>Increased free time</b> <i>(the impact of women's magazines; radio and TV programmes targeted at women; fitness and leisure advice)</i></li> </ul>

<b>Topic area 2</b>	<b>The changing nature of women's work and employment in Wales and England</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>How were women employed in the early twentieth century in Wales and England?</b></p> <p><b>How did employment opportunities for women in Wales and England change after the Second World War?</b></p> <p><b>How successful have women been in taking advantage of new employment opportunities in Wales and England?</b></p>	<ul style="list-style-type: none"> <li>• <b>Traditional employment</b> <i>(domestic service and the textile trades pre-1914; wage levels and working conditions)</i></li> <li>• <b>The impact of the First World War</b> <i>(women's war work and the situation after the war ended)</i></li> <li>• <b>The impact of the Second World War</b> <i>(women's war work and the situation after the war ended)</i></li>   <li>• <b>Changes in education</b> <i>(the impact of increased opportunities in secondary and higher education on women's employment)</i></li> <li>• <b>Changes in working opportunities</b> <i>(work in light industry eg: car assembly, TV and computer assembly; service industries eg: catering, hairdressing, supermarkets, office work, tourism, banking)</i></li>   <li>• <b>Breaking through the 'glass ceiling'</b> <i>(women as business leaders; opportunities in radio and TV; women fashion designers; in education)</i></li> <li>• <b>The success of female role models</b> <i>(Prominent women role models in the world of work: Laura Ashley, Anita Roddick, J K Rowling)</i></li> </ul>
<b>Topic area 3</b>	<b>The changing role of women in political life in Wales and England</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>How much success did women achieve in the fight for political rights in Wales and England in the early twentieth century?</b></p> <p><b>Have women benefitted from UK government legislation since the 1960s?</b></p> <p><b>How successful have women been in achieving important political roles in Wales and England?</b></p>	<ul style="list-style-type: none"> <li>• <b>Suffragists and Suffragettes</b> <i>(Millicent Fawcett and the NUWSS; peaceful protest; the Pankhursts, Emily Davison and the WSPU; violent protest)</i></li> <li>• <b>Votes for women</b> <i>(the 1918 and 1928 Acts and their consequences; women MPs)</i></li>   <li>• <b>The growth of feminism</b> <i>(the feminist movement; Women's Liberation)</i></li> <li>• <b>Moves towards equality</b> <i>(legislation: the Equal Pay Act 1970; the Sex Discrimination Act, 1975; the work of the Equal Opportunities Commission from the 1970s; the impact of this legislation)</i></li>   <li>• <b>The UK Parliament</b> <i>(the achievement of women at Westminster; MPs and ministers)</i></li> <li>• <b>The Welsh Assembly Government</b> <i>(women in the WAG; attempts to ensure equality of representation)</i></li> <li>• <b>The achievements of a woman in modern political life</b> <i>(the achievements of an individual such as Margaret Thatcher, Harriet Harman or a local AM, MP or councillor)</i></li> </ul>

**DEVELOPMENTS IN SPORT, LEISURE AND TOURISM IN WALES AND ENGLAND, c.1900 to the present day ROUTE B: UNIT 2 THEMATIC STUDY**

This unit focuses **thematically** on sport, leisure and tourism in Wales and England from c.1900 to the present day. Candidates will be required to consider the growth and development of sport, the changing nature of popular entertainment and the impact of changing holiday patterns from c.1900 to the present day. Candidates should develop their understanding of the period through explanation and analysis of key concepts such as change, continuity, causation and significance and through analysing and evaluating a range of source material. **There must also be an emphasis on looking at the theme across the entire period studied.** *The exemplification in italics shows which key features and characteristics of the period must be studied.*

<b>Topic area 1</b> <b>Key questions</b>	<b>The growth and development of sport in Wales and England</b> <b>Content exemplification</b>
<p><b>What were the main characteristics of sport in Wales and England in the early twentieth century?</b></p> <p><b>How important has the contribution of sporting heroes been for the development of sport in Wales and England in the twentieth century?</b></p> <p><b>How has sport in Wales and England been affected by changes in society in the late twentieth century?</b></p>	<ul style="list-style-type: none"> <li>• <b>The distinction between amateur and professional sport</b> <i>(use examples like rugby union, tennis, rugby league, association football, boxing, horse racing; gentlemen and players in cricket)</i></li> <li>• <b>The growth of spectator sport</b> <i>(reasons for the growth: impact of better transport, increased leisure time, influence of the radio, creation of leagues, town rivalries; the development and popularity of the major sports)</i></li> <li>• <b>The influence of the media up to the 1970s</b> <i>(creation of sporting heroes by magazines, newspapers, cinema newsreel, radio and television)</i></li> <li>• <b>Sporting stars</b> <i>(the impact of a male sporting star including Fred Perry, Len Hutton, Gareth Edwards, David Beckham; the impact of a female sporting star including Mary Rand, Tanni Grey-Thompson, Kelly Holmes, Nicole Cooke)</i></li> <li>• <b>Opportunities for participation and recreation in the late twentieth century</b> <i>(increased leisure time, improved facilities; growth in organised junior sports; the 'obesity epidemic')</i></li> <li>• <b>The influence of television and sponsorship in the late twentieth century</b> <i>(the impact of live TV coverage; sponsorship and its impact on the development of sport, both amateur and professional)</i></li> <li>• <b>Controversy in sport</b> <i>(how sport has reflected issues in society: issues such as propaganda in the 1936 Olympics, terrorism in the 1972 Olympics, drug scandals affecting sport)</i></li> </ul>

