Pearson Edexcel

GCSE (9-1) History

About Pearson

Pearson is the world's leading learning company operating in countries around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes, so do people.

This specification is Issue 6. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

Summary of Pearson Edexcel Level 1/2 GCSE in History specification Issue 6 changes

Summary of changes made between previous issue and this current issue	Page numbers
Minor amends to taught content for the options listed below. **Paper 1** • **10**: Whitechapel, c1870–c1900: crime, policing and the inner city • **11**: Medicine in Britain, c1250–present *and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches • **12**: London and the Second World War, 1939–45. **Paper 2** • **B1**: Anglo-Saxon and Norman England, c1060–88 • **B2**: The reigns of King Richard I and King John, 1189–1216 • **B3**: Henry VIII and his ministers, 1509–40 • **B4**: Early Elizabethan England, 1558–88 • **P1**: Spain and the 'New World', c1490–c1555 • **P2**: British America, 1713–83: empire and revolution • **P4**: Superpower relations and the Cold War, 1941–91. **Paper 3** • **30**: Russia and the Soviet Union, 1917–41 • **31**: Weimar and Nazi Germany, 1918–39 • **32**: Mao's China, 1945–76 • **33**: The USA, 1954–75: conflict at home and abroad. **These changes will take effect for assessment from summer 2026.** Details of the exact changes can be found separately.	8–49

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

1 Introduction

Why choose Edexcel GCSE History?

We've listened to feedback from all parts of the history subject community, including a large number of teachers. We've used this opportunity of curriculum change to redesign a qualification that will engage students with a broad and diverse study of the history of Britain and the wider world and give them skills that will support progression to further study of history and a wide range of other subjects.

A unified approach – we're offering a single GCSE History specification that gives you the freedom to select from the most popular topics in current Modern World and Schools History Project specifications, as well as a number of exciting new topics, including some that are brand new to GCSE.

Clear and coherent structure – our qualification has a straightforward structure with four elements, assessed through three externally examined papers. There are no prohibited combinations, giving you flexibility to design a coherent course that is appropriate for your students.

Historic environment sites nested within thematic studies – we have chosen a specific site linked to each of our well-established British thematic studies that will be engaging for students to study.

Period studies that provide an unfolding narrative – all of the topics we have selected tell a story about a period that shaped the world we live in today. We've retained two popular topics from current specifications (the Cold War and American West) as well as introducing several new, engaging period studies.

Modern non-British depth studies – all of our non-British depth studies are from the modern era, allowing the popular topics of Germany, Russia and the USA to be retained, while also including a new China topic. There is a focus on interpretations of history in these depth studies.

Medieval and early modern British depth studies – to meet the criteria requirement for depth studies to come from two eras, all our British depth studies are pre-modern, with two medieval and two early modern topics to choose from.

Clear and straightforward question papers – we have focused on ensuring that our question papers are clear and accessible for students and that mark schemes are straightforward in making the requirements clear.

Builds on Key Stage 3 – we have designed the GCSE to extend students' knowledge by studying new areas of content and by revisiting and deepening their knowledge of content studied previously.

Supports progression to A Level – we planned our GCSE and A Level specifications together. This ensures sensible progression of content from GCSE to A Level and similar approaches to assessment, so that students will have a coherent and diverse experience of history if they take both an Edexcel GCSE and A Level in History.

Supporting you in planning and implementing this qualification

Planning

- Our **Getting Started** guide gives you an overview of the GCSE History qualification to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an editable **course planner** and topic-specific **schemes of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences between the new and 2013 qualifications.

Teaching and learning

There will be lots of free teaching and learning support to help you deliver the new qualification, including:

- **topic booklets**, with background information about the topic, resource lists and timelines
- guidance on **teaching approaches** to the thematic study and historic environment
- guidance on teaching source and interpretations skills.

Preparing for exams

We will also provide a range of resources to help you prepare your students for the assessments, including:

- **specimen papers** to support formative assessments and mock exams
- levelled **exemplars** of student work with examiner commentaries.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support

Our subject advisor service and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at qualifications.pearson.com

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in History consists of three externally examined papers.

The total qualification mark is 168, of which 8 marks are for spelling, punctuation, grammar and use of specialist terminology (SPaG).

Students must complete all assessment in May/June in any single year.

The numbering used in the content options relates directly to entry codes and codes used on the examination papers. For more information on these, please see *Appendix 1: Codes.*

Paper 1: Thematic study and historic environment   (Paper codes: 1HI0/10–13)
Written examination: 1 hour and 20 minutes   ***30%* of the qualification***   ***52 marks*** *(16 for the historic environment, 36 for the thematic study)*
Content overview   Students take **one** of the following options: **10**: Crime and punishment in Britain, c1000–present   *and* Whitechapel, c1870–c1900: crime, policing and the inner city.   **11**: Medicine in Britain, c1250–present   *and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.   **12**: Warfare and British society, c1250–present   *and* London and the Second World War, 1939–45.   **13**: Migrants in Britain, c800–present   *and* Notting Hill, c1948–c1970.
Assessment overview   **Section A: historic environment**   Students answer two questions that assess knowledge, plus a two-part question based on two provided sources.   **Section B: thematic study**   Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students answer one from a choice of two.

*This weighting relates to assessed content, before including marks for SPaG.

Paper 2: Period study and British depth study	(Paper codes: 1HI0/2A–2W)

Written examination: 1 hour and 50 minutes

40%* of the qualification

64 marks (32 for the period study and 32 for the British depth study)

Content overview

Students take **one** of the following British depth study options:

B1: Anglo-Saxon and Norman England, c1060–88

B2: The reigns of King Richard I and King John, 1189–1216

B3: Henry VIII and his ministers, 1509–40

B4: Early Elizabethan England, 1558–88.

Students also take **one** of the following period study options:

P1: Spain and the 'New World', c1490–c1555

P2: British America, 1713–83: empire and revolution

P3: The American West, c1835–c1895

P4: Superpower relations and the Cold War, 1941–91

P5: Conflict in the Middle East, 1945–95.

Assessment overview

Booklet P Period study

Students answer four questions that assess their knowledge and understanding. The first three questions are compulsory. For the fourth question, students select two out of three parts.

Booklet B British depth study

Students answer four questions that assess their knowledge and understanding. The first three questions are compulsory. For the fourth question, students select one from a choice of two.

Paper 3: Modern depth study	(Paper codes: 1HI0/30–33)

Written examination: 1 hour and 30 minutes

30%* of the qualification

52 marks

Content overview

Students take **one** of the following modern depth studies:

30: Russia and the Soviet Union, 1917–41

31: Weimar and Nazi Germany, 1918–39

32: Mao's China, 1945–76

33: The USA, 1954–75: conflict at home and abroad.

Assessment overview

Section A

Students answer a question based on a provided source and one question from a choice of two that assesses their knowledge and understanding.

Section B

Students answer a single four-part question, based on two provided sources and two provided interpretations.

*This weighting relates to assessed content, before including marks for SPaG.

2 Subject content

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Summary of Department for Education content requirements

This GCSE complies with the requirements specified by the Department for Education (DfE) in its document *History GCSE subject content* (published April 2014). This requires students to study, as a minimum:

- two **depth studies**, each covering a substantial and short time span:
  o one must be a British depth study from the medieval (500–1500), early modern (1450–1700) or modern (1750–present) eras
  o the other must be a **European or wider-world depth study** from an era different to the British depth study
- a **period study** of at least 50 years from any of the eras
- the **historic environment** through the study of a particular site in its historical context
- a **thematic study** involving the study of people, events and developments drawn from all three eras defined above.

The DfE also requires that British history must form at least 40% of the assessed content.

Creating a coherent and substantial course of study

The DfE's *History GCSE subject content* (April 2014) requires that GCSE History qualifications 'must provide a coherent and substantial course of study'.

Pearson has provided options in this specification that, in combination, will enable centres to create courses that are coherent and substantial. It is important that centres are clear about how their chosen combinations of options meet this requirement. Further information about different approaches to this can be found in *Appendix 2*.

How content is expressed

Centres should refer to Appendix 3, which provides guidance about how to interpret the requirements and expectations around what is taught in the topics.

Entry codes

The tables in *Appendix 1* show the entry codes that must be used for a centre's chosen options.

Paper 1: Thematic study and historic environment

Overview

The relevant pages of this section specify the content that must be taught for the chosen option. All of the content for the option is mandatory.

Each Paper 1 option is divided into two: a thematic study and a linked study of a historic environment. This linked structure promotes topic coherence across Paper 1 and aids teaching and learning by allowing the issues studied in the historic environment to be seen within a broader thematic context.

Both parts cover British history.

Thematic studies

The thematic studies require students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. They include people, events and developments and reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history.

Each thematic study begins with an introductory section called *The process of change.* This explains the focus and identifies the relevant concepts and factors that need to be understood and applied when teaching the content.

This content is then divided into four further sections, which run sequentially from medieval to the present day. The four sections provide a framework for understanding the option, but should not be taken in isolation from each other – students should appreciate developments across the option as a whole. Each section is divided into three strands, the third of which contains case studies that exemplify content outlined in strands 1 and 2 and provide opportunities to make detailed comparisons over time.

Assessment

Students will be assessed on their knowledge and understanding, with questions focusing on similarity and difference, and change and continuity. This may include turning points (significance), extent of, and causes or consequences of change.

Historic environments

Each historic environment is linked to a thematic study and focuses on that site in its historical context. It examines the relationship between a place and historical events and developments. Much of the content is linked to the thematic study, but additionally some of the content focuses on the place itself.

Assessment

The content is assessed through a question on features of the period and also through a historical enquiry. For the historical enquiry, students will need to develop the skills necessary to analyse, evaluate and use contemporary sources to make substantiated judgements, in the context of the historical events studied. To aid teaching, the content is divided into two sections: the first covers the site in its historical context; the second covers knowledge, selection and use of sources relevant to this historic environment for enquiries.

Option 10:   Crime and punishment in Britain, c1000–present *and* Whitechapel, c1870-c1900: crime, policing and the inner city

Crime and punishment in Britain, c1000–present

The process of change
• In studying the content defined below in strands 1 and 2, students should understand how key features in the development of crime and punishment were linked with the key features of society in Britain in the periods studied.

• They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are:
  o attitudes in society
  o individuals and institutions (Church and government)
  o science and technology.

