

GCSE

Specification

History B

Full Course – for exams June 2010 onwards
and certification June 2011 onwards

Short Course – for exams June 2010 onwards
and certification June 2010 onwards



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Dr Michael Cresswell Director General.

Contents

1	Introduction	3
1.1	Why choose AQA?	3
1.2	Why choose History specification B?	3
1.3	How do I start using this specification?	4
1.4	How can I find out more?	4
2	Specification at a Glance	5
2.1	Summary of assessment	6
3	Subject Content	7
3.1	Unit 1: International Relations: Conflict and Peace in the 20th Century	7
3.2	Unit 2: Twentieth Century Depth Studies	9
3.3	Unit 3: Historical Enquiry	14
3.4	Unit 4: International Relations: Conflict and Peace in the 20th Century (Short Course)	20
4	Scheme of Assessment	21
4.1	Aims and learning outcomes	21
4.2	Assessment Objectives	21
4.3	National criteria	23
4.4	Prior learning	23
4.5	Access to assessment: diversity and inclusion	23
5	Administration	24
5.1	Availability of assessment units and certification	24
5.2	Entries	24
5.3	Private candidates	24
5.4	Access arrangements and special consideration	25
5.5	Language of examinations	25
5.6	Qualification titles	25
5.7	Awarding grades and reporting results	25
5.8	Re-sits and shelf-life of unit results	27
6	Controlled Assessment Administration	28
6.1	Authentication of controlled assessment work	28
6.2	Malpractice	28
6.3	Teacher standardisation	29
6.4	Internal standardisation of marking	29
6.5	Annotation of controlled assessment work	29
6.6	Submitting marks and sample work for moderation	29
6.7	Factors affecting individual candidates	30
6.8	Retaining evidence and re-using marks	30

7	Moderation	31
7.1	Moderation procedures	31
7.2	Consortium arrangements	31
7.3	Post-moderation procedures	31

	Appendices	32
A	Grade Descriptions	32
B	Spiritual, Moral, Ethical, Social, Legislative, Sustainable Development, Economic and Cultural Issues, and Health and Safety Considerations	33
C	Overlaps with other Qualifications	34
D	Key Skills	35

1 Introduction

1.1 Why choose AQA?

AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why is AQA so popular?

AQA understands the different requirements of each subject by working in partnership with teachers. Our GCSEs:

- enable students to realise their full potential
- contain engaging content
- are manageable for schools and colleges
- are accessible to students of all levels of ability
- lead to accurate results, delivered on time
- are affordable and value for money.

AQA provides a comprehensive range of support services for teachers:

- access to subject departments
- training for teachers including practical teaching strategies and approaches that really work presented by senior examiners
- personalised support for Controlled Assessment
- 24-hour support through our website and online *Ask AQA*
- past question papers and mark schemes
- comprehensive printed and electronic resources for teachers and students

AQA is an educational charity focused on the needs of the learner. All our income goes towards operating and improving the quality of our specifications, examinations and support services. We don't aim to profit from education – we want you to.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

1.2 Why choose History specification B?

This specification is one of two offered by AQA – the other is Specification A (Schools History Project), which provides the opportunity to study History in a variety of ways: in depth, across a broad span of time, through a local context and with reference to a diversity of cultures.

This specification offers maximum flexibility and choice to teachers.

- It offers a modular approach, providing the opportunity to divide assessment across years 10 and 11
- Alternatively a linear approach can be adopted, with all assessment at the end of year 11
- Throughout the specification there are opportunities to study history from a variety of perspectives, including political, social, economic and cultural, thereby helping candidates to

appreciate the diversity of the societies studied, and the experiences of the people in these societies

- It provides the opportunity to study the 20th Century in both breadth and depth
- It presents the opportunity to study the history of Britain, Europe and the world in the 20th Century
- It builds on Key Stage 3 Studies and prepares students for the study of GCE History
- Options from the previous specification have been retained, minimising the costs of resourcing
- The format of the question papers has been revised to prevent candidates being confused by complicated rubrics
- All centres will be assigned to an adviser who will be able to provide guidance on all aspects of controlled assessment.

1.3 How do I start using this specification?

Already using the existing AQA History B specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**
Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website (**http://www.aqa.org.uk/admin/p_entries.php**).

Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **centreapproval@aqa.org.uk**

1.4 How can I find out more?

Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

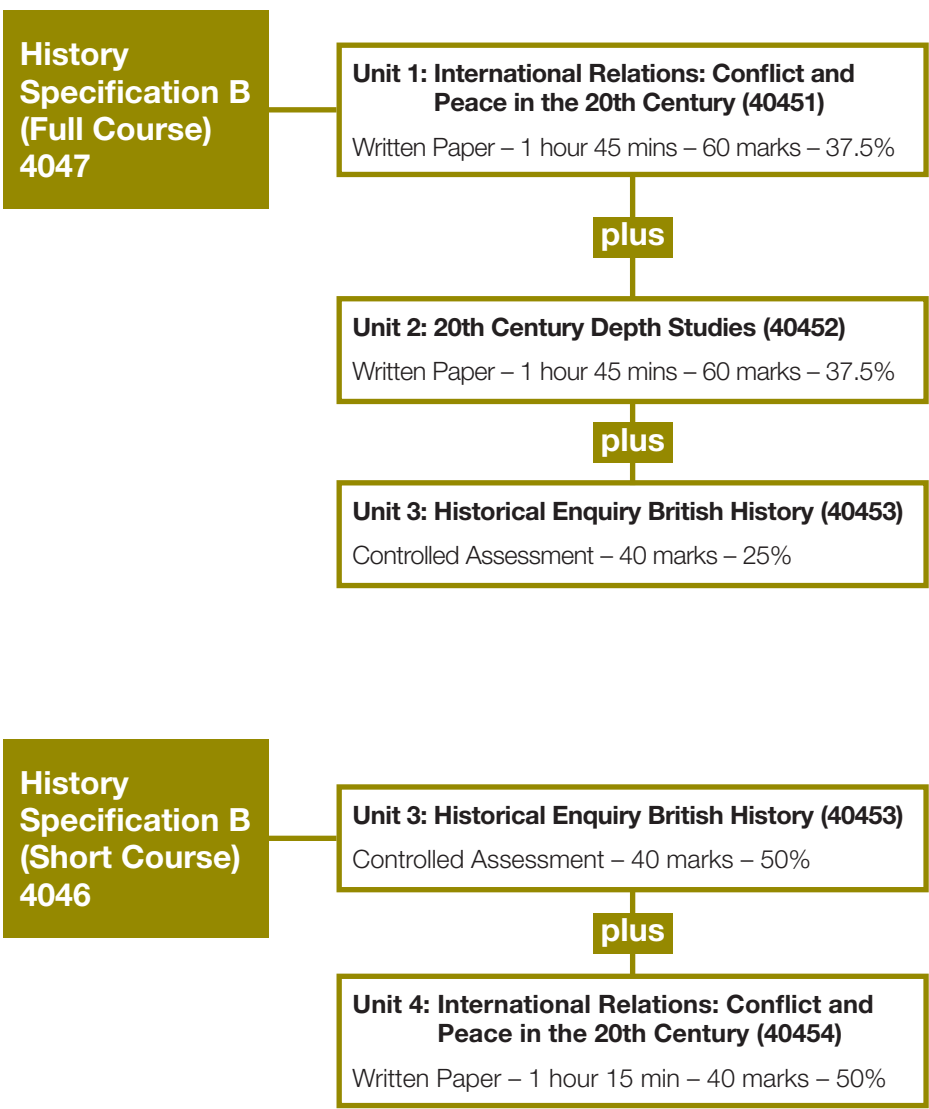
Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.php>**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **teachersupport@aqa.org.uk**

2 Specification at a Glance



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2.1 Summary of Assessment

The subject content of the specification lists the key historical issues as questions to help focus the teaching on the important features and characteristics of the periods, themes, issues or topics specified. This will facilitate an understanding of the links between key individuals, events and developments and issues specified.

