AQA

GCSE
Specification

History A

Full Course – for exams in 2013 and certification in June 2013 only
Short Course – for exams in 2013 and certification in June 2013 only

GCSE

Specification

History A
4040

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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 A?

This History specification is one of two offered by AQA – the other is History Specification B (Modern World History) – which covers the history of Britain, Europe and the world in the 20th Century, from international and national perspectives.

This specification offers maximum flexibility to teachers.

- It offers a modular approach, allowing assessment to be divided 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 in a variety of ways – in depth, through time, in a local context and from different cultural perspectives. This will help candidates appreciate the diversity of the societies studied, and the experiences of the people in these societies
- It builds on Key Stage 3 studies and prepares students for the study of GCE History
- Unit 1 offers a new Study in Development: Media through Time. The Media through Time option will offer an engaging and relevant alternative to the well established Medicine through Time.
- Both Studies in Development will include nominated topics in Section A of the paper, chosen from the specification content and changed on an annual basis
- All options from the previous specification have been retained, thus minimising the cost of resourcing
- The content for the Unit 2 option on Britain, 1815–1851 has been updated to make it more appropriate for centres which previously followed a Social and Economic History specification
- All centres will be provided with an adviser who will be able to guide and assist centres with the Controlled Assessment component of the course.

1.3 How do I start using this specification?

Already using the existing AQA History A 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 is 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**

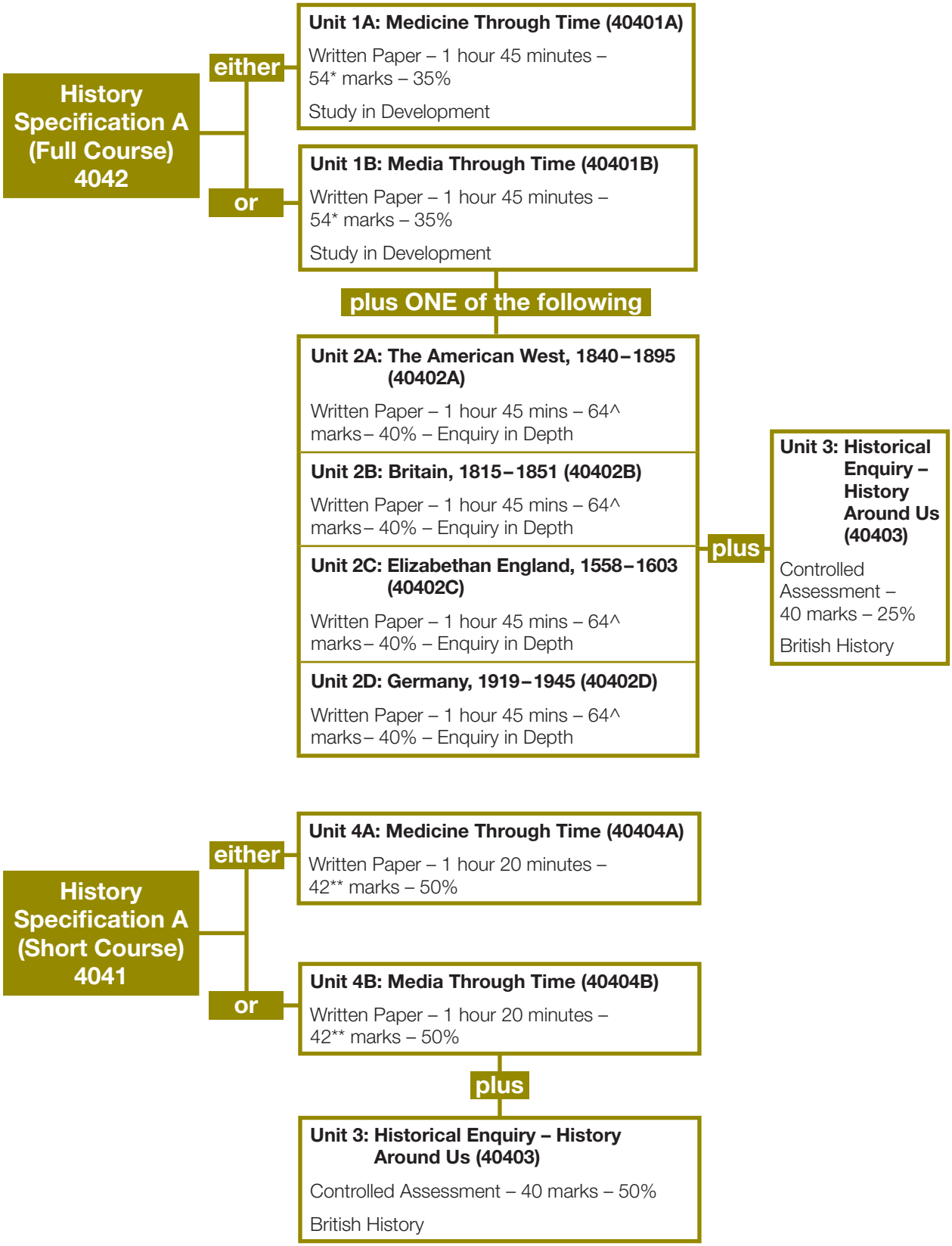
If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