• They should also understand how factors worked together to bring about particular developments at particular times.
• The selected case studies in strand 3 of each period exemplify, in context, the elements defined in strands 1 and 2. They provide opportunities to explore the operation of the key factors and to make detailed comparisons over time.

c1000–c1500: Crime and punishment in medieval England	
1 Nature and changing definitions of criminal activity	• Crimes against the person, property and authority, including poaching as an example of 'social' crime. • Changing definitions of crime as a result of the Norman Conquest, including William I's Forest Laws.
2 The nature of law enforcement and punishment	• The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable. • The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild.
3 Case study	• The influence of the Church on crime and punishment in the early thirteenth century: the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending.

c1500–c1700: Crime and punishment in early modern England	
1 Nature and changing definitions of criminal activity	• Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason. • New definitions of crime in the sixteenth century: vagabondage and witchcraft.
2 The nature of law enforcement and punishment	• The role of the authorities and local communities in law enforcement, including town watchmen. • The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code.
3 Case studies	• The Gunpowder Plotters, 1605: their crimes and punishment. • Key individual: Matthew Hopkins and the witch-hunts of 1645–47. The reasons for their intensity; the punishment of those convicted.

c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain	
1 Nature and changing definitions of criminal activity	• Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling. • Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs.
2 The nature of law enforcement and punishment	• The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID. • Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry.
3 Case studies	• Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation. • Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force.

c1900–present: Crime and punishment in modern Britain	
1 Nature and changing definitions of criminal activity	• Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling. • Changing definitions of crime, including driving offences, race crimes and drug crimes.
2 The nature of law enforcement and punishment	• The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch. Changes within the police force: increasing specialisation, use of science and technology and the move towards prevention. • The abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison.
3 Case studies	• The treatment of Conscientious Objectors in the First and Second World Wars. • The Derek Bentley case: its significance for the abolition of the death penalty.

Whitechapel, c1870–c1900: crime, policing and the inner city

The historic environment	
1 Whitechapel, c1870–c1900: crime, policing and the inner city	• The local context of Whitechapel. The problems of housing and overcrowding. Attempts to improve housing: the Peabody Estate. Provision for the poor in the Whitechapel workhouses. Links between the environment and crime. Life in Whitechapel as an inner city area of poverty and discontent.
	• The inhabitants of Whitechapel. The lack of employment opportunities and level of poverty. The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. The impact of changing patterns of migration: the settlement of migrants from Ireland and Eastern Europe, and the increase in Jewish migration during the 1880s.
	• The organisation of policing in Whitechapel. The role of the 'beat constable'. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. Problems of policing caused by crime and antisocial behaviour: alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jewish people.
	• Investigative policing in Whitechapel: developments in techniques of detective investigation, including the use of sketches, photographs and interviews; problems caused by the need for cooperation between the Metropolitan Police, the City of London Police and Scotland Yard. Dealing with the crimes of Jack the Ripper and the added problems caused by the media reporting of the 'Ripper' murders. The Whitechapel Vigilance Committee.
	• The national and regional context: the working of the Metropolitan Police, the quality of police recruits. The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police.
2 Knowledge, selection and use of sources for historical enquiries	• Knowledge of local sources relevant to the period and issue, e.g. housing and employment records, council records and census returns, Charles Booth's survey, workhouse records, local police records, coroners' reports, photographs and London newspapers.
	• Knowledge of national sources relevant to the period and issue, e.g. national newspapers, records of crimes and police investigations, Old Bailey records of trials and *Punch* cartoons.
	• Recognition of the strengths and weaknesses of different types of source for specific enquiries.
	• Framing of questions relevant to the pursuit of a specific enquiry.
	• Selection of appropriate sources for specific investigations.

Option 11: Medicine in Britain, c1250–present
and
The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

Medicine in Britain, c1250–present

The process of change
• In studying the content defined below in strands 1 and 2, students should understand how key features in the development of medicine were linked with the key features of society in Britain in the periods studied.
• They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: o individuals and institutions (Church and government)   o science and technology   o attitudes in society.
• They should also understand how factors worked together to bring about particular developments at particular times.
• The selected case studies in strand 3 of each period exemplify, in context, the elements defined in strands 1 and 2. They provide opportunities to explore the operation of the key factors and to make detailed comparisons over time.

c1250–c1500: Medicine in medieval England	
1 Ideas about the cause of disease and illness	• Supernatural and religious explanations of the cause of disease. • Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Galen.
2 Approaches to prevention and treatment	• Approaches to prevention and treatment, and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air. • Medical training and traditional approaches to treatment and care for the sick: the role of the physician, apothecary and barber surgeon; the role of hospitals, care within the community and at home, including the use of herbal remedies.
3 Case study	• Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.

c1500–c1700: The Medical Renaissance in England	
1 Ideas about the cause of disease and illness	• Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas.
2 Approaches to prevention and treatment	• Continuity and change in approaches to prevention, treatment and care in the community and in hospitals. • Improvements in medical training and the influence in England of the work of Vesalius.
3 Case studies	• Key individual: William Harvey and the discovery of the circulation of the blood. • Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread.
c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain	
1 Ideas about the cause of disease and illness	• Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.
2 Approaches to prevention and treatment	• The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale on nursing and hospitals in Britain. The impact of anaesthetics and antiseptics on surgery. • New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875).
3 Case studies	• Key individual: Jenner and the development of vaccination. • Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump.
c1900–present: Medicine in modern Britain	
1 Ideas about the cause of disease and illness	• Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health. • Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.
2 Approaches to prevention and treatment	• The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals. • New approaches to prevention: mass vaccinations and government lifestyle campaigns.
3 Case studies	• Key individuals: Fleming, Florey and Chain's development of penicillin. • The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.

The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

The historic environment	
1 The British sector of the Western Front, 1914–18: injuries, treatment and the trenches	• The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its organisation, including frontline and support trenches. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.
	• Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.
	• Medical treatment on the Western Front. The work of the RAMC and nurses. Transport in the chain of evacuation: stretcher bearers, horse and motor ambulances. Stages of treatment in the chain of evacuation: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.
	• The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.
	• The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.
2 Knowledge, selection and use of sources for historical enquiries	• Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles.
	• Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics.
	• Recognition of the strengths and weaknesses of different types of source for specific enquiries.
	• Framing of questions relevant to the pursuit of a specific enquiry.
	• Selection of appropriate sources for specific investigations.

Option 12: Warfare and British society, c1250–present
and
London and the Second World War, 1939–45

Warfare and British society, c1250–present

The process of change
• In studying the content defined below in strands 1 and 2, students should understand how key features in the development of warfare on land were linked with the key features of society in Britain in the periods studied.

• They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are:
   o governments and individuals
   o science, technology and communications
   o attitudes in society.

• They should also understand how factors worked together to bring about particular developments at particular times.
• The selected case studies in strand 3 of each period exemplify, in context, elements defined in strands 1 and 2. They provide opportunities to explore the operation of the key factors and to make detailed comparisons over time.

c1250–c1500: Medieval warfare and English society	
1 The nature of warfare	• The composition of the army, including the roles of the infantry, archer and the mounted knight. The link between social structure and army command. • The impact on warfare (strategy, tactics and combat) of new weapons and formations, including the longbow and schiltrons. The importance of gunpowder and the development of cannon. The decline of the mounted knight.
2 The experience of war	• The recruitment and training of combatants in the medieval feudal army. • The impact of war on civilians, including the impact of feudal duties and army plunder on civilian lives.
3 Case studies	• The Battle of Falkirk (1298): reasons for its outcome; the roles of William Wallace and Edward I. • The Battle of Agincourt (1415): reasons for its outcome; the role of Henry V.

c1500–c1700: Warfare and English society in the early modern period	
1 The nature of warfare	• Continuity and change in the composition of the army in the sixteenth and seventeenth centuries, including the role of the musketeer, pikemen, dragoons and the cavalry. The development of a standing army. • The impact on warfare of developments in weaponry, including new muskets and pistols.
2 The experience of war	• The recruitment and training of combatants, including the New Model Army. • The impact of war on civilians, including recruitment and requisitioning.
3 Case study	• The Battle of Naseby (1645): reasons for its outcome; the role of Oliver Cromwell.

c1700–c1900: Warfare and British society in the eighteenth and nineteenth centuries	
1 The nature of warfare	• Continuity and change in the composition of the army, including the decline of the cavalry. • Impact on warfare of changes in weaponry, including the use of rifles and bullets, and the development of field guns and heavy artillery. The impact on warfare of industrialisation, including steam-powered transport and the mass production of weapons.
2 The experience of war	• The recruitment and training of combatants, including Cardwell's army reforms and professionalisation. • The impact of war on civilians, including recruitment and requisitioning. The impact on popular attitudes of the growth of newspaper reporting and photography in the nineteenth century, exemplified in the Crimean and Boer Wars.
3 Case studies	• The Battle of Waterloo (1815): reasons for its outcome; the role of the Duke of Wellington. • The Battle of Balaclava (1854): reasons for its outcome; the role of Lord Raglan.

c1900–present: Warfare and British society in the modern era	
1 The nature of warfare	• Continuity and change in the composition of the army, including the growth of a logistics corps and specialised bomb disposal units. • The impact on warfare of developments in weaponry, transport and surveillance, including machine guns, tanks, chemical and nuclear weapons, the use of radar and aircraft. The impact of computerised high-tech warfare. The increasing use of motor and air transport and aerial support. Dealing with guerrilla warfare in the twenty-first century.
2 The experience of war	• The recruitment and training of combatants, including the introduction of conscription, national service, the recruitment of women and the development of a professional army. • The impact of war on civilians, including recruitment and the organisation of a Home Front during the First and Second World Wars and fear of nuclear war post-1945. Attitudes to Conscientious Objectors. The influence of war reporting in the period on attitudes, including increased concern for casualties. Government use of censorship and propaganda in wartime.
3 Case studies	• The Western Front during the First World War and the Battle of the Somme (1916): the nature of trench warfare and war of attrition; reasons for the outcome of the Somme; role of General Haig. • The Iraq War (2003): reasons for its outcome; use of high-tech weaponry and surveillance techniques.