Full Course

Both Units 1 and 2 will test all the assessment objectives. For AO1 and AO2 the emphasis will be on knowledge and understanding of International Relations in Unit 1 and national or regional Depth Studies in Unit 2. The understanding, analysis and evaluation of historical evidence (AO3) requires candidates to study source material, including text, pictures, diagrams and statistical information.

It is envisaged that centres will use a range of sources in their teaching of the period (such as written and visual sources, artefacts, film, ICT, paintings, photographs, music and oral accounts), where appropriate. Clearly only certain types of source can be used in the written examinations, though it is envisaged that a wider range be used in the controlled assessment.

Unit 1: International Relations: Conflict and Peace in the 20th Century

This unit provides an outline study of history. The content is on international relations and covers many of the main events of the 20th Century.

There are six questions on the examination paper. There will be three questions will be on the period pre-1939 and three questions on the period post-1945. Candidates must answer any three.

All questions have three parts. Mark allocations are as follows:

(a) 4 marks (b) 6 marks (c) 10 marks

Unit 2: 20th Century Depth Studies

This unit requires the study of contrasting or complementary governments throughout the Twentieth Century. It gives a national or regional focus to studies in depth, based on events, developments and issues in specified countries or regions.

In Section A candidates will choose one of three depth studies on the early Twentieth Century as the foundation for later developments in the period. They must answer one question from this section.

In Section B, candidates will choose two from seven national and regional depth studies to build on the understanding of the content of Section A. They must answer two questions from this section.

Section A questions have three parts. Mark allocations are as follows:

(a) 4 marks (b) 6 marks (c) 10 marks

Section B questions have two parts. Mark allocations are as follows:

(a) 8 marks (b) 12 marks

Unit 3: Historical Enquiry – British History

Unit 3 requires candidates to produce an Historical Enquiry of approximately 2000 words on Britain in the 20th Century. The tasks for the Historical Enquiry will be set by AQA. Centres are encouraged to contextualise the tasks to best suit their own specific circumstances.

Short Course

Unit 4: International Relations: Conflict and Peace in the 20th Century

The topics on this paper are the same as those in Unit 1. There are six questions on the examination paper. There will be three questions on the period pre-1939 and three questions on the period post-1945. Candidates must answer any two.

All questions have three parts. Mark allocations are as follows:

(a) 4 marks (b) 6 marks (c) 10 marks

Unit 3: Historical Enquiry – British History

The Historical Enquiry must meet the same requirements as the Full Course Historical Enquiry.

3 Subject Content

3.1 Unit 1: International Relations: Conflict and Peace in the 20th Century 40451 (Full Course)

This unit provides an outline study of the main events of the 20th Century. Candidates must answer THREE out of six questions on the following:

Part 1: The Origins of the First World War

Key issue: Why were there two armed camps in Europe in 1914?

- Development of the Triple Alliance, Entente Cordiale and Anglo-Russian Agreement: Britain's emergence from splendid isolation
- Kaiser Wilhelm II's aims in foreign policy: Weltpolitik; 'a place in the sun'; attitudes towards Great Britain; development of the Navy
- The Moroccan Crises of 1905 and 1911 and their effects on the alliances
- The Bosnian Crisis 1908–1909 and its effect on the alliances
- The arms race – military and naval: why did countries increase the size of their armies? The Anglo-German Naval Race.

Key issue: Why did war break out in 1914?

- Aims of Austria-Hungary and Serbia in the Balkans: the role of the Black Hand
- The assassination at Sarajevo: Gavrilo Princip; the response of Austria-Hungary; the ultimatum and Serbia's response
- The events leading to war; the role of the alliances in 1914
- The Schlieffen Plan and its effects on the outbreak of war; its part in bringing about Great Britain's declaration of war on Germany
- Responsibility for the outbreak of war and the escalation of the conflict.

Part 2: Peacemaking 1918–1919 and the League of Nations

Key issue: How did the Treaty of Versailles establish peace?

- The Paris Peace Conference: the aims of Clemenceau, Lloyd George and Woodrow Wilson: the Fourteen Points
- The main terms of the Treaty of Versailles: Diktat; territorial changes; military restrictions, war guilt and reparations
- The strengths and weaknesses of the Treaty of Versailles: why Germany objected to it.

Key issue: Why did the League of Nations fail in its aim to keep peace?

- Membership 1919–1939: why and how it changed; implications for the League of Nations
- Organisation, powers and peace keeping role: the Assembly; the Council; the Permanent Court of Justice; military and economic sanctions
- The Manchurian Crisis 1931–1933: events; action taken by the League; effect on the League as a peace keeping force
- The Abyssinian Crisis 1935–1936: events; action taken by the League; effect on the League as a peacekeeping force
- The reasons for the collapse of the League.

Part 3: Hitler's foreign policy and the origins of the Second World War

Key issue: How did Hitler challenge and exploit the Treaty of Versailles 1933–March 1938?

- Hitler's aims in foreign policy
- The return of the Saar, 1935
- The beginning of rearmament in Germany: withdrawal from the Disarmament Conference 1933; non-aggression Pact with Poland 1934; reintroduction of conscription from 1935; Anglo-German Naval Agreement 1935
- The remilitarisation of the Rhineland 1936
- The Anschluss with Austria 1938.

Key issue: Why did Chamberlain's policy of appeasement fail to prevent the outbreak of war in 1939?

- Reasons for and against appeasement
- The Sudeten Crisis and Munich Agreement, 1938

- The collapse of Czechoslovakia March, 1939
- The role of the USSR 1938–1939: the Nazi-Soviet Pact
- Poland and the outbreak of war
- Responsibility for the outbreak of war.

Part 4: The Origins of the Cold War 1945–1955

Key issue: Why did the USA and USSR become rivals in the years 1945–1949?

- Ideological differences and their effects
- The Yalta and Potsdam Conferences
- The dropping of the atom bomb and its effects: Hiroshima and Nagasaki
- The Iron Curtain: Soviet expansion in the East; Czechoslovakia, 1948
- The Truman Doctrine: the situation in Greece and Turkey; the purpose of Truman Doctrine
- The Marshall Plan: effect of Marshall Aid and the Soviet response; Cominform and Comecon; Yugoslavia
- The Berlin Blockade and Airlift.

Key issue: How did the Cold War develop in the years 1949–1955?

- The formation of NATO: its membership and purpose
- The nuclear arms race: atom bomb; hydrogen bomb
- The Korean War, 1950–1953: reasons for involvement of UN and USA; the role of MacArthur; the part played by USSR and China
- The ‘Thaw’: death of Stalin; Austria; Khrushchev’s policy of peaceful co-existence
- The formation of the Warsaw Pact: membership and purpose.

Part 5: Crises of the Cold War 1955–1970

Key issue: How peaceful was Peaceful Co-existence?