<b>Topic area 2</b>	<b>The changing nature of popular entertainment in Wales and England</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>What kinds of entertainment were influential in people's lives in Wales and England up to 1945?</b></p> <p><b>What were the major developments which affected popular entertainment in Wales and England in the 1950s and 1960s?</b></p> <p><b>How has mass entertainment in Wales and England developed in recent times?</b></p>	<ul style="list-style-type: none"> <li>• <b>People's entertainment</b> <i>(music halls before 1914; social activities provided by churches and chapels)</i></li> <li>• <b>The impact of the cinema</b> <i>(the popularity of the silent cinema; the 'talkies' and the golden age of cinema-going)</i></li> <li>• <b>The impact of the radio</b> <i>(the establishment and development of radio; the role of radio in the Second World War)</i></li> <li>• <b>Television and cinema</b> <i>(boosts to TV ownership: the coronation of 1953 and the World Cup of 1966; the development and impact of television; the decline in cinema attendance)</i></li> <li>• <b>The increasing impact of popular music</b> <i>(the development of musical styles: Rock 'n' Roll; the Swinging Sixties; examples of famous pop stars; the evolution of the 'teenager': fashions, discos and clubs)</i></li> <li>• <b>The continued appeal of pop music</b> <i>(varieties of pop; women in pop; pop concerts; music magazines; the music 'industry')</i></li> <li>• <b>Changes in television and cinema watching</b> <i>(the video/DVD revolution; multi-channel satellite and digital broadcasting; multi-screen cinemas)</i></li> <li>• <b>Developments in entertainment technology</b> <i>(computers and the Internet; mobile phones; music players; interactive gaming)</i></li> </ul>
<b>Topic area 3</b>	<b>Changes in holiday patterns in Wales and England</b>
<b>Key questions</b>	<b>Content exemplification</b>
<p><b>What opportunities for people to have holidays were there in the first half of the twentieth century?</b></p> <p><b>How much did tourism and holiday patterns in Wales and England change in the 1950s and 1960s?</b></p> <p><b>How far have tourism and holiday patterns in Wales and England changed since the 1960s?</b></p>	<ul style="list-style-type: none"> <li>• <b>Traditional holiday resorts</b> <i>(traditional seaside resorts; spas and inland resorts; day excursions; holidays abroad for the well-to-do)</i></li> <li>• <b>New developments in holiday patterns in the 1920s and 1930s</b> <i>(time off and holiday pay; greater use of charabancs and private cars; hiking and cycling holidays; start of holiday camps)</i></li> <li>• <b>The high point of British holidays, 1945-1965</b> <i>(reasons for growth in holidays: pay, more leisure time, end of the war, annual holidays; new holiday opportunities; caravans and holiday camps)</i></li> <li>• <b>The impact of the motor-car</b> <i>(the impact on tourism including access, more roads, day trips; negative issues)</i></li> <li>• <b>The need for National Parks</b> <i>(the creation and the appeal of areas like Snowdonia and the Lake District)</i></li> <li>• <b>The increasing use of air travel</b> <i>(package holidays and foreign destinations; long-haul flights; problems with air travel; impact on British resorts)</i></li> <li>• <b>The British holiday fight-back</b> <i>(theme parks; updated resorts; the tourist 'industry' and new attractions)</i></li> <li>• <b>Modern trends in holiday patterns</b> <i>(increased leisure time and higher standards of living; multi-holidays, 'carbon footprints')</i></li> </ul>

# ROUTE B

## UNIT 3

Centres choose to study one of the following studies in development:

Changes in crime and punishment in Wales and England, 1530 to the present day
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Changes in health and medicine, 1345 to the present day
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This unit focuses in outline on the main turning points and trends in the history of crime and punishment in Wales and England from c.1530 to the present day. Candidates will be required to consider the events and personalities which have shaped the causes of crime, policing and the changing methods used to combat crime and the changing methods of punishment. Candidates will 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.1530 to the present day. In this unit, centres should ensure that they focus, where appropriate, on the issues of change, continuity, significance and turning points. *The exemplification in italics shows which key features and characteristics must be studied.*

<b>Changing crimes and their causes in Wales and England</b>	
<i>Content focus</i>	<i>Content exemplification</i>
<b>What were the main causes and types of crime in Wales and England in the sixteenth and seventeenth centuries?</b>	<ul style="list-style-type: none"> <li>• <b>The problem of vagrancy</b> <i>(causes: poverty, rural depopulation, unemployment; able-bodied poor and deserving poor; rogues and vagabonds)</i></li> <li>• <b>The challenge of heresy</b> <i>(changes in religion and religious opposition; attitudes to heretics)</i></li> <li>• <b>Dealing with treason</b> <i>(definition of treason; of the Gunpowder Plot)</i></li> </ul>
<b>How did types of crime and their causes change in Wales and England in the eighteenth and nineteenth centuries?</b>	<ul style="list-style-type: none"> <li>• <b>Increase in smuggling</b> <i>(reasons for the increase in smuggling; smugglers and excise men; attitudes towards smuggling)</i></li> <li>• <b>Highway robbery</b> <i>(issues involving stagecoach travel; lack of law enforcement; highwaymen and footpads)</i></li> <li>• <b>The impact of industrialisation</b> <i>(social and economic change; the development of large towns; examples of unrest leading to crime: Luddism, Swing and Rebecca Riots)</i></li> </ul>
<b>Why have there been new causes and types of crime in Wales and England in the twentieth and twenty first centuries?</b>	<ul style="list-style-type: none"> <li>• <b>The rise of transport crime</b> <i>(development of the motor car; creation of new crimes such as: car theft, drink driving, traffic offences)</i></li> <li>• <b>The rise of computer crime</b> <i>(computer fraud; stealing from bank accounts; hacking; viruses; identity theft)</i></li> <li>• <b>The trend towards violent crime</b> <i>(IRA bombings; football hooliganism; global terrorism; drugs crime; gun and knife crime)</i></li> </ul>