London and the Second World War, 1939–45

The historic environment	
1 London and the Second World War, 1939–45	• The context of London in the Second World War, including its role in national government, significance as a target, importance as a port and industrial centre and its accessibility for German bombers. Preparations for war in London in 1939 and ongoing measures to safeguard the population: implementation of plans for evacuation, provision of Anderson shelters and gas masks.
	• The nature of attacks on London. Attacks on the docks and industries of the East End, including Black Saturday (7 September 1940), and the V2 attack on Deptford (1944). Types of bomb used in 1940–41 and 1944–45, the scale of attack and extent of devastation, including problems dealing with incendiaries and V1 and V2 rockets.
	• The impact of the Blitz on civilian life in London: air-raid precautions, including the use of underground stations and 'Mickey's shelter'; the impact of the South Hallsville School (1940) and Bethnal Green (1943) disasters. The continuance of leisure activities in London, including dancehalls and theatre. The extent of disruption to daily life and work, and government concerns about morale.
	• London's response to the war. The continued presence of the Royal Family and government ministers; the Cabinet War Rooms. The use of public spaces, including Victoria Park and the Tower of London moat, as part of the 'Dig for Victory' campaign.
	• The historical context of the Second World War: the nature and purpose of the Blitz. Government use of propaganda and censorship to influence attitudes about the Blitz.
2 Knowledge, selection and use of sources for historical enquiries	• Knowledge of local sources relevant to the period and issue, e.g. personal accounts and photographs, local newspapers, local council records.
	• Knowledge of national sources relevant to the period and issue, e.g. government records, newspapers, Mass Observation reports, newsreels, memoirs.
	• Recognition of the strengths and weaknesses of different types of source for specific enquiries.
	• Framing of questions relevant to the pursuit of a specific enquiry.
	• Selection of appropriate sources for specific investigations.

Option 13:   Migrants in Britain, c800–present
and
Notting Hill, c1948–c1970

Migrants in Britain, c800–present

The process of change
- In studying the content defined below in strands 1 and 2, students should understand how key features in the migration to and within Britain were linked with the key features of society in Britain in the periods studied which drew migrants to Britain. It will be important for students to understand that 'migrant' can encompass both voluntary and forced migration, temporary migrants and internal migrants. In covering reasons for migration, the primary focus of teaching should be on what drew migrants to Britain ('pull' factors), although students should have some awareness of why migrants left their countries of origin ('push' factors).   - They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: - institutions (government and Church)   - religion   - economic influences   - attitudes in society.   - They should also understand how factors worked together to bring about particular developments at particular times.   - The selected case studies in strand 3 of each period exemplify, in context, the elements defined in strands 1 and 2. They provide opportunities to explore the operation of the key factors and to make detailed comparisons over time.

c800–c1500: Migration in medieval England	
1 The context for migration	- Reasons for migration and patterns of settlement, including Vikings, Normans, Jews and other European traders and craftsmen. - The context of English society: landownership and the growth of towns; the role of the wool industry; opportunities for migrants; the role the monarchy, including the need for royal finance; England as a part of Christendom.
2 The experience and impact of migrants	- The experience of migrants in England: their relations with the authorities and the existing population, including the legal status of 'alien' and the impact of the Black Death. - The impact of migrants in England, including the Danelaw, culture, trade and the built environment.
3 Case study	The city of York under the Vikings.

c1500–c1700: Migration in early modern England

1 The context for migration	•	Change and continuity in reasons for migration and patterns of settlement, including migrants from Europe and Africa.
	•	The changing context of English society: changing social structures; economic growth, including the cloth industry and global trading companies; privateering and trade; the emergence of England as a predominantly Protestant nation.
2 The experience and impact of migrants	•	The experience of migrants in England: their relations with the authorities and the existing population.
	•	The impact of migrants in England, including culture, trade, industry and agriculture.
3 Case studies	•	Sandwich and Canterbury in the sixteenth century: the experiences of Flemish and Walloon migrants and their role in the local economy.
	•	The experience of Huguenots in seventeenth century England.

c1700–c1900: Migration in eighteenth- and nineteenth-century Britain

1 The context for migration	•	Change and continuity in reasons for migration and patterns of settlement, including migrants from Ireland, Europe and the Empire.
	•	The changing context of British society: changing social structures; the Industrial Revolution; urbanisation; transatlantic slavery; the growth of the British Empire; civil liberties.
2 The experience and impact of migrants	•	The experience of migrants in Britain: their relations with the authorities and the existing population. The role of the media.
	•	The impact of migrants in Britain, including culture, trade and industry, politics and the urban environment.
3 Case studies	•	Liverpool in the nineteenth century: its role in migration and the experiences of migrants, including Irish migrants.
	•	The experience of Jewish migrants in the East End of London in late nineteenth century.

c1900–present: Migration in modern Britain

1 The context for migration	•	Change and continuity in reasons for migration and patterns of settlement, including migrants from Ireland, Europe, the British Empire and the Commonwealth; refugees and asylum seekers.
	•	The changing context of British society: the World Wars; the end of the British Empire, decolonisation and the development of the Commonwealth; EU membership; legislation on immigration and nationality, including the Aliens Act (1905) and British Nationality Acts.
2 The experience and impact of migrants	•	The experience of migrants in Britain: their relations with the authorities and the existing population, including anti-immigration and equal rights movements. The Race Relations Act (1965). The role of the media.
	•	The impact of migrants in Britain, including culture, politics, the urban environment, public services and the economy.
3 Case studies	•	Bristol in the mid-twentieth century: the experiences of migrants and their impact on society.
	•	The experience of Asian migrants in Leicester from 1945.

Notting Hill, c1948–c1970

The historic environment	
1 Notting Hill, c1948–c1970	• The local context of Notting Hill. The reasons for Caribbean migration to the area. The problems of housing: houses of multiple occupation (HMOs), overcrowding and slum landlords, e.g. Peter Rachman. Bruce Kenrick and the Notting Hill Housing Trust. The development of Portobello Road market.
	• The influence of Caribbean cultures on the area, in particular the development of shops, markets, cafes and restaurants, shebeens, nightclubs and entertainment which featured Caribbean food and music. The development of All Saints Road. Mutual self-help organisations, e.g. 'pardner' schemes.
	• Racism and policing. The Notting Hill Riots (1958). The murder of Kelso Cochrane and the reaction of the local community. The impact of anti-immigrant groups, including Oswald Mosley's Union Movement and his 1959 election campaign.
	• Black activism in the Notting Hill area. Claudia Jones and the *West Indian Gazette*. The 1959 Caribbean Carnival and the later development of the Notting Hill Carnival. Frank Crichlow and the Mangrove Restaurant. The British Black Panthers. The 'Mangrove Nine'.
	• The national and regional context: Britain after the Second World War, reconstruction and demand for labour; the connection to the British Empire and Commonwealth. The 'Swinging Sixties'. Poverty in London. Policing in London.
2 Knowledge, selection and use of sources for historical enquiries	• Knowledge of local sources relevant to the period and issue, e.g. local newspapers, publications written for the Caribbean community, local council and police records, housing and employment records, oral and written memoirs of local residents, photographs.
	• Knowledge of national sources relevant to the period and issue, e.g. national newspapers, photographs, government records, census data, opinion polls, television reports, memoirs.
	• Recognition of the strengths and weaknesses of different types of source for specific enquiries.
	• Framing of questions relevant to the pursuit of a specific enquiry.
	• Selection of appropriate sources for specific investigations.

Paper 2: Period study and British depth study

Overview

The relevant pages of this section specify the content that must be taught for the chosen option. All of the content for the option is mandatory.

Students are required to study **one** British depth study **and** one period study. The two parts are independent and so any depth study can be combined with any period study.

British depth studies (pages 22–29)

The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the depth study chosen, these may include social, economic, political, religious and military aspects.

The content is divided into three key topics. These provide a framework for teaching and understanding the option, but should not be taken in isolation from each other. For each depth study, there is some chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within society.

Assessment

Students will be assessed on their knowledge and understanding. Questions will target key features and causation, and may also target other second order concepts (change, continuity, consequence, similarity, difference, significance).

Period studies (pages 30–39)

The period studies focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period.

The content is divided into three key topics, which provide a framework for teaching and understanding the option. These run in chronological sequence, but should not be taken in isolation from each other – students should appreciate the narrative connections that run across the key topics.

Assessment

Students will be assessed on their knowledge and understanding. Questions will target: consequence; significance (of specified events in relation to situations and unfolding developments); and analytical narrative (requiring students not only to describe what happened, but also to analyse events to find connections that explain the way in which events unfolded).

British depth studies

Option B1: Anglo-Saxon and Norman England, c1060−88

Key topic 1: Anglo-Saxon England and the Norman Conquest, 1060−66	
1 Anglo-Saxon government, economy and society	• Monarchy and government. The power of the English monarchy. Earldoms, local government and the legal system. • The economy and social system. Towns and villages. The influence of the Church.
2 The last years of Edward the Confessor and the succession crisis	• The significance and power of the house of Godwin. Harold Godwinson's succession as Earl of Wessex. • Harold Godwinson's embassy to Normandy. The reasons for the rising against Tostig and his exile. The death of Edward the Confessor.
3 The rival claimants for the throne	• The motives and claims of William of Normandy, Harald Hardrada and Edgar the Aethling. • The Witan and the coronation and reign of Harold Godwinson. • Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge.
4 The Norman invasion	• The Battle of Hastings. • Reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics.
Key topic 2: William I in power: securing the kingdom, 1066−87	
1 Establishing control	• The submission of the earls, 1066. • Rewarding followers and establishing control on the borderlands through the use of earls. The Marcher earldoms. • Reasons for the building of castles; their key features and importance.
2 Anglo-Saxon resistance, 1068−71	• Causes and outcomes of Anglo-Saxon resistance: the revolt of Earls Edwin and Morcar (1068); Edgar the Aethling and the rebellions in the North (1069); Hereward the Wake and rebellion at Ely (1070−71).
3 The legacy of resistance to 1087	• The reasons for and features of Harrying of the North (1069−70). Its immediate and long-term impact, 1069−87. • Changes in landownership from Anglo-Saxon to Norman, 1066−87.
4 Revolt of the Earls, 1075	• Reasons for and features of the revolt. • The defeat of the revolt and its effects.

Key topic 3: Norman England, 1066–88	
1 The feudal system and the Church	• The feudal hierarchy. The role and importance of tenants-in-chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture.
	• The Church in England: its role in society and relationship to government, including the significance of Stigand and Lanfranc. The Normanisation and reform of the Church in the reign of William I.
	• The extent of change to Anglo-Saxon society and economy.
2 Norman government	• Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents during William's absences.
	• The office of sheriff and the demesne. Introduction and significance of the 'forest'.
	• The Domesday survey and Domesday Book and their significance for Norman government and finance.
3 The Norman aristocracy	• The culture and language of the Norman aristocracy.
	• The career and significance of Bishop Odo.
4 William I and the succession	• Character and personality of William I and his relations with Robert, including Robert's revolt in Normandy (1077–80).
	• William's death and the disputed succession. William Rufus and the defeat of Robert and Odo.