- Hungary, 1956: causes of the rising, why it was a threat to the USSR and how the soviets dealt with it; the effects on Europe and the Cold War
- The continuation of the nuclear arms/space race: Sputnik 1; ICBMs; Polaris; Gagarin; Apollo
- The U2 Crisis 1960: the purpose of U2; the responses of the USA and the USSR to the crisis; the effect on the Paris Summit and the peace process
- The situation in Berlin: the Berlin Wall; Kennedy’s response.

Key issue: How close to war was the world in the 1960s?

- The nuclear deterrent: progress with nuclear disarmament; the space race in the 1960s
- The Cuban Missile Crisis, 1962: the effect of Castro’s seizure of power in Cuba; Kennedy and the Bay of Pigs; Khrushchev and the missile crisis of 1962; Kennedy’s response; the danger to the world; the results of the crisis; the effect on Kennedy and Khrushchev
- Czechoslovakia, 1968: Dubcek and the Prague Spring; why it concerned the USSR and the Warsaw Pact and their response to it; the effects on East-West relations; the comparison with Hungary, 1956; the Brezhnev Doctrine.

Part 6: Failure of Détente and the collapse of communism 1970–1991

Key issue: Why did Détente collapse in the 1970s and 1980s?

- The Soviet involvement in Afghanistan: reasons for Soviet involvement; reaction of President Carter and the USA to the war; progress of the war; the failure of SALT 2; the Olympic boycotts
- Reagan and the renewal of the Cold War: attitudes to communism; development of new weapons; SDI
- Solidarity in Poland: conditions in Poland; Lech Walesa; aims and suppression.

Key issue: Why did communism collapse in Central and Eastern Europe?

- Soviet failure in Afghanistan and its political and economic effects on the USSR
- Gorbachev and Reagan: changing attitudes: Glasnost and Perestroika; changes in domestic and foreign policy and their effects; the collapse of the USSR
- The end of Soviet control in Eastern Europe: the success of Solidarity; the end of the Berlin Wall; Czechoslovakia and Hungary; the fate of Gorbachev; the end of the Cold War.

3.2 Unit 2: Twentieth Century Depth Studies 40452 (Full Course)

This unit offers Depth Studies of national or regional issues and developments. There are two sections, A and B. Depth Study topics are as follows:

Section A

- From Tsardom to Communism: Russia, 1914–1924
- Weimar Germany, 1919–1929
- The Roaring 20s: USA, 1919–1929

Section B

- Stalin's Dictatorship: USSR, 1924–1941
- Hitler's Germany, 1929–1939
- Depression and the New Deal : The USA, 1929–1941
- Race Relations in the USA, 1955–1968
- The USA and Vietnam : Failure Abroad and at Home, 1964–1975
- Britain: The Challenge in Northern Ireland, 1960–1986
- The Middle East, 1956–1979

One question will be set on each of the ten topics.

Section A

Candidates must answer **one** question.

1. From Tsardom to Communism: Russia, 1914–1924

Key issue: Why did the rule of the Tsar collapse in February/March 1917?

- The government of Nicholas II in 1914; the nature of Russian society in 1914; the importance of traditional loyalties; the emergence of opposition groups
- The impact of the First World War on Russia: initial patriotism; military defeats; effects on the cities such as food and fuel shortages; transport dislocation
- The growing unpopularity of the Romanovs; the role of Rasputin; the Tsar's abdication.

Key issue: Why were the Bolsheviks able to seize power in October/November 1917?

- The problems facing the Provisional Government: sharing power with the soviets; the inherited economic situation; peasants and the land; political opposition; the war
- Failures of the Provisional Government: continued defeats in the war and their effects on the Provisional Government at home
- The growth of the Bolshevik organisation in summer/autumn 1917; the Bolshevik seizure of power.

Key issue: How successful was Lenin in creating a new society in Russia?

- The initial establishment of totalitarian rule; the end of the First World War for Russia and the Treaty of Brest-Litovsk
- The causes and nature of the Civil War, 1918–1921; reasons for and consequences of Bolshevik success; the creation of the USSR
- Economic policies: War Communism and the New Economic Policy
- The roles and achievements of Lenin and Trotsky.

2. Weimar Germany, 1919–1929

Key issue: How far do the early problems of the Weimar Republic suggest that it was doomed from the start?

- The origins of the Weimar Republic; the armistice; the effects of the Treaty of Versailles
- Political problems: the constitution and its consequences for government; political instability
- Challenges to Weimar, 1919–1923: the Spartacists; attempted takeovers by the right-wing: the Freikorps; Kapp Putsch; Munich Putsch
- Economic problems leading to hyperinflation; the invasion of the Ruhr.

Key issue: How far did the Weimar Republic recover under Stresemann?

- The role of Stresemann, as Chancellor and then Foreign Minister
- The recovery of the economy: new currency; the Dawes and Young Plans
- Developments in international relations: Locarno Pact, League of Nations, Kellogg-Briand Pact
- The extent of recovery – politically, economically and culturally.

Key issue: How far did the Nazi Party develop its ideas and organisation up to 1929?

- Early career of Hitler; German Workers' Party under Drexler; early development of the Nazi Party
- The Munich Putsch and its consequences; Mein Kampf
- Decline in support in the Stresemann years; consolidation of Nazi organisation in the later 1920s.

3. The Roaring 20s: USA, 1918–1929

Key issue: How and why did the USA achieve prosperity in the 1920s?

- Isolationism and its effects: American rejection of the Treaty of Versailles and refusal to join the League of Nations; the consequences for the USA
- Tariff policy: Fordney-McCumber Tariff of 1922
- Mass production (e.g. Ford and the Motor industry); consumer industries and advertising
- Hire Purchase; purchase of shares; the stock market boom; Republican Government policies
- Developments in the entertainment industries, e.g. the cinema, Jazz.

Key issue: How far was the USA a divided society in the 1920s?

- Rich versus poor: continuation of poverty for some – e.g. farmers
- Race: immigration controls; the quota system of 1921; National Origins Act of 1924; the Ku Klux Klan and its activities
- Prohibition: groups for and against it; organised crime; the impact on society
- Young people: fashions, flappers.

Key issue: Why did the US Stock Exchange collapse in 1929?

- The problems of the 1920s: over-production, lack of credit control; the effects of tariff policy; unequal distribution of wealth
- The Wall Street Crash: events and immediate consequences.

Section B

4. Stalin's Dictatorship: USSR, 1924–1941

Key issue: To what extent had Stalin become a personal dictator in Communist Russia by the end of the 1920s?

- The death and funeral of Lenin; the background of Stalin and Trotsky; Lenin's Testament
- Stalin and Trotsky's claims to power; how their policies differed
- Communist rule in the later 1920s: government, censorship and propaganda
- The power struggle between Stalin and Trotsky and other rivals in the 1920s; emergence of Stalin as sole ruler of the USSR.

Key issue: How did Stalin reinforce his dictatorship in the 1930s?

- The control of the Communist Party over the government; the Constitution of 1936
- The purges: the reasons for; the extent of; show trials; the Great Terror; the army; consequences
- The cult of personality; censorship; propaganda; secret police; informers; labour camps.

Key issue: To what extent did Stalin make the USSR a great economic power?

- The economic situation in the USSR in the late 1920s; the achievements of NEP; the need for economic growth
- Collectivisation: the theory, the process and the results
- Industrialisation: the Five-Year Plans; the growth of industry; economic, political and social consequences.