<b>Changing methods used to combat crime in Wales and England</b>	
<b>Content focus</b>	<b>Content exemplification</b>
<p><b>How were law and order enforced in Wales and England in the sixteenth and seventeenth centuries?</b></p>	<ul style="list-style-type: none"> <li>• <b>The role of Tudor JPs</b> <i>(importance of JPs; extent of their work; effectiveness)</i></li> <li>• <b>The role of constables and watchmen</b> <i>(parish constables and the extent of their work; watchmen: their work and their effectiveness)</i></li> <li>• <b>The Bow Street Runners</b> <i>(the Fielding brothers; establishment of the Runners; importance of the Runners)</i></li> <li>• <b>The establishment of the Metropolitan Police</b> <i>(Robert Peel and the 1829 Metropolitan Police Act: reasons and effectiveness)</i></li> <li>• <b>Extension of police forces and early police specialisation</b> <i>(The acts of 1835, 1839 and 1856; CID, photography and finger printing)</i></li> <li>• <b>Increased resources for the police</b> <i>(transport developments; communication and increasing use of technology; training and recruitment changes, including women police)</i></li> <li>• <b>Specialisation of police services</b> <i>(development of specialist branches; development of CID, forensics, community relations, crime prevention)</i></li> <li>• <b>Modern day problems for the police</b> <i>(police use of weapons; increased powers of arrest and of questioning; pressures of red tape and more organised criminals)</i></li> </ul>
<p><b>What were the main turning points in policing methods in Wales and England in the late eighteenth and the nineteenth centuries?</b></p>	
<p><b>How have policing methods developed in Wales and England in the twentieth and twenty first centuries?</b></p>	

<b>Changing methods of punishment in Wales and England</b>	
<b>Content focus</b>	<b>Content exemplification</b>
<p><b>How were criminals punished in Wales and England in the sixteenth and seventeenth centuries?</b></p>	<ul style="list-style-type: none"> <li>• <b>The use of corporal punishment</b> <i>(purpose of this punishment; whipping/flogging; stocks and pillory)</i></li> <li>• <b>The use of public executions</b> <i>(the need for punishment in public; the Marian persecution; treatment of individuals such as Mary, Queen of Scots and John Penry)</i></li> <li>• <b>The use of imprisonment</b> <i>(use of houses of correction; Bridewells; debtors' prisons)</i></li> <li>• <b>The development of transportation</b> <i>(reasons for transportation; the hulks; destinations; the voyage to Australia and the punishment there)</i></li> <li>• <b>Changes in public execution</b> <i>(the reform of the Criminal Code, 1823; problems with public execution; the end of public execution)</i></li> <li>• <b>The need for prison reform</b> <i>(the work of John Howard, G O Paul and Elizabeth Fry; the separate and silent systems)</i></li> <li>• <b>Changing attitudes to punishment</b> <i>(abolition of corporal and capital punishment; punishment as retribution or rehabilitation)</i></li> <li>• <b>Changes to imprisonment</b> <i>(the use of borstals; young offenders institutes; open prisons; prisons today)</i></li> <li>• <b>Alternative methods to imprisonment</b> <i>(suspended sentences; probation and parole; community service; tagging; current initiatives)</i></li> </ul>
<p><b>What were the main turning points in methods of punishment in Wales and England in the eighteenth and nineteenth centuries?</b></p>	
<p><b>How successful have methods of punishment in Wales and England been in the twentieth and twenty first centuries?</b></p>	

This unit focuses in outline on the main turning points and trends in the history of health and medicine from c.1345 to the present day. Candidates will be required to consider, through the study of major themes, the events and personalities which have shaped the factors which have brought about changes in peoples' attitudes towards health and medicine and the methods used to combat illness and disease. Where appropriate, centres should focus on the effects of these developments on health and medicine in Wales and England. Candidates will be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of health and medicine and the treatment of disease from c.1345 to the present day. In this unit, centres should ensure that they focus, where appropriate, on the issues of change, continuity, significance and turning points. *The exemplification in italics shows which key features and characteristics must be studied.*

<b>Developments in medical knowledge</b>	
<i>Content focus</i>	<i>Content exemplification</i>
<b>What were the main medical ideas common in Wales and England in the late middle ages?</b>	<ul style="list-style-type: none"> <li>• <b>The idea of alchemy</b> <i>(the search for drugs and potions)</i></li> <li>• <b>Other common ideas</b> <i>('Zodiac man' charts and the influence of astrology; the theory of the four humours)</i></li> </ul>
<b>What were the main developments in medical knowledge in the sixteenth and seventeenth centuries?</b>	<ul style="list-style-type: none"> <li>• <b>The impact of the Renaissance</b> <i>(the influence of Renaissance ideas – including printing – on medical knowledge)</i></li> <li>• <b>Important developments in medical knowledge</b> <i>(the work and importance of Andreas Vesalius and Ambroise Paré; the work and importance of William Harvey)</i></li> </ul>
<b>How much progress has been made in medical knowledge from the nineteenth century to today?</b>	<ul style="list-style-type: none"> <li>• <b>Work on the germ theory</b> <i>(the work and importance of Louis Pasteur and of Robert Koch)</i></li> <li>• <b>The development of scanning techniques</b> <i>(the work of Wilhelm Röntgen and X-rays; ultra-sound, MRI and PET scans)</i></li> <li>• <b>The developments in genetics</b> <i>(the discovery of DNA and genetics; continued development and application)</i></li> </ul>