Option B2: The reigns of King Richard I and King John, 1189–1216

Key topic 1: Life and government in England, 1189–1216	
1 The feudal system	• The feudal hierarchy and the nature of feudalism (landholding, homage, knight service, labour service); forfeiture. • The role and influence of the Church.
2 Kingship and succession	• The nature of kingship: duties, rights, rituals. • Richard I as king: his claim to the throne; how power was secured; his character. • John as king: his claim to the throne; how power was secured and the murder of Prince Arthur; John's character.
3 Royal government and finances	• How England was governed when Richard was absent, 1189–99, and during King John's continued presence in England, 1199–1216. • Royal revenues: the royal demesne and the role of sheriffs in collecting revenues; feudal incidents; scutage; taxes on moveables and income in 1207.
4 English society	• Countryside: the nature of agriculture and peasant life. • Towns: life in towns; their role in the economy. • Jews in Medieval England: legal status; role in moneylending; antisemitism; the causes and extent of the pogroms of 1189–90, including the significance of the coronation of Richard I; royal exploitation via taxes.
Key topic 2: Involvements overseas, 1189–1204	
1 The nature of crusading	• The concept of crusade and attitudes in England to the crusades. • The nature of the English crusading army: who they were, why they went.
2 Richard and the Third Crusade	• The immediate causes of the Third Crusade; Richard's motives for involvement in the Third Crusade. • Richard's quarrel with Philip II; Richard's military victories at Acre and Arsuf. • The failure to recapture Jerusalem.
3 Aftermath of the crusade	• Richard's return from the Holy Land. • Richard's capture, the ransom and its burden on England.
4 Richard, John and the loss of Normandy	• The competing aims of Richard and John and Philip II in Normandy. • Richard and Chateau Gaillard: its cost and importance. • John and the fall of Chateau Gaillard; the loss of Normandy (1204).

Key topic 3: King John's downfall, 1205–16	
1 The dispute with the Papacy	- Causes of the dispute. - The Interdict and its impact on everyday life. - The significance of the reconciliation between John and Innocent III.
2 Worsening relations with the barons	- Growing financial impositions to raise money for war with France: taxation and 'fines'; John's use of arbitrary power. The plot of 1212. - The impact of the failure to regain Normandy in 1214. - The rebellion of 1215: Northampton, Lincoln, the march on London.
3 Magna Carta and the First Barons' War	- Runnymede: the motives of John and the barons, and the main provisions of Magna Carta. - Reasons for the outbreak of the First Baron's War. The siege and taking of Rochester; the invasion of Prince Louis.
4 England in 1216	- The condition of England at the time of John's death. - The problem of the succession. - The role of William Marshal as Protector.

Option B3: Henry VIII and his ministers, 1509–40

Key topic 1: Henry VIII and Wolsey, 1509–29	
1 Henry VIII, Renaissance Prince	• England in 1509: society and government. The young Henry and his accession to the throne. • Henry's character and views on sovereignty and monarchy. His personal style of government. • Strengths, weaknesses and aims as monarch.
2 The rise of Wolsey and his policies	• Reasons for Wolsey's rise to power. His personality, roles and wealth. • Wolsey's reforms: enclosures, finance and justice. The Eltham Ordinances. • Reasons for and reactions to the Amicable Grant.
3 Wolsey's foreign policy	• Aims of Wolsey's foreign policy. • Successes and failures, including relations with France and the Holy Roman Empire, the Treaty of London (1518), the 'Field of the Cloth of Gold' (1520) and increasing difficulties in the 1520s.
4 Wolsey, Catherine, the succession and annulment	• Catherine of Aragon and the succession. • Henry's reasons for and attempts to gain an annulment. Opposition to the annulment, including the role of Pope Clement VII. • Reasons for Wolsey's fall from power, including the failure of the divorce proceedings in London and the influence of the Boleyns.
Key topic 2: Henry VIII and Cromwell, 1529–40	
1 Cromwell's rise to power, 1529–34	• Personality and early career, including service to Wolsey, election as MP and eventual membership of the Royal Council. • Handling of the king's annulment and influence over Henry. Role as the king's Chief Minister.
2 The king's marriages	• Reasons for the fall of Anne Boleyn, including the role of Cromwell. • Reasons for marriage to Jane Seymour; her influence, heir and death. • Reasons for marriage to Anne of Cleves.
3 Cromwell and government, 1534–40	• Reform of government and royal finance. • The management and use of parliament.
4 The fall of Cromwell	• Reasons for Cromwell's fall from power in 1540, including the influence of the Duke of Norfolk and the failure of the marriage to Anne of Cleves.

Key topic 3: The Reformation and its impact, 1529–40	
1 The break with Rome	• Henry as 'Defender of the Faith'. Reasons for Henry's campaign against the Pope and the Catholic Church, 1529–33.
	• The significance of the Act of Succession and the Act of Supremacy (1534) for the break with Rome. Cromwell's role in their enforcement, including the use of oaths and treason laws.
2 Opposition to, and impact of, Reformation, 1534–40	• Elizabeth Barton (the Nun of Kent) and John Fisher.
	• The significance of opposition from Thomas More.
	• Impact of the Reformation on the English Church, including the work of Thomas Cranmer and the influence of Thomas Cromwell.
3 The dissolution of the monasteries	• The role of religious houses in local communities.
	• Reasons for the dissolutions, including the findings of Cromwell's commissions of 1535.
	• The impact of the dissolutions. Beneficiaries and losers.
4 The Pilgrimage of Grace, 1536	• Reasons for the uprising.
	• Key events of the uprising, including rebellions in Lincolnshire and Yorkshire and the roles of Robert Aske and the Duke of Norfolk.

Option B4: Early Elizabethan England, 1558–88

Key topic 1: Queen, government and religion, 1558–69	
1 The situation on Elizabeth's accession	• Elizabethan England in 1558: society and government. • The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. • Challenges at home and from abroad: financial weaknesses, religious divisions, the French threat.
2 The 'settlement' of religion	• Elizabeth's religious settlement (1559): its features and impact. • The Church of England: its role in society.
3 Challenge to the religious settlement	• The nature and extent of the Puritan challenge. • The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.
4 The problem of Mary, Queen of Scots	• Mary, Queen of Scots: her claim to the English throne. • Relations between Elizabeth and Mary, 1568–69.
Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88	
1 Plots and revolts at home	• The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70. • The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. • The reasons for, and significance of, Mary Queen of Scots' execution in 1587.
2 Relations with Spain	• Political, religious and commercial rivalry. • The significance of privateering and the activities of Drake.
3 Outbreak of war with Spain, 1585–88	• Reasons for deteriorating relations with Spain: English direct involvement in the Netherlands and the actions of Robert Dudley. • Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.
4 The Armada	• Spanish invasion plans. Key events of the Spanish Armada. • The reasons for the English victory.

Key topic 3: Elizabethan society in the Age of Exploration, 1558–88	
1 Education and leisure	• Education in the home and schools. • Sport, pastimes and the theatre.
2 The 'problem' of the poor	• The reasons for the increase in poverty and vagabondage during these years. • The changing attitudes and policies towards the poor.
3 Exploration and voyages of discovery	• Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. • The reasons for, and significance of, Drake's circumnavigation of the globe.
4 Attempted colonisation of Virginia	• Reasons for the attempted colonisation of Virginia, including the significance of Raleigh. • Reasons for the failure of the first settlement in Virginia.

Period studies

Option P1: Spain and the 'New World', c1490–c1555

Key topic 1: Spain reaches the Americas, c1490–1512	
1 Spanish exploration	• Spain c1490: the crusading spirit and foreign ambitions. • Columbus's attempts to gain sponsorship. The role of Queen Isabella: her desire to spread Christianity and sponsorship of Columbus. • Columbus's first voyage of 1492 and the problems encountered.
2 Columbus reaches the Americas	• Columbus's actions: exploration of the Bahamas and the Caribbean. The foundation of La Navidad. • The impact of contact with Indigenous peoples: the discovery of gold, relations with the Tainos and Caribs. • The impact of rivalry with Portugal, and the Treaty of Tordesillas (1494).
3 Spanish claims in the Caribbean	• Columbus's later voyages and his role as governor in the Spanish settlement. The significance of the establishment of the Spanish colony at Santo Domingo (1496). • The effects of Spanish settlement: treatment of Indigenous peoples, effects of smallpox. • Development of an imperial policy in relation to the Caribbean: the regulation of further exploration, the establishment of a monopoly on trade, the extension of Spanish authority and the use of slavery. The role of Catholic missionaries.
Key topic 2: The conquistadors, 1513–c1528	
1 The start of an empire	• Balboa's claim of Spanish authority over the Pacific (1513). • The conquest of Cuba. • The voyage of Magellan and Spanish claim to the Philippines.
2 The conquest of Mexico	• Cortes's expedition to Mexico in 1519. • Key events of the Spanish conquest of Mexico; the role of Montezuma, the war between Aztecs and Tlaxcalans. • The capture of Tenochtitlan and the Aztec surrender.
3 Impact of Spain in the Americas	• Cortes's actions as Governor and Captain-General of New Spain (1523–28). • The consequences of the Spanish invasion for the Aztecs. • The founding and significance of a Spanish base at Panama.

Key topic 3: The Spanish Empire c1528–c1555	
1 Pizarro and the conquest of the Incas	• Contact with the Incas (1528); the significance of the death of Huayna Capac.
	• The voyage of Pizarro (1530), and the significance of the war between Atahuallpa and Huascar.
	• Key events of the Spanish conquest of Peru: the Battle of Cajamarca and the capture of Atahuallpa, the revolt of the Incas, the siege of Cuzco (1536–37). The impact of the conquest.
2 Expansion of empire	• The role of the viceroys and *encomiendas* in the Spanish Empire. The role of Las Casas and the significance of the New Laws (1542).
	• The significance of the discovery of silver in Bolivia and in Mexico. The foundation of La Paz (1548).
3 Impact of the 'New World' on Spain	• The importance of gold and silver for the Spanish economy and to support Spain's European empire.
	• The impact on Spain of the slave trade and goods from the Americas.
	• The government of the Spanish Empire: the role of the House of Trade and Council of the Indies.