5. Hitler's Germany, 1929–1939

Key issue: How and why was Hitler able to become Chancellor in January 1933?

- The impact of the Wall Street Crash and Depression in Germany; growth in support for the Nazis and other extremist parties
- The Weimar system of government and the failure of democracy; the elections of 1930 and 1932; invitation to lead a coalition government, 1933; reactions among German people.

Key issue: How did Hitler change Germany from a democracy to a Nazi dictatorship, 1933–1934, and then reinforce this?

- The Reichstag Fire; the election of March 1933; the Enabling Act
- The elimination of political opposition: political parties, trade unions; the Night of the Long Knives; the death of Hindenburg; Hitler becomes Führer
- One party law and order: SS and Gestapo; concentration camps; propaganda; censorship; the media; control of education; youth movements; control of the churches.

Key issue: To what extent did Germans benefit from Nazi rule in the 1930s?

- Economic policy: increased employment through public works programmes, rearmament and conscription; self-sufficiency
- Social policy: standards of living; promises to the German people; effects of Nazi policy on the lives of women; effects on culture
- Racial persecution: the Jews and other alien groups, e.g. gypsies.

6. Depression and the New Deal: The USA, 1929–1941

Key issue: How serious were the effects of the Depression on the American people?

- The effects of the Wall Street Crash: the collapse of business and industry; unemployment and its effects
- The attempts of Hoover's government to deal with the depression; economic failure
- The unpopularity of Hoover and the election of Roosevelt.

Key issue: How did Roosevelt deal with the Depression?

- Roosevelt's fireside chats; banking crisis; New Deal helping farmers, unemployed, home owners, workers, depressed areas
- The main Alphabet Agencies: AAA, FERA, CWA, PWA, WPA, CCC and TVA
- Helping industry: the NRA
- The HOLC and the Social Security Act.

Key issue: How far was the New Deal successful in ending the Depression in the USA?

- The effectiveness of the New Deal in achieving its aims; its limitations; the Second New Deal
- Criticisms and opposition to the New Deal from the Supreme Court and some politicians
- The impact of the Second World War on American economic recovery, 1939–1941: increase in US exports; policy of Lend-Lease; effects within USA.

7. Race Relations in the USA 1955–1968**Key issue: To what extent did racial inequality exist in the USA in the 1950s?**

- Segregation laws; attitudes in the Southern States; the Ku Klux Klan
- Rosa Parks and the Montgomery Bus Boycott, 1955–1956
- Brown versus Topeka Board of Education
- Little Rock High School, 1957
- Living standards for African Americans.

Key issue: How effective were the methods used by members of the Civil Rights Movement between 1961–1968?

- The Freedom Rides, 1961; Freedom Marches 1963
- The Washington March, 1963
- Black Power protests at the Mexico Olympics, 1968
- The Black Power movement in the 1960s.

Key issue: How important was Martin Luther King in the fight for Civil Rights in the USA?

- His role as a protest organiser, 1955–1963
- The Civil Rights Act, 1964
- Winning the Nobel Peace Prize, 1964
- Race Riots, 1965–1967
- The assassination of Martin Luther King.

8. The USA and Vietnam: Failure Abroad and at Home, 1964–1975**Key issue: How effective were guerrilla tactics during the Vietnam War?**

- The theory of Guerrilla warfare
- Guerrilla tactics, 1964–1968
- The US response to guerrilla tactics: Operation Rolling Thunder; ‘Hearts and Minds’; Agent Orange and Napalm; Search and Destroy
- The My Lai Massacre, 1968.

Key issue: How did the coverage of the Vietnam War in the USA lead to demands for peace?

- TV and media coverage of the war, from the Gulf of Tonkin to the evacuation of Saigon
- Protest movements in the USA, 1968–1973
- The public reaction to the My Lai Massacre, the trial of Lieutenant Calley
- The Kent State University protest, 1970
- The Fulbright Hearings, 1971.

Key issue: Why were the US actions to end the Vietnam War unsuccessful?

- The Tet Offensive and its impact on the war, 1968
- Attacks on Laos and Cambodia, 1970
- US bombing of the North and attacks on Laos and Cambodia, 1970–1972
- The Paris Peace Conference and US withdrawal
- The fall of Saigon, 1975.

9. Britain: The Challenge in Northern Ireland, 1960–1986

Key issue: How far did political and economic inequalities lead to the Troubles in the 1960s and 1970s?

- Religious divisions
- Political and economic equality in Northern Ireland; inequality in local and national government
- Economic inequality in Northern Ireland
- Prime Minister Terence O'Neill; North-South cooperation, 1965
- The University of Ulster, Craigavon New Town, 1967
- Civil rights marches, 1968–1969.

Key issue: Why was it difficult to find a solution to the Troubles in the 1960s and 1970s?

- Civil rights marches, 1968–1969
- The British army in Northern Ireland, 1969; Internment 1970–1971; Direct Rule, 1972
- Bloody Sunday, 1972
- Power-sharing, 1973
- Terrorism; the Provisional IRA and UVF.

Key Issue: How far from peace was Ireland by the mid 1980s?

- Sinn Fein and the SDLP
- Hunger Strikes, 1980–1981; the death of Bobby Sands
- Mainland bombings: Harrods, 1983; the Grand Hotel Brighton, 1984
- The Anglo-Irish Agreement, 1985
- The abolition of the Northern Ireland Assembly, 1986.

10. The Middle East: 1956–1979

Key issue: How far did the events of the years 1956 to 1967 show how difficult it was to find a solution to the problems in the Middle East?

- The background to the problems in the Middle East
- The Suez Crisis, 1956; the end of British influence
- The founding of the Palestine Liberation Organisation (PLO), 1964
- The Arab Summits, 1964–1965
- The Six Day War, 1967.

Key issue: How close to victory were the Arabs in the 1970s?

- Hijackings, 1970–1972
- The Munich Olympics, 1972
- The Yom Kippur War, 1973
- Oil wars and economic pressures, 1973
- The PLO, 1974–1975; Yasser Arafat speaking at the UN Assembly, 1975.

Key issue: How close was the Middle East to peace by the end of the 1970s

- The Israeli occupation and settlement of the West Bank and Gaza, 1977
- President Sadat speaking to the Israeli Parliament, 1977
- The Israeli invasion of the Lebanon, March 1978
- The meeting at Camp David, September 1978
- Signing of the peace treaty between Egypt and Israel, March 1979.

3.3 Unit 3: Historical Enquiry

40453 (Full Course)
40453 (Short Course)

Introduction

This unit will be assessed by means of controlled assessment. Candidates will submit their responses to two questions on Britain in the 20th Century, prepared under controlled conditions.

Controlled Assessment Advisers will be available to provide guidance to centres.

Task Setting

Tasks will be set by the AQA. Each year a two-part Historical Enquiry will be set on each of the optional topics in this unit. The task will be published each year. Historical Enquiries will be replaced on an annual basis and will only be available for one assessment opportunity. The optional topics are as follows:

- The British People in War
- Britain at War
- Britain and the Aftermath of War
- The Changing Role and Status of Women since 1900

Release Date	For Submission
September 2009	June 2010
November 2009	June 2011

Subsequently, material will be released in September of the academic year preceding the year of submission.

Each Historical Enquiry will focus on the evaluation of sources and historical interpretations (AO3). Centres and candidates will select their own sources. This provides the opportunity to contextualise the Historical Enquiry to suit centres' individual circumstances e.g. to provide a local dimension to the study.