<b>Changes in the prevention and treatment of disease</b>	
<i>Content focus</i>	<i>Content exemplification</i>
<p><b>How did methods of treating disease in Wales and England change from the late middle ages to the eighteenth century?</b></p> <p><b>What were the main advances made in surgical methods in Britain in the nineteenth century?</b></p> <p><b>What have been the main turning points in the prevention and treatment of disease from the twentieth century to today?</b></p>	<ul style="list-style-type: none"> <li>• <b>The use of traditional treatments and remedies</b> <i>(herbal medicines; barber surgeons; purging; the use of leeches)</i></li> <li>• <b>Scientific approaches to treating disease</b> <i>(invention of the microscope; scientific study of disease; Edward Jenner and vaccination)</i></li> <li>• <b>The development of anaesthetics</b> <i>(the need for anaesthetic; James Simpson and the discovery of anaesthetics; importance and impact)</i></li> <li>• <b>The development of antiseptics</b> <i>(the need for antiseptics; Joseph Lister and the use of antiseptics; importance and impact)</i></li> <li>• <b>The development of antibiotics</b> <i>(Alexander Fleming and penicillin; Florey and Chain; mass production of penicillin)</i></li> <li>• <b>Developments in transplant surgery</b> <i>(Christian Barnard and heart transplants; modern transplant surgery)</i></li> <li>• <b>Modern drugs and treatment</b> <i>(treatment for cancers and for heart disease; the HIV/AIDS threat; the use of keyhole and micro surgery)</i></li> </ul>

<b>Developments in public health and patient care in Wales and England</b>	
<i>Content focus</i>	<i>Content exemplification</i>
<p><b>How were the sick cared for in Wales and England from the late middle ages to the eighteenth century?</b></p> <p><b>What were the main advances in public health and patient care in Wales and England in the nineteenth century?</b></p> <p><b>How has health care in Wales and England improved from the twentieth century to today?</b></p>	<ul style="list-style-type: none"> <li>• <b>The use of the Church and hospitals</b> <i>(the role of the church and medieval hospitals in caring for the sick)</i></li> <li>• <b>The impact of the Black Death</b> <i>(causes of the disease; methods of combating the plague)</i></li> <li>• <b>The impact of industrialisation</b> <i>(public health problems in industrial towns; cholera and typhoid; attitudes of authorities to public health)</i></li> <li>• <b>Public health improvements</b> <i>(the work of Edwin Chadwick; Victorian health legislation)</i></li> <li>• <b>Developments in patient care</b> <i>(the work of Florence Nightingale and Betsi Cadwaladr; hospitals and the development of nursing)</i></li> <li>• <b>Attempts to provide healthier housing and cleaner air</b> <i>(the banning of back-to-back housing; 'homes for heroes'; slum clearance; the Clean Air Act, 1956)</i></li> <li>• <b>The establishment of the National Health Service</b> <i>(the NHS Act, 1946; services provided by the NHS; benefits for individuals and for society)</i></li> <li>• <b>Today's concerns regarding health care</b> <i>(costs; greater life expectancy; on-going NHS reforms; hospital acquired infections; care in the community)</i></li> </ul>

## 3

## ASSESSMENT

## 3.1 Scheme of Assessment

Assessment for GCSE History is untiered, i.e. all components/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:

**Route A UNIT 1: A study in depth focusing on the evaluation of historical sources and interpretations of the past**

Centres choose to study one of the following options:

Popular movements in Wales and England, 1815-1848
Wales and England in the early twentieth century, 1890-1919
The USA: a nation of contrasts, 1910-1929
Germany in transition, 1919-1947
China under Mao Zedong, 1949-1976

Each examination paper will have three questions. **Candidates will be required to answer all questions on the examination paper.** All topic areas will be examined in each examination each year.

The main focus of **Questions 1 and 2** will be on Assessment Objective 3: understanding, analysing and evaluating a range of appropriate source material and how aspects of the past have been interpreted and represented in different ways. **Question 3** will be a longer question focused on an historical issue.

**Route A UNIT 2: A further study in depth focusing on key features and key concepts of history**

Centres choose to study one of the following options:

The Elizabethan Age, 1558-1603
Depression, war and recovery in Wales and England, 1930-1951
Austerity, Affluence and Discontent in the United Kingdom, 1951-1979
Russia in transition, 1905-1924
Changes in South Africa, 1948-1994

Each examination paper will have three questions. **Candidates will be required to answer all questions on the examination paper.** All topic areas will be examined in each examination each year.

The main focus of **Questions 1 and 2** will be on Assessment Objectives 1 and 2: explaining and analysing key historical concepts such as causation, consequence, change and significance and key features and characteristics of the period studied. There will also be a variety of questions which will assess the ability to evaluate source material. **Question 3** will include a longer question focused on an historical issue.

**Route A UNIT 3: An outline study focusing on change and continuity in the twentieth century**

Centres choose to study one of the following options:

The development of Germany, 1919-1991
Developing relations in Palestine, Israel and the Middle East, 1919-2000
The development of the USA, 1930 – 2000
The development of Wales, 1900-2000

Each examination paper will be in two sections.

**Section A** will have three questions, each divided into three sub-questions. Candidates will be required to answer two questions from the choice of three in Section A.

**Section B** will have three essay questions. Candidates will be required to answer one essay question from the choice of three in Section B.

**Route A UNIT 4: Historical enquiry, including an investigation into an issue of historical debate or controversy**

**Controlled 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.

**This unit will be internally assessed.**

In the controlled assessment unit, candidates are required to complete an assignment in two parts based on a substantial and coherent area of study. **All controlled assessment assignment proposals must be set or approved by the awarding body.** This must be from a content area not studied in the rest of the specification. The content area for the controlled assessment in Route A will thus depend on the options chosen for the examined units.

1. Candidates choosing **all** their examined units from Welsh / English topics must base their assignments on a content area from European / world history.
2. Candidates choosing **all** their examined units from European / world history topics must base their assignments on a content area from local / Welsh / English history.

**Route B UNIT 1: A study in depth focusing on the evaluation of historical sources and interpretations of the past**

Centres choose one of the following options:

Popular movements in Wales and England, 1815-1848
Westward migration: the American West, 1840-1895
Germany in transition, 1919-1947

Each examination paper will have three questions. **Candidates will be required to answer all questions on the examination paper.** All topic areas will be examined in each examination each year.