Option P2: British America, 1713–83: empire and revolution

Key topic 1: British settlement in North America, 1713–41	
1 Developments in colonial society	• The impact of expansion and immigration on society: the pattern of settlement and tensions among social groups. • Economic developments: trade with Britain and with the West Indies, the importance of tobacco, the impact of piracy, including the activities of 'Black Sam' Bellamy and Edward Teach ('Blackbeard'). • The suppression of piracy in American waters: King George I's Proclamation and the Piracy Act (1717), the work of Governor Spotswood.
2 Slavery in North America	• The transatlantic slave trade and 'Atlantic trade triangle'. • The impact of slavery on the development of tobacco and rice plantations. • The impact of slavery on colonial society; the position of enslaved people within society and the treatment of fugitives within the colonies.
3 Problems within the colonies	• Slave revolts in the Carolinas: the Stono Rebellion (1739); the significance of Spain's decision to protect runaways in Florida. • The New York Conspiracy (1741). • Smuggling, attempts to collect customs revenue and to control the fur trade.
Key topic 2: A disrupted society, 1742–64	
1 The impact of cultural developments	• Religious revivals, including the Great Awakening and revivalist preachers. • The Enlightenment: the emphasis on education; the growth of newspapers and public libraries. • The significance of Benjamin Franklin as a writer, philanthropist and intellectual.
2 War in the colonies	• Relations with the French and with Indigenous peoples during and after King George's War (1744–48). • The French and Indian War (1754–63) in North America and the role of Wolfe in Canada. • The significance of the Treaty of Paris (1763) and the Proclamation Act (1763).
3 The aftermath of the French and Indian war	• The impact of the war on American colonists' relations with Britain. • Opposition to the Sugar Act (1764). • Relations with Indigenous peoples, including Pontiac's Rebellion (1763–64). The Paxton Boys: their actions and impact.

Key topic 3: The loss of an empire, 1765–83	
1 American colonist relations with Britain: growing opposition, 1765-75	• Opposition to British policies: the Stamp Act, the Sons of Liberty and the Boston Massacre (1770). • British and American relations: the Boston Tea Party (1773) and the Intolerable Acts (1774). • The significance of the First and Second Continental Congresses, 1774–75.
2 The War of Independence 1775-83	• The influence of Thomas Paine's 'Common Sense'. The significance of the Declaration of Independence. The role of Thomas Jefferson. • Key American victories: Saratoga (1777) and Yorktown (1781). The significance of Washington's role, British mistakes, and French and Spanish involvement in the war. • The Peace of Paris (1783), including the role of Franklin.
3 Consequences of the war in America	• The significance of American independence for slavery. • The consequences of the war for Indigenous peoples. • The impact of the war on Loyalists, including their resettlement in Nova Scotia and Niagara.

Option P3: The American West, c1835–c1895

Key topic 1: The early settlement of the West, c1835–c1862	
1 Indigenous peoples of the Plains: their beliefs and ways of life	• Social and tribal structures, ways of life and means of survival on the Plains. • Beliefs about land and nature and attitudes to war and property.
2 Migration and early settlement	• The factors encouraging migration, including the Oregon Trail from 1836, the belief in Manifest Destiny, and the California Gold Rush of 1849. • Early migration to c1850, including the experiences of the Donner Party and the Mormon migration, 1846–47. • The development and problems of early settlement.
3 Conflict and tension	• Reasons for tension with Indigenous peoples of the Plains, including US government policy and the 'Permanent Indian Frontier'. The significance of the first Fort Laramie Treaty (1851). The Indian Appropriations Act (1851). • Lawlessness in early towns and settlements, including attempts to tackle lawlessness.
Key topic 2: Development of the Plains, c1862–c1876	
1 The development of settlement in the West	• The significance of the railroads; the Pacific Railroad Act (1862) and the completion of the First Transcontinental Railroad (1869) and the spread of the railroad network. • The impact of the Homestead Act (1862). Attempts at solutions to problems faced by homesteaders: the use of new methods and new technology; the impact of the Timber Culture Act (1873). • Introducing law and order in settlements, including the roles of law officers and increases in federal government influence.
2 Ranching and the cattle industry	• The cattle industry and factors in its growth, including the roles of Iliff, McCoy and Goodnight, the significance of Abilene and of the increasing use of the railroad network. • The changing role of the cowboy, including changes in ranching. Relations between ranchers and homesteaders.
3 Changes in the ways of life of Indigenous peoples of the Plains	• The impact of railroads, the cattle industry and gold prospecting on Indigenous peoples. • The impact of US government policy towards Indigenous peoples, including the continued use of reservations. The second Fort Laramie Treaty (1868). • Conflict on the Plains: Little Crow's War (1862) and the Sand Creek Massacre (1864), the significance of Red Cloud's War (1866–68).

Key topic 3: Later developments in the West, c1876–c1895	
1 Changes in farming, the cattle industry and settlement	- Changes in farming: the impact of new technology and new farming methods. - Changes in the cattle industry, including the impact of the winter of 1886–87. The significance of changes in the nature of ranching. The end of the open range. - Continued settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893. The closure of the 'Indian Frontier'.
2 Conflict and tension	- Dealing with law and order, including sheriffs and marshals, including the significance of Billy the Kid, Wyatt Earp, the OK Corral (1881). - The range wars, including the Johnson County War of 1892. - Conflict on the Plains: the Battle of the Little Big Horn (1876) and its impact; the Wounded Knee Massacre (1890).
3 Indigenous peoples of the Plains: the destruction of their ways of life	- The hunting and extermination of the buffalo. - Indigenous people's lives on the reservations. - The significance of changing government attitudes to Indigenous peoples, including the Dawes Act (1887).

Option P4: Superpower relations and the Cold War, 1941–91

Key topic 1: The origins of the Cold War, 1941–58	
1 Early tension between East and West	• The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.
	• The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.
	• The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.
2 The development of the Cold War	• The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.
	• The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).
	• Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.
3 The Cold War intensifies	• The significance of the arms race. The formation of the Warsaw Pact.
	• Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response.
	• The international reaction to the Soviet invasion of Hungary.

Key topic 2: Cold War crises, 1958–70	
1 Increased tension between East and West	• The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61.
	• The impact of the Cuban Revolution on relations with the USA and the Soviet Union, including the refusal of the USA to recognise Castro's government and the closer relations with the Soviet Union. The significance of the Bay of Pigs incident.
	• Opposition in Czechoslovakia to Soviet control: the Prague Spring.
2 Cold War crises	• The construction of the Berlin Wall, 1961.
	• The events of the Cuban Missile Crisis.
	• The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.
3 Reaction to crisis	• Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963.
	• The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968).
	• International reaction to Soviet measures in Czechoslovakia.

Key topic 3: The end of the Cold War, 1970–91	
1 Attempts to reduce superpower tensions in the 1970s	• Détente and attempts to reduce tensions in the 1970s. • The significance of SALT 1, the Helsinki Accords, and SALT 2.
2 The end of détente and the 'Second Cold War'	• The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. • Reagan and the 'Second Cold War', the Strategic Defence Initiative (SDI). • The significance of Reagan and Gorbachev in reducing tensions.
3 The collapse of Soviet control of Eastern Europe, 1985-91	• The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. • The significance of the fall of the Berlin Wall. • The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.

Option P5: Conflict in the Middle East, 1945–95

Key topic 1: The birth of the state of Israel, 1945–63	
1 The British withdrawal and the creation of Israel	• Conflicting interests and demands of Jews and Arabs within the British Mandate. • Key events leading to the end of the British Mandate, partition and the creation of Israel, including the significance of the bombing of the King David Hotel and UN Resolution 181. • Key events of the Arab-Israeli war (1948–49).
2 Aftermath of the 1948–49 war	• Territorial changes and their impact. The refugee status of Palestinian Arabs. • The creation of the Israeli Defence Forces and the Law of Return. US aid to Israel. • Israel's relations with Egypt.
3 Increased tension, 1955–63	• Nasser and Egypt's leadership of the Arab world. • The events and significance of Israeli attacks on Gaza in 1955 and Sinai in 1956. • The events and significance of the Suez Crisis (1956), including the formation of the UAR in 1958.
Key topic 2: The escalating conflict, 1964–73	
1 The Six Day War, 1967	• The significance of the Cairo Conference (1964). Escalating tension between Israel, Syria and Jordan: Syria's support for Fatah, Israel's raid on Samu and events of 7 April 1967. • The actions of the USSR, Nasser and the USA in the period leading to war. • Key events of the war.
2 Aftermath of the 1967 war	• UN Resolution 242 and continued dispute over the Suez Canal. • Palestinian refugees and the significance of the occupied territories: Golan Heights, Gaza Strip, West Bank, Sinai and East Jerusalem. • The use of terrorism, Israel's response and international attitudes towards the Palestine issue: the PFLP airplane hijacks of 1970; Black September and the Munich Olympics. The expulsion of the PLO from Jordan (1970).
3 Israel and Egypt, 1967–73	• Egyptian relations with Israel, the USA, the USSR and other Arab states. • Israel's consolidation of control of the occupied territories. • Key events of the Yom Kippur War (1973) and its aftermath.

Key topic 3: Attempts at a solution, 1974–95	
1 Diplomatic negotiations	- The significance of the oil crisis and the involvement of the USA and the USSR. - Kissinger, 'shuttle diplomacy' and the reopening of the Suez Canal. - Sadat's visit to Israel (1977), Begin's visit to Egypt (1977), US President Carter and Camp David (1978) and the Treaty of Washington (1979).
2 The Palestinian issue	- Arafat's speech to the UN (1974). The significance of PLO activities in Lebanon. - Israeli reprisals, the invasion of Lebanon (1982) and the results. - The Israeli occupied territories and the First Palestinian Intifada (1987–93).
3 Attempts at a solution	- The significance of Arafat's renunciation of terrorism in a speech at the UN (1988). - Changing superpower policies in the Middle East: US involvement in the Gulf War (1991), and the end of the Cold War. - Arafat, Rabin and the Oslo Accords (1993); the setting up of the Palestinian National Authority; Israel-Jordan peace treaty (1994); Oslo II (1995).

Paper 3: Modern depth study

Overview

The relevant pages of this section specify the content that must be taught for the chosen option.

Students are required to study one modern depth study. All of the content for the option is mandatory.

The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the depth study chosen, these may include social, economic, political, cultural and military aspects.

The main content is divided into four key topics. These provide a framework for teaching and understanding the option, but should not be taken in isolation from each other. For each depth study, there is some chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within society.

Assessment

Students will be assessed on all four Assessment Objectives. All questions may relate to any content specified in the four key topics.

Questions focusing solely on knowledge and understanding will target causation.

Other questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students should be aware that interpretations are based on evidence from their period of study. They should be aware of a range of evidence that can be used to reach conclusions. They should study examples of such evidence and consider ways in which it could give rise to and support different interpretations. Students should understand a range of reasons why interpretations may differ. They should be aware that differences based on conclusions drawn from evidence are legitimate and can be explained. They should be able to evaluate given interpretations using their own knowledge of the period.