At least one of the sources should be a representation or an interpretation later than the event.

Task Taking

Preparation

As the controlled assessment is worth 25% of the overall mark in the Full Course (50% in the Short Course), you are advised to spend 25% of the teaching time on this unit (50% in the Short Course). You should prepare candidates for the topic by teaching a general overview of the content before giving the Historical Enquiry questions to candidates, thereby providing candidates with an understanding of the wider historical context of the chosen topic.

The two parts of the enquiry task do not have to be completed at the same time. This means that they may be carried out at appropriate points in the course of study.

During this phase you should also ensure that candidates are familiar with the assessment criteria for the Historical Enquiry, and that they are aware of the weighting given to AO3: understanding, analysing and evaluating a range of sources as part of an historical enquiry and how aspects of the past have been interpreted in different ways.

Researching and Planning

Having taught the preparatory phase you are advised to give candidates between 8 to 10 hours to carry out their research for the chosen Historical Enquiry. During this time candidates should have access to relevant primary and secondary sources. To inform their research, candidates may make use of any further resources available in the school or college, including the internet and library. They must keep a record of all the sources and websites they use, to assist the teacher in authenticating their work.

Candidates should record their work in a research diary. This diary will be used when answering the Historical Enquiry questions in controlled conditions. You should retain the diary once the controlled assessment has been completed. The diary will not be assessed, but it will provide evidence that the controlled assessment is the candidate's own work.

You may give feedback to individual candidates during the research and planning phase, but all feedback must be recorded in the research diary.

Candidates may work together during the research and planning phase. For example they may discuss ideas and interpretations in groups or discuss sources they have found, but each candidate must produce an individual response to the Historical Enquiry questions in the analysis and evaluation phase.

Analysis and Evaluation

Candidates must produce a response to the two Historical Enquiry questions of about 2000 words in a period of approximately four hours. While writing their individual responses, candidates must work independently and complete all work under formal supervision by a teacher or invigilator. An approximate guide to the number of words and time which candidates should spend on each question is as follows:

Question 1	1 hour 30 minutes	800 words
Question 2	2 hours	1200 words

The Analysis and Evaluation phase may be completed in one session, or may be divided into shorter sessions. If a number of sessions are used, the teacher or invigilator must collect all material in at the end of each session. Materials should be kept in secure conditions until the start of the next session, when they can be returned to candidates. Candidates must not bring any new material into the room with them once the Analysis and Evaluation phase has started.

During the writing up of the Historical Enquiry, candidates may have access to their research diary and the sources they have found in the research and planning phase. Candidates must not have access to any additional source material or the internet while writing up their responses.

All sources used in the writing up of the Historical Enquiry must be listed in a bibliography. This must be submitted with the completed responses for moderation at the end of the Analysis and Evaluation phase.

Responses may be either handwritten or word processed. Candidates using laptops/PCs to write their controlled assessment cannot have access to the internet, e-mail, floppy disks or memory sticks as this could breach the controlled conditions. If the analysis and evaluation stage is divided into a number of shorter sessions, centres should ensure that work is saved securely to ensure that candidates cannot amend or add to the saved material between sessions.

At the end of the Analysis and Evaluation phase all work must be collected in, including the research diary, the controlled response to the Historical Enquiry and bibliography. For further information on administration please refer to Section 6 of this specification.

Task Marking

You must mark all responses using the Historical Enquiry mark scheme in this specification. AQA will then moderate responses according to the procedures outlined in Section 7.

Historical Enquiry: Content

This unit offers **four** different Historical Enquiry topics, assessed by Controlled Assessment, on different aspects of British history in the 20th Century.

Candidates must select **one** of the areas of study.

1. The British People in War

Key questions:

How did the First World War and the Second World War change the way of life of the people of Britain?

To what extent and why did the experience of the British people at war in the First World War differ from their experience in the Second World War?

Unless specified, the following topics relate to both the First and Second World Wars:

- Censorship and Propaganda
- Recruitment and Conscriptio
- Rationing and the effects of submarine warfare
- Home Defence: the dangers of attack and invasion; the Home Guard in the Second World War
- Evacuation in the Second World War
- Air raids in the First World War; the Blitz and air raid precautions in the Second World War
- Role of Women
- Attitudes to war.

2. Britain at War

Key questions:

What differences were there in the methods of fighting in the different modes of warfare in the First World War and the Second World War?

Why were Britain and her allies victorious in the First World War and the Second World War?

- War on Land in the First World War and the Second World War: trench warfare and the Western Front in the First World War; Dunkirk, D-Day and their effects in the Second World War
- War at Sea in the First World War and the Second World War
- War in the Air in the First World War and the Second World War
- New technology in warfare in the First World War: gas, tanks, machine gun, air power and their impact on the fighting
- New technology in warfare in the Second World War: air power, naval power, tanks, blitzkrieg and their impact on the fighting.

3. Britain and the Aftermath of War

Key questions:

To what extent was the 1920s and 1930s a period of industrial unrest and economic depression?

How far did the reconstruction of Britain in the late 1940s and 1950s change Britain?

Britain in the 1920s and 1930s:

- Economic problems resulting from the aftermath of war
- The General Strike
- Reasons for the Depression in Britain
- 'Depressed Britain' in the 1930s
- 'Prosperous Britain' in the 1930s
- Government actions to deal with industrial unrest and economic depression.

Britain in the late 1940s and 1950s:

- The Welfare State
- Education
- Nationalisation
- Decline of Empire: India, the 'Wind of Change'.

4. The Changing Role and Status of Women in Britain since 1900

Key questions:

How did women achieve a greater equality of status throughout the 20th Century?

What impact did the two world wars have on the status of women in Britain?

- Position and status of women in Britain in 1900
- Right to vote: suffragists and suffragettes, 1900–1914
- The role of Women in the First World War and its impact
- The role of Women in the Second World War and its impact
- Post War legislation to promote equality for women
- Position and status of women in Britain in 2000.

Assessment Criteria for the Historical Enquiry

The mark scheme for the Historical Enquiry is arranged into a series of **Levels** of response representing differences in the quality of work.

- A range of marks is allocated to each Level
- Questions should always be initially assessed in terms of Levels rather than marks
- Having decided the Level into which an answer to a question falls the teacher then awards an appropriate mark within that Level.
- The total mark for the Historical Enquiry is simply the sum of the marks for the questions within the enquiry.

The Level descriptors in the mark scheme, the number of Levels and the mark weightings for each Level are all **AQA requirements**. Centres should **not** use other marking criteria, nor a different number of Levels, nor changed mark weightings.

A sustained performance is needed before Level 3 or Level 4 can be awarded.

Having decided on the Level, think in terms of awarding a **notional mark** in the middle of the range. **Move up or down from this mark by taking the following considerations into account:**

- Is the answer precise in its use of supporting information?
- How detailed is the answer?
- How factually accurate is the answer?
- How well is a particular Level sustained in the answer?
- In terms of the candidate's **quality of written communication skills**, is the answer cogently and logically developed and generally coherent and sustained? i.e. is the answer:
 - Presenting relevant information in a form that suits the purpose?
 - Legible, with accurate spelling, punctuation and grammar so that meaning is clear?
 - Written in an appropriate style with a suitable structure?

If the answer exhibits many positive features from this list, it should be rewarded with the higher or highest marks within the Level.