Teacher Support

Details of the full range of current Teacher Support and CPD 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 all our courses at **http://events.aqa.org.uk/ebooking**

2 Specification at a Glance



* This mark is made up of 50 marks for content plus 4 marks for spelling, punctuation and grammar.
^ This mark is made up of 60 marks for content plus 4 marks for spelling, punctuation and grammar.
** This mark is made up of 38 marks for content plus 4 marks for spelling, punctuation and grammar.

For assessment and subject awards after June 2013 there is a requirement that 100% of assessment is terminal.

2.1 Summary of Assessment

Full Course

Units 1 and 2 have separate sources booklets. The sources may be any combination of text, pictures, diagrams and/or statistical information.

Unit 1: Study in Development

The examination paper is divided into three sections: A, B and C.

Section A is compulsory and has one 4-part question based on a range of sources. This question is worth 30* marks (including 4 marks for SPaG). Section A is based on a nominated topic which changes every year. The nominated topics will be as follows:

	Medicine Through Time	**Media Through Time**
2013	Surgery and Anatomy	The Development of the Media

Section B has two questions from which candidates choose one. Each question has two parts and is worth 12 marks. Section C also has two questions from which candidates choose one. Each question has two parts and is worth 12 marks.

Unit 2: Enquiry in Depth

The examination paper is divided into two sections: A and B. Section A is compulsory and has one 5-part question based on a range of sources. This question is worth 36 marks.

Section B has two questions from which candidates choose one. Each question has three parts and is worth 28* marks (including 4 marks for SPaG).

Unit 3: Historical Enquiry – History Around Us

An assignment of approximately 2000 words based on the study of the visible remains of a locality or site in its historical context. The task for the historical enquiry will be set by AQA. Centres should contextualise this task to best suit their own specific circumstances.

Short Course

The Unit 4 (Short Course) question papers are the same as those for Unit 1. Candidates **must** answer Question 1 from Section A and one question from **either** Section B **or** Section C. The total for the paper is 42* marks (including 4 marks for SPaG).

Candidates must also submit a local study for Unit 3. The local study must meet the same requirements as the Full Course local study.

3 Subject Content

3.1 Studies in Development

Unit 1A: Medicine Through Time

40401A (Full Course)
40404A (Short Course)

Introduction

The study in development should enable candidates to gain an overview of the main changes and trends in medicine and public health in Britain from the earliest times to the present.

The content should be approached from the following perspectives:

- key issues, people and developments in medicine
- key features and characteristics of the periods studied
- key concepts.

Candidates should:

- be able to explain the importance of the following factors: war, superstition and religion, chance, government, science and technology, and the role of the individual in encouraging or inhibiting change
- understand how factors worked together to bring particular developments at particular times
- understand how key features in the development of medicine were linked with the key features of the societies studied
- develop an understanding of the varying rate of change, why change happened, when it did, and whether change brought progress
- show an appreciation of the importance of continuities of ideas and techniques
- be able to distinguish between different types of causes and consequences, e.g. short/long-term causes, intended/unintended consequences.

Section A is based on a nominated topic which changes annually. The nominated topic will be as follows:

2013 Surgery and Anatomy

Content

This unit contains three interrelated themes: **Disease and Infection**, **Surgery and Anatomy** and **Public Health**. The section on **Disease and Infection** emphasises changing ideas and practices in the cause, prevention and cure of disease and infection. In **Surgery and Anatomy** there is a concentration on the changes in the understanding of anatomy and the practice of surgery. In the section on **Public Health**, with a focus on Britain, the emphasis is on the changing role of government, both local and national, in providing health facilities for the people.