Option 30: Russia and the Soviet Union, 1917–41

Key topic 1: The revolutions of 1917	
1 The growth of opposition to the tsar in early 1917	• Growing discontent among peasants and town workers. • The impact of the First World War: military defeats; economic, political and social effects; the Tsar as commander-in-chief.
2 The February Revolution	• The immediate reasons for the February Revolution: events in Petrograd in February 1917, including strikes and the mutiny in the army. The Tsar's absence and abdication.
3 The Provisional Government	• The establishment of the Provisional Government and the problems it faced, including 'Dual Control' and Soviet Order Number 1. The role of Kerensky. • The weaknesses and failures of the Provisional Government. • The significance of the Kornilov Revolt.
4 The Bolshevik Revolution	• Lenin's return and activities, including the April Theses and the growth in support for the Bolshevik Party. The 'July Days'. • The Bolshevik seizure of power in October 1917. The reasons for their success. The roles of Trotsky and Lenin.
Key topic 2: The Bolsheviks in power, 1917–24	
1 Early consolidation of power, 1917–18	• The early Bolshevik decrees of November–December 1917. • The removal of opposition, including the Constituent Assembly and the execution of Tsar Nicholas II and his family. • The reasons for, main terms, and significance of, the Treaty of Brest-Litovsk. Different reactions in Russia to the Treaty.
2 The Civil War, 1918–21	• The reasons for, key events and effects of the Civil War. • The reasons for the Bolshevik victory, including the strengths of the Bolsheviks, role of Trotsky, foreign intervention and the weaknesses of the Whites.
3 Moves towards totalitarianism	• The Red Terror and the role of the Cheka. The Kronstadt Mutiny. • Bolshevik centralisation, including the role of Lenin and the Politburo. Setting up of the USSR.
4 Economic and social change, 1918–24	• Reasons for, and features of, War Communism. Reasons for its unpopularity. • Reasons for, and features of, the New Economic Policy. Different reactions to the NEP. Its effects on the economy, 1921–24. • Social changes, including the impact of Bolshevik policies on women, education and culture.

Key topic 3: Stalin's rise to power and dictatorship, 1924–41	
1 The struggle for power, 1924–28	• The strengths and weaknesses of Stalin and his rivals (Trotsky, Kamenev, Zinoviev and Bukharin). • The reasons for the emergence of Stalin as leader of the USSR, including the removal of rivals for the leadership in the years 1924–28.
2 The use of terror in the 1930s	• The reasons for, nature of and consequences of the purges, including the purges of the armed forces. • The work of the secret police (NKVD); the use of, and conditions in, the labour camps. • The reasons for, and the importance of, the show trials of 1936–1938.
3 Propaganda and censorship	• Official culture, socialist realism, control of education and religion. Media censorship. • The new Constitution of 1936.
4 The Cult of Stalin	• The meaning of the Cult of Stalin and reasons for its introduction. • How the Cult of Stalin was achieved.
Key topic 4: Economic and social changes, 1924–41	
1 Agriculture and collectivisation	• Stalin's reasons for changes in agriculture, including the problems of the NEP. • The organisation of collectives, mechanisation, widespread opposition and the attack on the kulaks. Famine in Ukraine. • The successes and failures of collectivisation.
2 Changes in industry	• Stalin's motives for rapid industrialisation, including the failings of the NEP. • Gosplan, Five-Year Plans and the Stakhanovite Movement. • The successes and failures of industrialisation.
3 Life in the Soviet Union	• Living and working conditions in towns and the countryside. • The differing experiences of social groups.
4 The position of women and ethnic minorities	• Changes in family life and employment and the political position of women. • Reasons for, and features of, the persecution of ethnic minorities.

Option 31: Weimar and Nazi Germany, 1918–39

Key topic 1: The Weimar Republic 1918–29	
1 The origins of the Republic, 1918–19	• The situation in Germany at the end of the War: political unrest, abdication of the Kaiser, armistice and new republic. • The strengths and weaknesses of the new Weimar Constitution.
2 The early challenges to the Weimar Republic, 1919–23	• Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles. • Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. • The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.
3 The 'Golden Years': recovery of the Republic, 1924–29	• Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. • Stresemann's achievements in gaining international acceptance of Germany abroad through the Locarno Pact and joining the League of Nations.
4 Changes in society, 1924–29	• Changes in the standard of living. • Changes in the position of women in work, politics and leisure. • Cultural changes: developments in architecture, art and the cinema.
Key topic 2: Hitler's rise to power, 1919–33	
1 Early development of the Nazi Party, 1920–22	• Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. • The Twenty-Five Point Programme. The role of the SA.
2 The Munich Putsch and the Nazi Party, 1923–28	• The reasons for, events and consequences of the Munich Putsch; *Mein Kampf*. • Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation, including the Bamberg Conference of 1926.
3 The growth in support for the Nazis, 1929–32	• The growth of unemployment – its causes and impact. The growth of support for the Communist Party. • Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.
4 How Hitler became Chancellor, 1932–33	• The Presidential and Reichstag elections of 1932; reasons for Hitler becoming Chancellor in 1933, including the roles of Hindenburg and von Papen.

Key topic 3: Nazi control and dictatorship, 1933–39	
1 The creation of a dictatorship, 1933–34	• The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. • The threat from Röhm and the SA, the Night of the Long Knives. The death of Hindenburg. Hitler becomes Führer, the army oath of allegiance.
2 The police state	• The role of the Gestapo, the SS and concentration camps. • Nazi control of the legal system.
3 Controlling and influencing attitudes	• Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936). • Nazi control of culture and the arts, including art, architecture, literature and film. • Nazi attempts to control the Catholic and Protestant Churches: the Concordat and the Reich Church.
4 Opposition, resistance and conformity	• The extent of support for the Nazi regime. • Opposition from the Churches, including the role of Pastor Niemöller. • Opposition from the young, including the Swing Youth and the Edelweiss Pirates.
Key topic 4: Life in Nazi Germany, 1933–39	
1 Nazi policies towards women	• Nazi views on women and the family. • Nazi policies towards women, including marriage and family, employment and appearance.
2 Nazi policies towards the young	• Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. • Nazi control of the young through education, including the curriculum and teachers.
3 Employment and living standards	• Nazi policies to reduce unemployment: labour service, autobahns, rearmament and invisible unemployment. • Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.
4 The persecution of minorities	• Nazi racial beliefs and policies and the treatment of minority groups: Slavs, Roma and Sinti, homosexuals, and people with disabilities. • The persecution of Jewish people, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and 'Kristallnacht'.

Option 32: Mao's China, 1945–76

Key topic 1: Establishing communist rule, 1945–59	
1 The Civil War, 1945–49	• The relative strengths and weaknesses of the CCP and the Guomindang at the start of the Civil War.
	• Reasons for the success of Mao and the CCP, including leadership, military factors, and unrest in the towns and cities.
2 Communist rule	• The ideology and role of Mao. Reasons for Mao's dominant position.
	• The role of the CCP in the government of China, including new mass party membership and democratic centralism.
3 Consolidating the CCP's hold on power, 1951–52	• The use of terror against opponents of communist rule.
	• The 'three antis' and 'five antis' movements.
4 The Hundred Flowers campaign, 1956–57	• Mao's reasons for the Hundred Flowers campaign.
	• Key features of the Hundred Flowers campaign; criticism of communist rule and the reaction of Mao.
	• Results of the campaign, including the 'Anti-Rightist' purge.
Key topic 2: Economic policy, 1949–65	
1 Early changes in agriculture, 1949–57	• Reasons for, and features of, the attacks on landlordism and the redistribution of land.
	• Moves towards agricultural cooperation.
	• Reasons for the change from voluntary to enforced collectivisation.
2 Industry and the Five-Year Plan, 1953–57	• Reasons for, and targets of, the first Five-Year Plan. The significance of USSR financial and technical support.
	• Success and failures of the first Five-Year Plan.
3 The Great Leap Forward	• Mao's reasons for the second Five-Year Plan (the Great Leap Forward), 1958–62.
	• The successes and failures of the Great Leap Forward. Reasons for failures. The importance of the Lushan Conference (1959).
	• The organisation of the commune: communal living and the abolition of private farming. The significance of Lysenkoism.
	• The causes and impact of the Great Famine, 1958–62.
4 Economic reform	• Reasons for the restoration of private farming under Liu Shaoqi and Deng Xiaoping.
	• Reasons for, and features of, economic reform (1962–65) under Liu and Deng.

Key topic 3: The Cultural Revolution and its aftermath, 1966–76	
1 Reasons for the Cultural Revolution	- The power struggle: Mao, Liu Shaoqi and Deng Xiaoping. - Purification of communism, including the Socialist Education Movement, and the reform of education.
2 The Red Guards and the Red Terror	- Mao's hold on young people, including the mass rallies of 1966. Jiang Qing and the attack on the CCP. - Red Guard attacks on the 'four olds' and the CCP. The growth of anarchy and the use of terror. Cultural destruction.
3 The effects of the Cultural Revolution	- Political effects: the purging of the CCP, Liu Shaoqi and Deng Xiaoping, the rise and fall of Lin Biao. - Social effects, including the impact on education. - Economic effects: changes in industry, the removal of technicians, the move to the countryside and the impact on farming.
4 The end of the Cultural Revolution, 1968–76	- Reasons for the end of the Red Guards and the significance of the restoration of order by the PLA, including the 'Up to the mountains and down to the villages' campaign. - The return to power of Deng Xiaoping and the increased influence of Zhou Enlai. The rise and fall of the 'Gang of Four' and the death of Mao.
Key topic 4: Life in Mao's China, 1949–76	
1 Communist control	- Propaganda and censorship and the significance of the 'cult of Mao'. - Thought control and the development of the 'Reform Through Labour' system.
2 Family life and the role of women	- Changes in family life in towns and countryside. The impact of collectivisation and communes. - Reasons for changes in the status of women under Mao. The significance of foot binding and the Marriage Law (1950).
3 Education and health	- Reasons for changes in education. Growth in literacy and the significance of Pinyin. The collapse of education after 1966. - Reasons for changes in health provision. The significance of the barefoot doctors. Successes and failures of healthcare reform.
4 Cultural change	- Reasons for attacks on traditional culture in towns and countryside. - The imposition of revolutionary art and culture; the role of Jiang Qing. - Reasons for attacks on Buddhism, Confucianism, Christianity, Islam and ancestor worship.