Fewer positive features would place the mark at the lower or lowest mark within the Level.

The overall aim is to mark **positively**, giving credit for what candidates know, understand and can do.

3

Mark Scheme for the Historical Enquiry

Question 1

Select FIVE sources. Explain how useful these sources have been in informing you in your enquiry.

Target: Analysis of sources to assess utility (AO3: 12 marks) with supporting knowledge (AO1/2: 3 marks)

The candidate either submits no evidence or fails to answer the question.

0 marks

Level 1 Basic comprehension/description

Either:

The candidate shows the ability to extract information from the sources chosen in the research.

e.g. accepts the content of the source(s) at face value and describes the source(s).

Or:

The candidate shows the ability to use **knowledge only** to describe relevant aspects of the topic.

The candidate may communicate by demonstrating simple understanding of the rules of spelling, punctuation and grammar. The response is generally coherent but basic in development.

1–3 marks

Level 2 Simple understanding

The candidate provides a simple explanation of the usefulness of the sources selected.

e.g. **analyses** the content of the sources researched to make some comment on usefulness

e.g. **evaluates** the sources researched in a simple/generic manner and provides some relevant **knowledge** to support the source content.

The candidate may communicate by demonstrating developed understanding of the rules of spelling, punctuation and grammar. The response is reasonably well organised and presented in a clear and effective manner.

4–7 marks

Level 3 Developed understanding

The candidate demonstrates in the selection of sources an understanding of the issues involved in analysing and evaluating historical sources **in some depth** to draw conclusions regarding their usefulness. Knowledge, where applied, will support these conclusions.

e.g. a response that meets the demands of the question by mainly or entirely **evaluating** the five sources selected in a developed manner by reference to the nature, purpose and provenance of the sources.

e.g. a response that **analyses** the meaning of the content of the five sources in depth and provides some supporting **knowledge** to explain the sources in assessing their usefulness.

The candidate may communicate by demonstrating developed understanding of the rules of spelling, punctuation and grammar. The response is well organised with an appropriate form and style of writing. Some specialist vocabulary is used. 8–12 marks

Level 4 Complex understanding

The candidate demonstrates in the selection of sources a complex understanding in examining utility by integrating all three of the following skills in a **sustained explanation**:

- source **evaluation** skills – examining reliability, purpose, limitations in assessing the utility of the sources selected
- **analysis** of content and meaning of the five sources in assessing utility
- application of **knowledge** in explaining the sources, e.g. a response that:
 - (i) expands on Level 3, effectively combining both examples
 - (ii) makes a balanced overarching judgement(s) regarding the utility of the five sources.

The candidate may communicate by demonstrating highly developed/complex understanding of the rules of spelling, punctuation and grammar. The response is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively. 13–15 marks

Question 2

An interpretation in the form of a quotation, followed by ‘how far do the sources you have used support this interpretation?’

Target: Analysis and evaluation of sources to test an interpretation (AO3: 20 marks) with supporting knowledge (AO1/2: 5 marks)

The candidate either submits no evidence or fails to answer the question. 0 marks

Level 1 Basic comprehension/description

Either:

The candidate shows the ability to extract information from sources selected from the research **which are taken at face value**

e.g. accepts the content of the sources and describes them

Or:

The candidate shows the ability to use **knowledge only** to describe relevant aspects of the topic.

The candidate may communicate by demonstrating simple understanding of the rules of spelling, punctuation and grammar. The response is generally coherent but basic in development. 1–5 marks

Level 2 Simple understanding

The candidate's selection of sources and simple evaluation of source material enables a comparison of information given in the sources to be made and/or to draw simple conclusions about the validity of the interpretation. e.g. **evaluates** the sources in a simple/generic manner (e.g. by simple or thinly developed references to audience or medium) in making simple observations about the validity of the interpretation, **analyses** the content of the sources researched to show that there is sufficient **or** insufficient evidence to support the interpretation; and provides some relevant **knowledge** to support the source content. May identify reasons to suggest why the interpretation may be supported or rejected.

(Answers that would normally be placed in Levels 3 or 4 but consider only up to four sources should be placed in this Level)

The candidate may communicate by demonstrating developed understanding of the rules of spelling, punctuation and grammar. The response is reasonably well organised and presented in a clear and effective manner. 6–12 marks

Level 3 Developed understanding

The candidate's selection of sources and developed evaluation of source material demonstrates an understanding of the issues involved in analysing historical sources **in some depth** to draw conclusions regarding the interpretation. Knowledge, where applied, will support the source interpretation. e.g. a response that **evaluates** the sources in a developed manner (e.g. by reference to their nature, purpose and provenance) to make conclusions about the validity of the interpretation, **analyses** the content of the sources in depth and provides supporting **knowledge** to explain the sources in testing the interpretation; an answer that shows agreement **and** disagreement with the interpretation and seeks to explain the reasons for the differences in the interpretation.

(Answers that would normally be placed in Level 4 but consider five to seven sources should be placed in this Level)

The candidate may communicate by demonstrating developed understanding of the rules of spelling, punctuation and grammar. The response is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

13–20 marks

Level 4 Complex understanding

The candidate's selection of sources produces a complex understanding in testing the interpretation. All three of the following skills are present in a **sustained explanation**:

- source **evaluation** skills – assessing reliability, purpose, provenance, usefulness, limitations of the sources researched in testing the interpretation
- **analysis** of the meaning/content of the sources researched in testing the interpretation
- application of **knowledge** to explain/support the sources in testing the interpretation.

e.g. a response that:

- expands on Level 3 by offering **sustained explanation and** including evaluation of the sources
- makes a balanced **judgement(s)** on the evidence presented regarding the interpretation. That judgement may support or reject the interpretation after considering both points of view, or partially support and partially accept the interpretation.

The candidate may communicate by demonstrating highly developed/complex understanding of the rules of spelling, punctuation and grammar. The response is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

21–25 marks

(Answers in Level 4 will be expected to consider the minimum number of 8 sources indicated in the questions)

3.4 Unit 4: International Relations: Conflict and Peace in the 20th Century

40454 (Short Course)

Candidates must answer two questions. The content of this Unit is identical to that of unit 1 in Section 3.1 of this specification.

4 Scheme of Assessment

4.1 Aims and learning outcomes

GCSE specifications in history should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. They should prepare learners to make informed decisions about further learning opportunities and career choices.

GCSE courses based on this specification should encourage candidates to:

- actively engage in the process of historical enquiry to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- develop their knowledge and coherent understanding of selected periods, societies and aspects of history
- develop an awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes
- develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context
- organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgements
- recognise that their historical knowledge, understanding and skills help them understand the present and also provide them with a basis for their role as responsible citizens, as well as for the possible further study of history.

4.2 Assessment Objectives (AOs)

The assessment units will assess the following assessment objectives in the context of the content and skills set out in Section 3 (Subject Content).

Assessment Objectives		% Weighting Short Course	% Weighting Full Course
AO1	Recall, select and communicate their knowledge and understanding of history	30	32.5
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> key concepts: causation, consequence, continuity, change and significance within an historical context key features and characteristics of the periods studied and the relationship between them 	30	32.5
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> a range of source material as part of an historical enquiry how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry 	40	35

Quality of Written Communication (QWC)

GCSE specifications which require candidates to produce written material in English must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter

- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification QWC will be assessed in Unit 1 questions 1–6 (b) and (c), Unit 2 questions 1–3 (b) and (c) and 4–10 (b), and Unit 3 questions 2 and 3 and Unit 4 all questions.