The main focus of **Questions 1 and 2** will be on Assessment Objective 3: understanding, analysing and evaluating a range of appropriate source material and how aspects of the past have been interpreted and represented in different ways. **Question 3** will be a longer question focused on an historical issue.

**Route B UNIT 2: A thematic study focusing on specific aspects of social change or the history of Wales and England**

Centres also choose one of the following options:

Developments in sport, leisure and tourism in Wales and England, 1900 to the present day
The changing role and status of women in Wales and England, 1900 to the present day

Each examination paper will have three questions. **Candidates will be required to answer all questions on the examination paper.** All topic areas will be examined in each examination each year.

The main focus of **Questions 1 and 2** will be on Assessment Objectives 1 and 2: explaining and analysing key historical concepts with a focus on change and continuity in the chosen theme across the entire period studied. There will also be a variety of questions which will assess the ability to evaluate source material. **Question 3** will include a longer question focused on a major theme over the whole period.

**Route B UNIT 3: A development study focusing on a major area of change over time**

Centres choose to study one of the following options:

Changes in crime and punishment in Wales and England, 1530 to the present day
---

Changes in health and medicine, 1345 to the present day
---

Each examination paper will be in two sections.

**Section A** will have three questions, each divided into three sub-questions. Candidates will be required to answer two questions from the choice of three in Section A.

**Section B** will have three essay questions. Candidates will be required to answer one essay question from the choice of three in Section B.

**Route B UNIT 4: Historical enquiry, including an investigation into an issue of historical debate or controversy**

**Controlled 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.

**This unit will be internally assessed.**

In the controlled assessment unit, candidates are required to complete an assignment in two parts based on a substantial and coherent area of study. **All controlled assessment assignments must be set and approved by WJEC.** This must be from a content area not studied in the rest of the specification. The content area for the controlled assessment in Route B will depend on the options chosen for the examined units. If candidates choose all their external examination options from Welsh / English topics they must base their assignments on a content area from European or world history.

### 3.2 Assessment Objectives

Candidates will be required to demonstrate their ability to:

- AO1** Recall, select, use and communicate their knowledge and understanding of history in an effective manner
- AO2** Demonstrate their understanding of the past through explanation and analysis of:
- key concepts such as causation, consequence, continuity, change and significance within an historical context
- key features and characteristics of the periods studied and the relationships between them
- AO3 (a)** As part of an historical enquiry, understand, analyse and evaluate a range of appropriate source material
- (b)** Understand, analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways

The raw marks and percentages allocated to specific assessment objectives across examination components are as follows:

		Assessment Objectives			Unit Mark
		AO1	AO2	AO3	
<b>Unit 1</b>	<b>TOTAL (raw marks)</b>	<b>18</b>	<b>10</b>	<b>22</b>	<b>50</b>
	<b>TOTAL (%)</b>	<b>9%</b>	<b>5%</b>	<b>11%</b>	
<b>Unit 2</b>	<b>TOTAL (raw marks)</b>	<b>17</b>	<b>24</b>	<b>10</b>	<b>51</b>
	<b>TOTAL (%)</b>	<b>8%</b>	<b>12%</b>	<b>5%</b>	
<b>Unit 3</b>	<b>TOTAL (raw marks)</b>	<b>18</b>	<b>30</b>	<b>4</b>	<b>52</b>
	<b>TOTAL (%)</b>	<b>8.5%</b>	<b>14.5%</b>	<b>2%</b>	
<b>Unit 4</b>	<b>TOTAL (raw marks)</b>	<b>16</b>	<b>6</b>	<b>28</b>	<b>50</b>
	<b>TOTAL (%)</b>	<b>8%</b>	<b>3%</b>	<b>14%</b>	
<b>All units</b>	<b>TOTAL (raw marks)</b>	<b>69</b>	<b>70</b>	<b>64</b>	<b>203</b>
	<b>TOTAL (%)</b>	<b>33.5%</b>	<b>34.5%</b>	<b>32%</b>	

The total corresponds with the weighting of the assessment objectives as specified in the subject criteria for GCSE History.

### 3.3 Quality of Written Communication

Each examination paper assesses quality of written communication. In Unit 1 it is assessed in question 2(c), and question 3. In Unit 2 it is assessed in question 1(c), and question 3(b). In Unit 3, it is assessed in the questions answered in Section B. Quality of written communication is also assessed in the controlled assessment task.

For the components involving extended writing, candidates will be assessed on the quality of their written communication within the overall assessment of that component.

Mark schemes for these components include the following specific criteria for the assessment of written communication:

- legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning;
- selection of a form and style of writing appropriate to purpose and to complexity of subject matter;
- organisation of information clearly and coherently; use of specialist vocabulary where appropriate.

Additional raw marks have been added to the three externally examined units to reward candidates' ability to spell, punctuate and use grammar accurately, in accordance with Appendix A of *Regulations for the Assessment of the Quality of Written Communication*. These additional marks do not affect the weighting of assessment objectives as outlined in Section 3.2.

**4****AWARDING, REPORTING AND RE-SITTING**

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.

This is a unitised specification which allows for an element of staged assessment. At least 40% of the assessment must be taken at the end of the course, to satisfy the requirement for terminal assessment. Units may be re-taken once only (with the better result counting) before aggregation for the subject award.

Results for a unit have a shelf-life limited only by the shelf-life of the specification. A candidate may retake the whole qualification more than once.

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

<b>GRADE</b>	<b>MAX.</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<b>Units 1 - 4</b>	50	45	40	35	30	25	20	15	10
<b>Qualification</b>	200	180	160	140	120	100	80	60	40

## 5 ADMINISTRATION OF CONTROLLED ASSESSMENT

The WJEC GCSE History specification fulfils all the regulations for controlled assessment.