Option 33: The USA, 1954–75: conflict at home and abroad

Key topic 1: The development of the civil rights movement, 1954–60	
1 The position of Black Americans in the early 1950s	• Segregation, discrimination and voting rights in the Southern states. • The work of civil rights organisations, including the NAACP and CORE.
2 Developments in education	• Reasons for, key features and significance of the Brown v. Topeka case (1954). • Reasons for, key features and significance of the events at Little Rock High School (1957).
3 The Montgomery Bus Boycott and its impact, 1955–60	• Causes and events of the Montgomery Bus Boycott. The significance of Rosa Parks. • Reasons for the success and importance of the boycott. The Supreme Court ruling. The Civil Rights Act (1957). • The significance of the leadership of Martin Luther King. The setting up of the SCLC.
4 Opposition to the civil rights movement	• The Ku Klux Klan and violence, including the murder of Emmet Till in 1955. • Opposition to desegregation in the South, including the 'Dixiecrats' and the setting up of White Citizens' Councils.
Key topic 2: Protest, progress and radicalism, 1960–75	
1 Developments, 1960–62	• The significance of Greensboro and the sit-in movement. • Reasons for, key features and significance of the Freedom Riders, including Ku Klux Klan violence and the Anniston bomb (1961). • The James Meredith case (1962).
2 Peaceful protests and their impact, 1963–65	• King and the peace marches of 1963 in Birmingham and Washington. • Freedom Summer and the Mississippi murders. • The impact of peaceful protest and the roles of Presidents Kennedy and Johnson in the passage of the Civil Rights Act (1964). Selma and the Voting Rights Act (1965).
3 Malcolm X and Black Power, 1963–70	• Malcolm X, his beliefs, methods and involvement with the Black Muslims. His later change of attitude and assassination. • Reasons for the emergence of Black Power. The significance of Stokely Carmichael and the 1968 Mexico Olympics. • The methods and achievements of the Black Panther movement.
4 The civil rights movement, 1965–75	• The riots of 1965–67 and the Kerner Report (1968). • King's campaign in the North. The assassination of Martin Luther King and its impact. • The extent of progress in civil rights by 1975.

Key topic 3: US involvement in the Vietnam War, 1954–75	
1 Reasons for US involvement in the conflict in Vietnam, 1954–63	• Reasons for greater US involvement under Eisenhower, including the domino theory and weaknesses of the Diem government. • Greater involvement under Kennedy, including the overthrow of Diem and the Strategic Hamlet Program.
2 Escalation of the conflict under Johnson	• Reasons for the escalation of the conflict and increased US involvement in Vietnam, including the increasing threat of the Vietcong and the Gulf of Tonkin incident (1964).
3 The nature of the conflict in Vietnam, 1964–68	• The guerrilla tactics used by the Vietcong. • The methods used by the USA, including Search and Destroy, Operation Rolling Thunder and chemical weapons. • The key features and significance of the Tet Offensive, 1968.
4 Changes under Nixon, 1969–73	• The key features of Vietnamisation. Reasons for its failure. • The Nixon Doctrine and the withdrawal of US troops. • Attacks on Cambodia (1970) and Laos (1971), and the bombing of North Vietnam (1972).
Key topic 4: Reactions to, and the end of, US involvement in Vietnam, 1964–75	
1 Opposition to the war	• Reasons for the growth of opposition, including the student movement, TV and media coverage of the war and the draft system. • Public reaction to the My Lai Massacre (1968). The trial of Lt. Calley. • The Kent State University shootings (1970).
2 Support for the war	• Reasons for support for the war, including the fear of communism. • The 'hard hats' and the 'silent majority'.
3 The peace process and end of the war	• Reasons for, and key features of, the peace negotiations (1972–73). • The significance of the Paris Peace Agreement (1973). • The economic and human costs of the war for the USA.
4 Reasons for the failure of the USA in Vietnam	• The strengths of North Vietnam, including the significance of Russian and Chinese support, Vietcong tactics and the Ho Chi Minh Trail. • The weaknesses of the US armed forces. The failure of US tactics. • The impact of opposition to the war in the USA.

3 Assessment information

Paper 1: Thematic study and historic environment	(Paper codes: 1HI0/10–13)

- First assessment: May/June 2018
- The assessment is 1 hour and 20 minutes.
- The question paper is out of 52 marks.
- It comprises two sections: A and B.

Section A: historic environment

This section is worth 10%* of the total qualification.

It is marked out of 16. All questions are compulsory.

- **Questions 1 (a) and (b)**: these focus on describing features (AO1).

Question 2 is a two-part question, targeting AO3. It uses two contemporary sources. One of them may be visual, but at least one will be written.

- **Question 2 (a)**: students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context.
- **Question 2 (b)**: students suggest a follow-up enquiry relating to one of the sources.

Section B: thematic study

This section is worth 20%* of the total qualification.

It is marked out of 36.

Of the 36 marks, up to 4 marks in Question 5/6 will be awarded for spelling, punctuation, grammar and use of specialist terminology (SPaG).

All questions target AO1/AO2.

Questions 3 and 4 are compulsory. Students then select either Question 5 or Question 6.

- **Question 3**: this focuses on similarity or difference over time. Questions will cross sections of the specification and will normally span at least a century (and may span much longer periods).
- **Question 4**: this focuses on the process of change (e.g. why there was a rapid change/slow change/why change continued). Questions will normally span at least a century and may span much longer periods.
- **Questions 5/6**: requires a judgement and may focus any of the following: the *nature* or *extent* of change (change/continuity); *patterns* of change (turning points, i.e. significance); the *process* of change (factors bringing it about, i.e. causation); or the *impact* of change (i.e. consequence). Questions will normally span at least a complete period or two centuries (whichever is shorter); they may span much longer periods.

*This weighting relates to assessed content, before including marks for SPaG.

Paper 2: Period study and British depth study	(Paper codes: 1HI0/2A–2W)

- First assessment: May/June 2018.
- The assessment is 1 hour and 50 minutes.
- The question paper is out of 64 marks.
- It comprises two question and answer booklets: P and B.

Question and answer booklet P: period study

This section is worth 20%* of the total qualification.

It is marked out of 32.

All questions target AO1/AO2.

Students answer four compulsory questions:

- **Questions 1(a) and 1(b)**: these focus on consequence.
- **Question 2**: this focuses on analytical narrative, in which students write an account that not only describes what happened, but also involves analysis to find connections and make sense of events and their impact to explain why events unfolded in the way that they did. This is likely to involve a mix of second order concepts (i.e. causation, consequence, change).
- **Question 3**: students select two from a choice of three parts. Each focuses on the importance of an event/person/development in terms of what difference they made in relation to situations and unfolding developments (i.e. their consequence and significance).

Question and answer booklet B: British depth study

This section is worth 20%* of the total qualification.

It is marked out of 32.

Students answer four questions. Questions 1(a), 1(b) and 2 are compulsory. Students then select either Question 3 or Question 4:

- **Question 1 (a) and (b)**: these are compulsory and target AO1. They focus on describing features.
- **Question 2**: this is compulsory and targets AO1/AO2. It focuses on causation.
- **Questions 3/4**: These target AO1/AO2 and require a judgement. They may focus on any of the following: similarity, difference, change, continuity, causation, consequence or significance.

*This weighting relates to assessed content, before including marks for SPaG.

Paper 3: Modern depth study	(Paper codes: 1HI0/30–33)

- First assessment: May/June 2018.
- The assessment is 1 hour and 30 minutes.
- The question paper is out of 52 marks.
- It comprises two sections: A and B.

Section A

This section is worth 10%* of the total qualification.

It is marked out of 16.

Students answer two questions. Questions 1 is compulsory. Students then select either 2(a) or 2(b):

- **Question 1**: this targets AO3, and focuses on making inferences from a source.
- **Questions 2 (a) / (b)**: these target AO1/AO2, and focus on causation.

Section B

This section is worth 20%* of the total qualification.

It is marked out of 36.

Of the 36 marks, up to 4 marks in Question 3 (d) will be awarded for spelling, punctuation, grammar and use of specialist terminology (SPaG).

All question parts are compulsory.

- **Question 3 (a)**: this targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context.
- **Question 3 (b)**: this targets AO4 and uses two later written interpretations. Students explain *how* the two interpretations differ.
- **Question 3 (c)**: this targets AO4 and uses the same interpretations as part (b). Students suggest *why* the two interpretations differ.
- **Question 3 (d)**: this targets AO4 and re-uses the interpretations. It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context

*This weighting relates to assessed content, before including marks for SPaG.

Assessment of extended writing in Papers 1, 2 and 3

All GCSEs must provide opportunities for students to write responses which are of sufficient length to allow students to demonstrate the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

In this GCSE, these abilities are rewarded in the mark schemes of questions which target AO2 and which carry 8 or more marks (the precise mix of these abilities rewarded will vary depending on the nature and length of the answer expected).

Stimulus points

Many of the questions that reward extended writing provide stimulus points, which students may (but are not required to) use in their answer. Students must, however, use additional points of their own; failure to do so will be penalised in the mark schemes.

Stimulus points may be taken directly from words that appear in the specified topic content; other stimulus points may not be directly specified where these are central to, and indicated by, the specified topic content.

Assessment Objectives

	Students must:	% in GCSE
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	35
AO2	Explain and analyse historical events and periods studied using second-order[1] historical concepts.	35
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	15
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	15
	Total	**100**

Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all AOs
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Thematic study and historic environment	11.25	11.25	7.5	-	30
Paper 2: Period study and British depth study	20	20	-	-	40
Paper 3: Modern depth study	3.75	3.75	7.5	15	30
Total for GCSE	**35**	**35**	**15**	**15**	**100**

Sample assessment materials

Sample papers and mark schemes can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in History Sample Assessment Materials* (SAMs) documents.

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[1] Second order concepts are defined by the DfE's *History GCSE subject content* (April 2014) as: causation, consequence, similarity, difference, change, continuity and significance.

4 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

Forbidden combinations and discount code

There are no forbidden combinations of options within this GCSE.

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the School and College Performance Tables (please see *Appendix 1: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.gov.uk/government/organisations/department-for-education

Students should be advised that, if they take two GCSEs with the same discount code, schools and colleges to which they wish to progress are very likely to take the view that they have achieved only GCSE. The same view may be taken if students take two GCSE or other Level 2 qualifications that have different discount codes but which have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution they wish to progress to before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English. All student work must be in English.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

● the needs of the student with the disability
● the effectiveness of the adjustment
● the cost of the adjustment; and
● the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk.

Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ M1 Form* (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ M2(a) Form* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures,* available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

The GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

The first certification opportunity for this qualification will be 2018.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

Students can progress from this qualification to:

- AS and A Levels in History and other subjects.
- Vocational qualifications, such as BTEC Nationals.

Appendices

Appendix 1: Codes

Type of code	Use of code	Code
Discount codes	Every qualification is assigned to a discount code indicating the subject area to which it belongs. Discount codes are published by the DfE.	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.	The QN for this qualification is: 601/8092/4
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE – 1HI0
Paper codes	Students need to be entered for the correct paper. This is done by the use of entry codes.	Paper 1: 1HI0/10–13 Paper 2: 1HI0/2A–2W Paper 3: 1HI0/30–33
Entry codes	It is essential that the correct entry code is used as this will determine which examination papers are sent to the school. The table on the next page shows how to determine the correct entry code for the chosen options.	See next page

*https://www.gov.uk/government/publications/key-stage-4-qualifications-discount-codes-and-point-scores

Entry codes

The first digit of the entry code is determined by the combination of Paper 1 and Paper 3, while the second is determined by the choice of Paper 2.