Weighting of the Assessment Objectives for GCSE Short Course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE Short Course units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 4	Unit 3	
AO1	25	5	30
AO2	25	5	30
AO3	0	40	40
Overall weighting of units (%)	50	50	100

Weighting of the Assessment Objectives for GCSE Full Course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE units.

Assessment Objectives	Unit Weightings (%)			Overall Weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	
AO1	15	15	2.5	32.5
AO2	15	15	2.5	32.5
AO3	7.5	7.5	20	35
Overall weighting of units (%)	37.5	37.5	25	100

4.3 National criteria

This specification complies with the following:

- The Subject Criteria for History B including the rules for Controlled Assessment
- Code of Practice
- The GCSE Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria
- The requirements for qualifications to provide access to Levels 1 and 2 of the National Qualification Framework.

4.4 Prior learning

There are no prior learning requirements.

However, any requirements set for entry to a course following this specification are at the discretion of centres.

4.5 Access to assessment: diversity and inclusion

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

The revised GCSE qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any candidates regardless of their ethnic origin, religion, gender, age, disability or sexual orientation. If this was the case, the situation was

reviewed again to ensure such competences were included only where essential to the subject. The findings of this process were discussed with groups who represented the interests of a diverse range of candidates.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Further details are given in Section 5.4.

5 Administration

5.1 Availability of assessment units and certification

Examinations and certification for this specification are available as follows:

	Availability of Units				Availability of Certification	
	Unit 1	Unit 2	Unit 3	Unit 4	Short Course	Full Course
January 2010						
June 2010	✓		✓	✓	✓	
January 2011 onwards	✓					
June 2011 onwards	✓	✓	✓	✓	✓	✓

5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 – 40451
 Unit 2 – 40452
 Unit 3 – 40453
 Unit 4 – 40454

GCSE Short Course certification – 4046
 GCSE certification – 4047

QCA's 40% terminal rule means that 40% of the assessment must be taken in the examination series in which the qualification is awarded. This rule is not dependent on the size of the qualification. Therefore, all GCSE candidates, whether taking short course, single and double awards, must have 40% of their assessment taken at the end.

5.3 Private candidates

This specification is available to private candidates. Private candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*. Arrangements must be agreed with AQA for the assessment and authentication of controlled assessment.

5.4 Access arrangements and special consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*.

This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

Access arrangements

We can make arrangements so that candidates with special needs can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

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

5.5 Language of examinations

We will provide units for this specification in English only.

5.6 Qualification titles

Qualifications based on this specification are:

- AQA GCSE Short Course in History B
- AQA GCSE in History B.

5.7 Awarding grades and reporting results

The GCSE and GCSE short course qualifications will be graded on an eight-grade scale: A*, A, B, C, D, E, F and G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.

We will publish the minimum raw mark for each grade, for each unit, when we issue candidates' results. We will report a candidate's unit results to centres in terms of uniform marks and qualification results in terms of uniform marks and grades.

Unit 1 Full Course

(maximum uniform mark = 90)

Grade	Uniform Mark Range
A*	81–90
A	72–80
B	63–71
C	54–62
D	45–53
E	36–44
F	27–35
G	18–26
U	0–17

Unit 3 (controlled assessment) Full Course and Short Course

(maximum uniform mark = 60)

Grade	Uniform Mark Range
A*	54–60
A	48–53
B	42–47
C	36–41
D	30–35
E	24–29
F	18–23
G	12–17
U	0–11

Unit 2 Full Course (maximum uniform mark = 90)

Grade	Uniform Mark Range
A*	81–90
A	72–80
B	63–71
C	54–62
D	45–53
E	36–44
F	27–35
G	18–26
U	0–17

Unit 4 Short Course (maximum uniform mark = 60)

Grade	Uniform Mark Range
A*	54–60
A	48–53
B	42–47
C	36–41
D	30–35
E	24–29
F	18–23
G	12–17
U	0–11

We calculate a candidate's total uniform mark by adding together the uniform marks for the relevant units. We convert this total uniform mark to a grade as follows:

Short Course (maximum uniform mark = 120)

Grade	Uniform Mark Range
A*	108–120
A	96–107
B	84–95
C	72–83
D	60–71
E	48–59
F	36–47
G	24–35
U	0–23

Full Course (maximum uniform mark = 240)

Grade	Uniform Mark Range
A*	216–240
A	192–215
B	168–191
C	144–167
D	120–143
E	96–119
F	72–95
G	48–71
U	0–47

5.8 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification within the shelf life of the specification whether or not they have already been used.

Candidates may re-sit a unit once only. The better result for each unit will count towards the final qualification. Candidates may re-sit the qualification an unlimited number of times.

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

Candidates must take units comprising at least 40% of the total assessment in the series in which they enter for certification.

6 Controlled Assessment Administration

The Head of Centre is responsible to AQA for ensuring that controlled assessment work is conducted in accordance with AQA's instructions and JCQ instructions.

6.1 Authentication of controlled assessment work

In order to meet the requirements of Code of Practice AQA requires:

- **candidates** to sign the Candidate Record Form to confirm that the work submitted is their own
- **teachers/assessors** to confirm on the Candidate Record Form that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification
- **centres** to record marks of zero if candidates cannot confirm the authenticity of work submitted for assessment

The completed Candidate Record Form for each candidate should be attached to his/her work. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication.

If teachers/assessors have reservations about signing the authentication statements, The following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form.
- If the teacher/assessor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

If, during the external moderation process, there is no evidence that the work has been properly authenticated, AQA will set the associated mark(s) to zero.

6.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own;
- lend work to other candidates;
- allow other candidates access to, or the use of, their own independently-sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research);
- include work copied directly from books, the internet or other sources without acknowledgement or and attribution;
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (for example disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in controlled assessments is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in controlled assessments discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the Candidate Record Form or other appropriate place.

6.3 Teacher standardisation

AQA will hold annual standardising meetings for teachers, usually in the autumn term, for controlled assessment. At these meetings we will provide support in contextualising the tasks and using the marking criteria.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an intention to enter and/or an estimate of entry or by contacting the subject team, we will contact you to invite you to a meeting.

AQA will also contact centres if

- the moderation of controlled assessment work from the previous year has identified a serious misinterpretation of the controlled assessment requirements, *or*
- a significant adjustment has been made to a centre's marks.

In these cases, centres will be expected to send a representative to one of the meetings. For all other centres, attendance is optional. If a centre is unable to attend and would like a copy of the written materials used at the meeting, they should contact the subject administration team at **history@aqa.org.uk**.

6.4 Internal standardisation of marking

Centres must standardise marking to make sure that all candidates at the centre have been marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some trial pieces of work and identifying differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved in the assessment
- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings.

6.5 Annotation of controlled assessment work

The Code of Practice states that the awarding body must require internal assessors to show clearly how the marks have been awarded in relation to the marking criteria defined in the specification and that the awarding body must provide guidance on how this is to be done.

The annotation will help the moderator to see as precisely as possible where the teacher considers that the candidates have met the criteria in the specification.

Work could be annotated by either of the following methods:

- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text
- summative comments on the work, referencing precise sections in the work.