### THE SCHEME OF ASSESSMENT

**The controlled assessment is worth 25% of the total marks** available for the specification.

The controlled assessment assesses all the assessment objectives for GCSE History.

<b>AO1</b>	Recall, selection and communication of knowledge and understanding of history	16 marks (8% of total)
<b>AO2</b>	Explanation and analysis of the past	6 marks (3% of total)
<b>AO3</b>	Historical enquiry and historical interpretations	28 marks (14% of total)

### LEVELS OF CONTROL

The regulation of controlled assessment in GCSE History is split into three stages:

- task setting
- task taking
- task marking

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

### RATIONALE FOR CONTROLLED ASSESSMENT

**Controlled 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.

In the controlled assessment unit, centres must cover relevant aspects of the subject content in depth and others in less detail. This will ensure coverage of and links to the broader historical context. The actual topic(s) on which the controlled assessment is based should be studied in depth. **Centres must complete and submit a proposal form for the controlled assessment unit.** On this form, centres must specify the historical content that will be covered when completing the controlled assessment 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 controlled assessment unit**

Centres will be expected to retain evidence of work done by candidates in class. This will include workbooks and folders of class notes and material which must be sent to the moderator with the sample.

**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 20 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 30 marks.

#### **DELIVERY OF BRITISH HISTORY THROUGH THE CONTROLLED ASSESSMENT UNIT**

Centres who choose all their examined units from non-British history must study either topic area 1 or topic area 2 for their controlled assessment or choose a major figure from twentieth century British history in topic area 3. This will ensure substantial and coherent coverage of a period of British history, as required by the GCSE History subject criteria

Centres who choose a British based unit for one or two of their examination options can choose from any of the controlled assessment topic areas.

Centres who choose all their examined units from Welsh / English topics must study topic area 3 for their controlled assessment. The major figure studied must be from non-British history.

For all centres, the topic area chosen must not be based on an area already studied in another part of the specification.

**When submitting the proposal form for controlled assessment, centres must specify the historical content that will be covered when teaching this unit. The consultative moderator will check the extent of this, especially with regard to substantial coverage of aspects of British history.**

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

**Historical content and context of the controlled assessment chosen**

<b>Background to be covered</b>	
<b>Main events and developments to be taught</b>	
<b>Significance / impact of the main events / developments</b>	
<b>Historical interpretations of the issue to be covered in part (b)</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.

## 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 controlled assessment will take the form of **two** responses to the set questions. The controlled assessment is worth 25% of the total mark for the examination.

**The controlled 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 has three topic areas for the controlled assessment unit. These are:**

1. Developments in Wales and England in the nineteenth century / twentieth century
2. The effects of war on Wales and England in the twentieth century
3. The role of key figures in twentieth century world or British history

**WJEC will provide a number of comparable controlled assessments for each topic area from which centres can select each year.** 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 controlled 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 should 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 can be encouraged to research their own material, if appropriate.

**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 CONTROLLED ASSESSMENT TASKS UNDERTAKEN BY CENTRES HAVE TO BE REPLACED EVERY YEAR.**

**IT IS NOT PERMITTED FOR CENTRES TO RETAIN THE SAME FOCUS IN SUBSEQUENT YEARS. THE SPECIFIC ISSUE, WAR OR HISTORICAL FIGURE STUDIED MUST CHANGE EACH YEAR.**

### **USING A PROPOSAL FORM FOR TASK SETTING**

Centres are expected to supply WJEC with information regarding their controlled assessment unit on a two-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 controlled assessment tasks have to be replaced each year.
- It enables WJEC to ensure teaching of a substantial and coherent element of the history of Wales and England.
- It enables WJEC to advise on the suitability of controlled 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 controlled 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 controlled 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 controlled assessment unit.**
- The proposal form is available on the GCSE History subject page of the WJEC website.

**EXAMPLES OF WJEC CONTROLLED ASSESSMENTS FOR GCSE HISTORY**

**Topic area 1: Political, social and economic developments in Wales and England in the nineteenth and twentieth centuries.**

Centres must identify a major political, social or economic development to study. In choosing to study this development in the history of Wales and England, it is necessary for centres to teach a range of relevant aspects of the subject content.

**Content for study for this topic area must include:**

The background/context to the specific development chosen.  
Particular events associated with the specific development chosen.  
The effects of the specific development chosen.  
Historical interpretations regarding the specific development chosen.

**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?

**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?

**Topic area 2: The effects of war on Wales and England in the nineteenth or twentieth centuries**

Centres must identify a specific war to study. In choosing to study this element of the history of Wales and England, it is necessary for centres to teach a range of relevant aspects of the subject content.

**Content for study for this topic area must include:**

The causes of the specified war.  
Particular events associated with the specific war.  
The impact of the specified war on a range of different people.  
Historical interpretations associated with the specified war.

**Example 1: 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 2: The lives of people on the Home Front were greatly changed by evacuation 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?

**Topic area 3: The role of key figures in British or world history**

Centres must identify a major world figure to study. In choosing to study this topic area, it is necessary for centres to teach a range of relevant aspects of the subject content.

**Content for study for this topic area must include:**

The background / context to the work of the chosen key figure.  
The work undertaken by the chosen key figure.  
The problems faced by the chosen key figure.  
The effects of the work of the chosen key figure.  
Historical interpretations made regarding the chosen key figure.

**Example 1: 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 2: Black people were badly treated under the apartheid system in South Africa. Nelson Mandela played a key role in ending apartheid.**

- (a) How useful and reliable are your selected sources in explaining how some black people were treated under the apartheid system in South Africa?
- (b) Some historians argue that the influence of Nelson Mandela was the main reason why apartheid came to an end in the 1990s. How valid is this interpretation of the influence of Nelson Mandela?