For example to combine:

> *Medicine in Britain, c1250–present* and *the British sector of the Western Front, 1914–18: injuries, treatment and the trenches*

plus

> *Weimar and Nazi Germany, 1918–39*
>> (= first entry code digit – **F**)

with:

> *Superpower relations and the Cold War, 1941–91* and *Early Elizabethan England, 1558–88*
>> (= second entry code digit – **R**),

the entry code would be **FR**.

Paper 1: Thematic study and historic environment		Paper 3: Modern depth study	Entry code digit 1
10: Crime and punishment in Britain, c1000–present *and* Whitechapel, c1870–c1900: crime, policing and the inner city	+	**30**: Russia and the Soviet Union, 1917–41	A
		31: Weimar and Nazi Germany, 1918–39	B
		32: Mao's China, 1945–76	C
		33: The USA, 1954–75: conflict at home and abroad	D
11: Medicine in Britain, c1250–present *and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches	+	**30**: Russia and the Soviet Union, 1917–41	E
		31: Weimar and Nazi Germany, 1918–39	F
		32: Mao's China, 1945–76	G
		33: The USA, 1954–75: conflict at home and abroad	H
12: Warfare and British society, c1250–present *and* London and the Second World War, 1939–45	+	**30**: Russia and the Soviet Union, 1917–41	J
		31: Weimar and Nazi Germany, 1918–39	K
		32: Mao's China, 1945–76	L
		33: The USA, 1954–75: conflict at home and abroad	M
13: Migrants in Britain, c800–present *and* Notting Hill, c1948–c1970	+	**30**: Russia and the Soviet Union, 1917–41	N
		31: Weimar and Nazi Germany, 1918–39	P
		32: Mao's China, 1945–76	Q
		33: The USA, 1954–75: conflict at home and abroad	R

The second digit is a letter determined by the choice of specific Paper 2 topics. It corresponds to the Paper 2 reference code for each combination of topics.

Paper 2 reference	Period study	British depth study	Entry code digit 2
2A	P1: Spain and New World	B1: Anglo-Saxon and Norman England	A
2B	P1: Spain and New World	B2: King Richard I and King John	B
2C	P1: Spain and New World	B3: Henry VIII and his ministers	C
2D	P1: Spain and New World	B4: Early Elizabethan England	D
2E	P2: British America	B1: Anglo-Saxon and Norman England	E
2F	P2: British America	B2: King Richard I and King John	F
2G	P2: British America	B3: Henry VIII and his ministers	G
2H	P2: British America	B4: Early Elizabethan England	H
2J	P3: The American West	B1: Anglo-Saxon and Norman England	J
2K	P3: The American West	B2: King Richard I and King John	K
2L	P3: The American West	B3: Henry VIII and his ministers	L
2M	P3: The American West	B4: Early Elizabethan England	M
2N	P4: Superpower relations	B1: Anglo-Saxon and Norman England	N
2P	P4: Superpower relations	B2: King Richard I and King John	P
2Q	P4: Superpower relations	B3: Henry VIII and his ministers	Q
2R	P4: Superpower relations	B4: Early Elizabethan England	R
2T	P5: Conflict in the Middle East	B1: Anglo-Saxon and Norman England	T
2U	P5: Conflict in the Middle East	B2: King Richard I and King John	U
2V	P5: Conflict in the Middle East	B3: Henry VIII and his ministers	V
2W	P5: Conflict in the Middle East	B4: Early Elizabethan England	W

Appendix 2: Creating a broad and coherent course of study

Options have been selected that will meet the DfE criteria and, at the same time, allow conceptual, geographical, period and thematic links to be made between across a course of study.

Each thematic study is linked to a specific historic environment. This linked structure has been chosen because it will make for a more coherent qualification than would be the case if the historic environment were completely free standing. This linkage allows the issues studied in the historic environment to be seen within a broader thematic context.

Since the thematic studies cover both medieval and early modern British history, this provides geographical and period context for the British depth studies. In addition, the fact that the historic environments focus in depth on modern British history provides balance to the overall coverage of British history.

The modern depth studies are non-British and link conceptually to the early British depth studies: together they allow students to explore the nature of societies, the operation of power and the forces for change in power-relationships in Britain and a non-British society. Students will study in detail the issues, individuals and events that impacted on each.

Finally, the period studies have been chosen for their suitability to show unfolding narratives of substantial developments which have shaped the world we live in today. Links can be made between the period studies and modern depth studies in terms of chronology, place or issues covered.

There are many ways in which the defined content gives teachers opportunities to make the course of study coherent. Some examples are given below, showing links that exist between different parts of the course. Similar links could equally be made by replacing or moving topics in these tables, and also by redesigning it, for example to show links between the British depth and modern depth studies, or between the thematic studies and modern depth studies.

Thematic study	British depth study	Period study	Modern depth study
Medicine in Britain, c1250–present	Norman and Anglo-Saxon England, c1060–1088	The American West, c1835–c1895	Weimar and Nazi Germany, 1918–39
Period/geographical links: British medieval history	**Thematic links:** invasion and conquest	**Thematic links**: the treatment of minorities	

Thematic study	British depth study	Period study	Modern depth study
Crime and punishment in Britain, c1000–present	Henry VIII and his ministers, 1509–40	Spain and the 'New World', c1490–c1555	Mao's China, 1945–76
Period/geographical links: British early modern history	**Thematic/period links:** early modern religion	**Thematic links**: the imposition of state authority and the nature of power	

Thematic study	British depth study	Period study	Modern depth study
Warfare and British society, c1250–present	The reigns of King Richard I and King John, 1189–1216	British America, 1713–83: empire and revolution	Russia and the Soviet Union, 1917–41
Period/geographical links: British medieval history	**Thematic links:** British involvement overseas		**Thematic links:** revolution

Thematic study	British depth study	Period study	Modern depth study
Medicine in Britain, c1250–present	The reigns of King Richard I and King John, 1189–1216	Conflict in the Middle East, 1945–95	The USA, 1954–75: conflict at home and abroad
Period/geographical links: British medieval history	**Thematic/ geographical links:** international conflict in the Middle East		**Thematic/period links**: the role of the USA internationally in the twentieth century

Thematic study	British depth study	Period study	Modern depth study
Warfare and British society, c1250–present	Early Elizabethan England, 1558–88	Superpower relations and the Cold War, 1941–91	Mao's China, 1945–76
Period/geographical links: British early modern history	**Thematic links:** the nature of international rivalry		**Thematic/period links**: political ideologies in the late-twentieth century

Thematic study	British depth study	Period study	Modern depth study
Crime and punishment in Britain, c1000–present	Early Elizabethan England, 1558–88	The American West, c1835–c1895	The USA, 1954–75: conflict at home and abroad
Period/geographical links: British early modern history	**Thematic links:** discovery and exploration		**Thematic/geographical links**: the position of minorities in the USA

Thematic study	British depth study	Period study	Modern depth study
Medicine in Britain, c1250–present	Norman and Anglo-Saxon England, c1060–1088	Spain and the 'New World', c1490–c1555	Russia and the Soviet Union, 1917–41
Period/geographical links: British medieval history	**Thematic links:** invasion and conquest		**Thematic links**: the imposition of state authority and its impact on the nature of societies and economies

Thematic study	British depth study	Period study	Modern depth study
Warfare and British society, c1250–present	Henry VIII and his ministers, 1509–40	Superpower relations and the Cold War, 1941–91	Weimar and Nazi Germany, 1918–39
Period/geographical links: British early modern history	**Thematic links:** Religious/ideological conflict; state responses to challenge	**Thematic/period/ geographical links**: the lead into, and legacy of, the Second World War; Germany in the twentieth century	

Thematic study	British depth study	Period study	Modern depth study
Migrants to Britain, c800-present	Henry VIII and his ministers, 1509-40	Superpower relations and the Cold War, 1941-91	Russia and the Soviet Union, 1917-41
Period/geographical links: British early modern history	**Thematic links:** political power and factionalism	**Thematic/geographical links:** the impact of communism in the twentieth century	

Thematic study	British depth study	Period study	Modern depth study
Migrants to Britain, c800-present	Norman and Anglo-Saxon England, c1060-1088	Spain and the 'New World', c1490-1555	Weimar and Nazi Germany, 1918-39
Period/geographical links: British medieval history	**Thematic links:** invasion, conquest and enslavement	**Thematic/period links:** the treatment of minorities	

Thematic study	British depth study	Period study	Modern depth study
Migrants to Britain, c800-present	Early Elizabethan England, 1558-88	British America, 1713-83: empire and revolution	The USA, 1954-75: conflict at home and abroad
Period/geographical links: British early modern history	**Thematic links:** imperialism and decolonisation	**Thematic/period links:** the experiences of minorities	

Appendix 3: Interpreting topic content

The guidance below helps make clear expectations for what needs to be taught.

Semi colons are used to break up content to separate ideas that are related, where commas might be unclear or confusing, for example (*Option 10: Crime and punishment through time, c1000–present*).

- The abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison.

Colons are used to show where content is exclusive and limited. In the following example from Option 10 (*Key Topic 2, c1500–1700: Crime and punishment in early modern England*), the only crimes that must be studied in relation to new definitions of crime are vagabondage and witchcraft:

- New definitions of crime in the sixteenth century: vagabondage and witchcraft.

'Including' is used to draw attention to examples that are particularly relevant within the framework of broader developments, but without limiting the content to these examples. In the same section from Option 10, heresy and treason are singled out (below), as examples which must be studied because of their prominence in this period and capacity for illustrating change in the nature of crime, but they are not the only relevant examples; others may also be used to illustrate continuity with, and change from, the period *c1000–1500*.

- Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason.

Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including the Royal Historical Society, the Historical Association, the Schools History Project, teachers, and higher-education academics to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1) Subject Level Conditions and Requirements for History*, published in February 2014.

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[1] Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 5*.

From Pearson's Expert Panel for World Class Qualifications

May 2014

" The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- Extensive international comparability of subject content against the highest-performing jurisdictions in the world
- Benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- Establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- Subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice. "

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Professor Lee Sing Kong

Director, National Institute of Education, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz

Harvard Graduate School of Education

Dr Peter Hill

Former Chief Executive ACARA

All titles correct as at May 2014

Appendix 5: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.' [1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves: [2]

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate. [3]

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

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[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

[2] Koenig J A National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

[3] PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

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