6.6 Submitting marks and sample work for moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided, by Electronic Data Interchange (EDI) or through the e-Portfolio system (only available for certain units/components) by the specified date (see

<http://www.aqa.org.uk/deadlines.php>). Centres will normally be notified which candidates' work is required in the sample to be submitted to the moderator (please refer to section 7.1 for further guidance on submitting samples).

6.7 Factors affecting individual candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed controlled assessments. An alternative supervised, time session may be organised for candidates who are absent at the time which the centre originally arranged.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Centre and Candidate Support Services of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the Candidate Record Form so that such help can be taken into account when moderation takes place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of controlled assessment work. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for controlled assessment work. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

6.8 Retaining evidence and re-using marks

The centre must retain the work of all candidates, with Candidate Record Forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned to candidates after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

7 Moderation

7.1 Moderation procedures

Moderation of the controlled assessment work is by inspection of a sample of candidates' work, sent by post or electronically through the e-Portfolio system from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and to the moderator by the specified deadline (see <http://www.aqa.org.uk/deadlines.php>).

Centres entering fewer candidates than the minimum sample size and centres submitting through the e-Portfolio system should submit the work of all of their candidates. Centres entering larger numbers of candidates will be notified of the candidates whose work will be required in the sample to be submitted for moderation.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to re-mark the work of other candidates in the centre. In order to meet the possible request, centres must retain under secure conditions and have available the work and the Candidate Record Forms of every candidate entered for the examination and be prepared to provide them on demand. Mark adjustments will normally preserve the centre's rank order, but where major discrepancies are found, we reserve the right to alter the rank order.

Moderation will normally take place in June.

7.2 Consortium arrangements

If there are a consortium of centres with joint teaching arrangements (ie where candidates from different centres have been taught together but where they are entered through the centre at which they are on roll), the centres must inform AQA by completing the JCQ/CCA form.

The centres concerned must nominate a consortium co-ordinator who undertakes to liaise with AQA on

behalf of all centres in the consortium. If there are different co-ordinators for different specifications, a copy of the JCQ/CCA form must be submitted for each specification.

AQA will allocate the same moderator to each centre in the consortium and the candidates will be treated as a single group for the purpose of moderation.

7.3 Post-moderation procedures

On publication of the results, we will provide centres with details of the final marks for the controlled assessment work.

The candidates' work will be returned to the centre after the examination. The centre will receive a report,

at the time results are issued, giving feedback on the accuracy of the assessments made, and the reasons for any adjustments to the marks.

We may retain some candidates' work for awarding, archive or standardising purposes.

Appendices

A Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (see Section 4) overall. Shortcomings in some aspects of the candidates' performance may be balanced by better performances in others.

Grade	Description
A	<p>Candidates recall, select, organise and deploy their detailed knowledge accurately, effectively and with consistency to show thorough understanding of historical periods, themes and topics studied. They communicate their ideas using historical terms accurately and appropriately.</p> <p>Candidates demonstrate their understanding of the past through developed, reasoned and well substantiated explanations and perceptive analyses of key concepts, features and characteristics of the periods studied, and the inter- relationships between them..</p> <p>Candidates evaluate and use critically a wide range of sources of information in an historical context to investigate historical questions, problems or issues independently to reach reasoned and substantiated conclusions. They recognise and provide reasoned comments on how and why events, people and issues have been interpreted and represented in different ways, and provide a well developed consideration of their value in relation to their historical context.</p>
C	<p>Candidates recall, select, organise and deploy their historical knowledge with accuracy and relevance to show sound understanding of historical periods, themes and topics studied. They communicate their ideas using historical terminology appropriately.</p> <p>Candidates demonstrate their understanding of the past through structured descriptions and explanations of the main concepts, features and characteristics of the periods studied. Their descriptions are accurate and explanations show understanding of relevant causes, consequences and changes.</p> <p>Candidates evaluate and use critically a range of sources of information in an historical context to investigate historical questions, problems, or issues, with some limited guidance to reach reasoned conclusions. They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, and provide an appropriate consideration of their value to the historical context.</p>
F	<p>Candidates recall, select and organise some relevant historical knowledge to show some basic understanding of historical periods themes and topics studied. They communicate their ideas using everyday language.</p> <p>Candidates demonstrate their understanding of the past through description of reasons, results and changes in relation to the events, people, and issues studied. They provide a limited description of an event, issue or period, including characteristic ideas, beliefs and attitudes.</p> <p>Candidates comprehend sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions. They identify some differences between ways in which events, people or issues have been represented and interpreted and may identify some of the reasons for these.</p>

B Spiritual, Moral, Ethical, Social, Legislative, Sustainable Development, Economic and Cultural Issues, and Health and Safety Considerations

AQA has taken great care to ensure that any wider issues, including those particularly relevant to the education of students at Key Stage 4, have been identified and taken into account in the preparation of this specification. They will only form part of the assessment requirements where they relate directly to the specific content of the specification and have been identified in Section 3: Content.

Spiritual Issues

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

Moral and Ethical Issues

Approaching study through consideration of the Twentieth Century will encourage candidates to discern, consider and discuss ethical issues such as the treatment of individuals, communities or groups by powerful ruling elites like those in Germany and the Soviet Union in the 1930s. Study of Hitler's or of Stalin's regime, for example, will enable the exploration of notions of good and evil, and relate these to moral behaviour or moral effects of change within society. The study of conflicts in the modern world, the Middle East question, the Troubles in Northern Ireland or of the Cold War will also allow candidates to reach moral judgements and to express personal views, even though this will be

in the context of the historian's need for greater objectivity of approach and in the awareness of the problems in transferring present-day values and attitudes to the past.

Social and Economic Issues

The study of people's past will encourage candidates to consider the values and attitudes that prevailed in past societies as reflected through the historical record. Candidates will become aware of notions of family, community and social groupings and their impact on individuals. These issues will be relevant to all parts of the subject content, but may be particularly poignant in the study of Britain in the Controlled Assessment where centres can contextualise the questions to suit their own specific circumstances. The study of the Twentieth Century will also enable candidates to gain an understanding of economic issues (such as the New Deal, impact of hyperinflation in the Weimar Republic etc.) and the impact of such issues on people's lives.

European Dimension

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

Environmental Education

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

Avoidance of Bias

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

C Overlaps with other Qualifications

| There is an overlap of content with Unit 2D of AQA History Specification A.

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

Introduction

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

The Wider Key Skills of Improving own Learning and Performance, Working with Others and Problem Solving are also available. The acquisition and demonstration of ability in these 'wider' Key Skills is deemed highly desirable for all candidates.

Copies of the Key Skills Standards may be downloaded from QCA's website:

http://www.qca.org.uk/qca_6444.aspx

The units for each Key Skill comprise three sections:

- What you need to know
- What you must do
- Guidance.

Candidates following a course of study based on this specification for History B can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of:

- Communication
- Application of Number
- Information and Communication Technology
- Working with Others
- Improving own Learning and Performance
- Problem Solving.

Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of units, are provided in the Teachers' Resource Bank for this specification.

The above information is given in the context of the knowledge that Key Skills at levels 1 and 2 will be available until 2010 with last certification in 2012



GCSE History B Teaching from 2009 onwards

Qualification Accreditation Number: 500/4528/3 and 500/4567/2 (Short Course)

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

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

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

To obtain free specification updates and support material or to ask us a question register with Ask AQA:

www.aqa.org.uk/ask-aqa/register

Free launch meetings are available in 2008 followed by further support meetings through the life of the specification. Further information is available at:

<http://events.aqa.org.uk/ebooking>

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