**CENTRES MUST SELECT WJEC TOPIC AREAS FOR THEIR CONTROLLED ASSESSMENT. HOWEVER, THEY CAN CHOOSE TO CONTEXTUALISE THE WJEC SET TASKS TO BEST SUIT THEIR CENTRE-SPECIFIC CIRCUMSTANCES.**

## TASK TAKING

**The completed controlled 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 2000 words in length** (excluding sources, data, illustrations etc.) Part (a) responses should be about 800 words and part (b) responses about 1200 words. **As controlled assessment 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 controlled assessment unit can only be entered as a terminal unit, at the end of the course.

## RESEARCH AND PREPARATION

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 controlled assessment tasks and the collection of sources at this stage. It is permissible for some preparatory work to be undertaken outside the lesson situation. This is particularly important if any individual research is needed. Teachers must keep a detailed log of any general advice given to all candidates at this stage. The nature of any additional advice, both oral and written, given to individual candidates by teachers at this stage should be recorded and dated by teachers.

### 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.

Any support, both oral and written, given to candidates should be dated and logged. This should indicate clearly the exact nature of the advice. In some cases this may be minimal and merely give candidates a steer in the right direction; in other cases it may be more detailed and will need to be borne in mind when marking the final analysis and evaluation of findings. Further details can be seen on page 81. Teachers who need more clarification are asked to contact the awarding organisation for assistance.

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 controlled assessment and no marks can be awarded for this activity.

## ANALYSIS AND EVALUATION OF FINDINGS

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

**Authenticity control:**

**The completion of the controlled 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 controlled 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 controlled assessment task 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 controlled assessment. No other sources of support will be allowed at this stage.

**TASK MARKING**

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

**Initial marking**

**Teachers at the centre mark the controlled 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 Level 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 Controlled 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 controlled assessment is undertaken, the attention of candidates should be drawn to the relevant JCQ Notice to Candidates. This is available on the JCQ website ([www.icq.org.uk](http://www.icq.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**

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
- copies of the work books and folders of a range of candidates to demonstrate coverage of the broader historical context in class
- any further information you think the moderator needs to know

**GENERIC MARKING SCHEME FOR CONTROLLED ASSESSMENT**

**PART A****[20 MARKS]**

<i>Targets:</i>	AO1	<i>Use and communication of knowledge and understanding of history</i>
	AO3 (a)	<i>Analysis and evaluation of historical sources as part of an historical enquiry</i>

**Assessment Objective 1****[8 marks]**

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

- Level 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. *[1-2 marks]*
- Level 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. *[3-4 marks]*
- Level 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 *[5-6 marks]*
- Level 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. *[7-8 marks]*

**Assessment Objective 3 (a)****[12 marks]**

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

- Level 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. *[1-3 marks]*
- Level 2** Candidates begin to evaluate a range of source material to investigate the set issue; they reach limited conclusions about the issue. *[4-6 marks]*
- Level 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. *[7-9 marks]*
- Level 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. *[10-12 marks]*

**PART B****[30 MARKS]**

<i>Targets:</i>	AO1	<i>Use and communication of knowledge and understanding of history</i>
	AO2	<i>Explanation and analysis of the past</i>
	AO3 (b)	<i>Explain how and why historical developments have been interpreted and represented in different ways</i>

**Assessment Objective 1****[8 marks]**

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

**Level 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. *[1-2 marks]*

**Level 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. *[3-4 marks]*

**Level 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 *[5-6 marks]*

**Level 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. *[7-8 marks]*

**Assessment Objective 2****[6 marks]**

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

**Level 1** Candidates provide a limited description of the set issue; any judgement reached will be weak and unsupported. *[1 mark]*

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

**Level 3** Candidates offer a clear explanation and analysis of the set issue; a judgement will be reached with good support; expect some imbalance. *[3-4 marks]*

**Level 4** Candidates analyse the set issue through developed, reasoned and well-substantiated explanations; a balanced and well-supported evaluation will be reached. *[5-6 marks]*

**Assessment Objective 3 (b)****[16 marks]**

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

- Level 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]*
- Level 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]*
- Level 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. *[9-12 marks]*
- Level 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. *[13-16 marks]*

# 6

## GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

### Grade A

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

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

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

They recognise and provide reasoned comments on how and why events, people and issues have been interpreted and represented in different ways, and provide a well-developed consideration of their value in relation to their historical context.

### Grade C

Candidates recall, select, organise and deploy historical knowledge with accuracy and relevance. They show sound understanding of the historical periods, themes and topics studied. They communicate their ideas using historical terminology appropriately.

They demonstrate their understanding of the past through structured descriptions and explanations of the main concepts, features and characteristics of the periods studied. Their descriptions are accurate and their explanations show understanding of relevant causes, consequences and changes.

They evaluate and use critically a range of sources of information in an historical context to investigate historical questions, problems or issues, and with some limited guidance, to reach reasoned conclusions.

They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, and provide an appropriate consideration of their value in the historical context.

## **Grade F**

Candidates recall, select and organise some relevant historical knowledge to show some basic understanding of historical periods, themes and topics studied. They communicate their ideas using everyday language.

They demonstrate their understanding of the past through description of reasons, results and changes in relation to the events, people and issues studied. They provide limited descriptions of events, issues or periods, including characteristic ideas, beliefs and attitudes.

They understand sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions.

They identify some differences between ways in which events, people or issues have been represented and interpreted, and may identify some of the reasons for these.

# 7 THE WIDER CURRICULUM

## Key Skills

Key Skills are integral to the study of GCSE History and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at levels 1 and 2:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance
- Application of number

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for History', available on WJEC website.

## Opportunities for use of technology

This specification is designed to provide a range of opportunities for the use of ICT. The grid below suggests examples of possible development opportunities.

<i>Opportunities for the use of ICT</i>	<i>Internal assessment /classwork that supports evidence of achievement</i>
<p><b>Internal assessment</b> Interpretation exercise into an historical issue such as 'Does President Kennedy deserve to be remembered as a great American president?'</p>	<p>Access the internet for conflicting views about President Kennedy's policies and significance.</p>
<p><b>Internal assessment</b> Presentation of internal assignments</p>	<p>Word process the assignment, incorporating visual material accessed through the use of a scanner or digital camera or materials down loaded from the internet.</p>
<p><b>External assessment</b> How useful is the source as evidence to an historian.....</p>	<p>Candidates might be asked to comment on the usefulness of a source obtained from the internet.</p>

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

History is, by its nature, a subject that requires candidates to examine the actions of people in past societies, and thereby poses issues about the perspectives, motivation and reactions of people. Through the study of such past societies candidates will have opportunities to reflect on a range of spiritual, moral, ethical, social and cultural issues. The grids below suggest examples of possible development opportunities.

<i>Spiritual issues</i>	<b><i>Classwork that supports evidence of achievement</i></b>
<p><b>The Elizabethan Age, 1558-1603</b> Key issue: Why was there so much religious controversy during the reign of Elizabeth I?</p>	Class debate about the treatment of Catholics during the reign of Elizabeth I.
<p><b>Germany, 1919-1947</b> Key issue: How did Nazi religious policy affect the lives of the German people?</p>	Source evaluation exercise focusing on the response of the Churches and church leaders to Nazi policies.

<i>Moral/ ethical issues</i>	<b><i>Classwork that supports evidence of achievement</i></b>
<p><b>Internal assessment</b> Assignment title: 'The butcher of the Somme'. Why have many people interpreted Haig in this way?</p>	Classroom discussion, using a range of visual and written sources, of the moral-ethical issues relating to the tactics used by Haig in the Battle of the Somme (e.g. can such a huge loss of life be morally justified?)
<p><b>Russia in transition, 1914-1924</b> Key issue: What impact did the First World War have on the lives of the Russian people?</p>	Source evaluation exercise focusing on the effects of the First World War on the Russian people.

<i>Social issues</i>	<b><i>Classwork that supports evidence of achievement</i></b>
<p><b>Internal assessment</b> Assignment title: How valid is the representation of mining life portrayed in the Big Pit mining museum?</p> <p><b>Depression, War and Recovery, 1930-1951</b> Key issue: In what ways and to what extent did changes in the economic fortunes of Wales and England affect people's lives in the 1930s?</p>	<p>Classroom discussion, using a range of visual and written sources following a visit to Big Pit, comparing representations/ interpretations of life in a South Wales mining community.</p> <p>A structured investigation, involving an evaluation of written, visual and oral evidence, of the social impact of the Depression in the 1930s on contrasting communities in Wales and England.</p>

<i>Cultural issues</i>	<b><i>Classwork that supports evidence of achievement</i></b>
<p><b>Internal assessment</b> Assignment title: The experiences of evacuees were, in most cases, horribly negative?</p> <p><b>The USA: a nation of contrasts, 1910-1929</b> Key issue: What were the main changes of American culture and society during this period?</p>	<p>Oral interviews with older people to find out their reactions to the arrival of the evacuees into communities during the Second World War</p> <p>A PowerPoint presentation demonstrating the impact of one cinema star of the silent screen.</p>

## Citizenship

This specification is designed to make a contribution to the development of knowledge, skills and understanding of citizenship. The grid below suggests an example of a possible development opportunity.

<i>Citizenship programme of study</i>	<b><i>Classwork that supports evidence of achievement</i></b>
<p><b>Internal assessment</b> Assignment title: To what extent was the militancy of the Suffragettes responsible for women getting the vote?</p> <p><b>Wales, 1900-2000</b> Key Issue: How and why was the National Assembly for Wales established?</p>	<p>A classroom debate, using the context of the war, on the effectiveness of militant protest as opposed to constitutional methods in achieving political change.</p> <p>A field visit to the National Assembly for Wales to see Wales' government in action</p>

## Environmental Issues

This GCSE specification provides opportunities for candidates to develop their awareness of environmental issues, and health and safety considerations. The grid below suggests examples of possible development opportunities.

<i>Environmental issues</i>	<b><i>Classwork that supports evidence of achievement</i></b>
<b>Health and Medicine, 1345 to present</b> Key issue: Why was there a need for a clean air act in the 1950s?	A statistical analysis of pollution and emissions in the major cities in Wales and England from 1950 to the present.
<i>Health and safety issues</i>	<b><i>Classwork that supports evidence of achievement</i></b>
<b>Depression, War and Recovery, 1930-1951</b> Key issue: How and to what extent did the economic and social policies of the Labour governments change Wales and England in the period 1945-51?	Classroom debate on the importance of the establishment of the National Health Service and its role in improving people's health.

## Health and Safety Consideration

<b><i>Health and Safety considerations</i></b>
At all times, teachers and candidates should consider Health and Safety issues arising from work undertaken both within and outside school. This is particularly important in the case of fieldwork undertaken away from the relatively safe school environment, where due regard should be given to : <ul style="list-style-type: none"> <li>• the terrain in which the fieldwork is undertaken;</li> <li>• the prevailing and possible weather conditions;</li> <li>• the importance of wearing suitable protective clothing;</li> <li>• the availability/ access to emergency services;</li> <li>• health issues.</li> </ul>

## The European Dimension

This GCSE specification provides opportunities for candidates to develop their awareness of European history. Through their study, candidates will strengthen and broaden their awareness of the factors that have both sometimes divided and at other times drawn together the states and nationalities of Europe. The grid below suggests an example of a possible development opportunity.

<i>European developments</i>	<b><i>Classwork that supports evidence of achievement</i></b>
<b>Germany, 1919-1991</b> Key issue: Co-operation and eventual reconciliation between Germany and the other states of Western Europe post- 1945.	Classwork exercise, possibly requiring candidates to present in diagrammatic form, the stages of growing Franco-German co-operation post -1945.