Part 1: Disease and Infection

Medicine in the Ancient World, c10 000 BC–c500 AD

- Prehistoric societies: the role of magic, parallels with traditional aboriginal societies
- Ancient Egypt: supernatural and natural approaches to medicine; priests and doctors
- Ancient Greece: the cult of Asklepios; the development of the Theory of the Four Humours; Hippocratic medicine
- Ancient Rome: the influence of Greek medicine.

Key individuals: Aristotle, Hippocrates, Galen

Medieval and Renaissance Medicine, c500–c1700

- The impact of the fall of the Roman Empire on medicine
- The nature and importance of Islamic medicine
- The impact of superstition and Christianity on Medieval medicine
- The medieval doctor: training and treatments
- Continuing traditional methods: bleeding, wise women, response to plagues.

Key individuals: Rhazes, Ibn Sina (Avicenna), Paracelsus

Medicine in the Industrial and Modern World, c1700–present day

- Vaccination; the Germ Theory and its impact on the treatment of diseases: magic bullets; Penicillin
- The development of the medical and nursing professions; the role of women in medicine
- Role of the World Health Organisation in fighting disease and ill health
- Modern issues in medicine: AIDS, the drugs revolution, problem drugs, alternative medicines, superbugs, genetic engineering.

Key individuals: Jenner, Seacole, Nightingale, Pasteur, Koch, Blackwell, Garrett Anderson, Ehrlich, Fleming, Florey and Chain, Crick and Watson

Part 2: Surgery and Anatomy

Surgery and Anatomy in the Ancient World, c10 000 BC–c500 AD

- Prehistoric societies: surgery; parallels with traditional aboriginal societies
- Ancient Egypt: Egyptian anatomy and surgery, supernatural and natural approaches
- Ancient Greece: Greek surgery, Alexandria
- Ancient Rome: the influence of Greek medical knowledge, surgery in Roman times, medicine in the army.

Key individuals: Aristotle, Hippocrates, Galen

Medieval and Renaissance Surgery and Anatomy, c500–c1700

- The impact of the fall of the Roman Empire on medicine
- The nature and importance of Islamic knowledge
- Medieval surgical techniques and knowledge
- The impact of superstition and Christianity on Medieval medical knowledge
- The challenging of medical authority: improved knowledge of anatomy and physiology
- Continuing traditional methods: bleeding.

Key individuals: Rhazes, Ibn Sina (Avicenna), Ibn Nafis, Vesalius, Pare, Harvey

Surgery in the Industrial Modern World, c1700–present day

- Developments in anaesthetics, antiseptics, aseptic surgery
- The impact of two world wars on surgery: plastic surgery, blood transfusions
- The impact of technology: X-rays, transplant surgery, radiation therapy, keyhole surgery.

Key individuals: Simpson, Lister, Pasteur, Halsted, McIndoe, Barnard

Part 3: Public Health

Public Health in the pre-industrial world, pre-c1750

- Greek public health and the importance of healthy living
- Public health facilities in the Roman period
- Public health in the Middle Ages: attempts to improve and the reasons for lack of development
- Public health problems; plagues and their treatment in the later Middle Ages and seventeenth century, particularly the Black Death and Great Plague in London.

Public Health after the Industrial Revolution, c1750–c1900

- Problems of public health in urban and industrial areas after c1750
- The nature and impact of epidemics, e.g. cholera, and attempts to deal with them
- Changing local and national government involvement in public health; measures, causes and consequences, including the 1848 and 1875 Public Health Acts.

Key individuals: Chadwick, Snow, Octavia Hill

Public Health since c1900

- The nature of poverty c1900
- Liberal Social Reforms: measures, causes and consequences
- The impact of two world wars on Public Health
- Public health problems between the wars; social conditions, poverty and housing; attempted solutions
- The National Health Service: measures, causes and consequences
- Improved Public Health in the late 20th Century: issues and actions.

Key individuals: Booth, Rowntree, Lloyd George, Beveridge, Bevan

Unit 1B: Media Through Time

40401B (Full Course)
40404B (Short Course)

Introduction

The study in development should enable candidates to gain an overview of the main changes and trends in the media, with a focus on Britain, from early times to the present.

The content should be approached from the following perspectives:

- key issues, people and developments in the media
- key features and characteristics of the periods studied
- key concepts.

Candidates should:

- Be able to explain the importance of the following factors: war, government, society, the economy, science and technology, and the role of the individual in encouraging or inhibiting change
- Understand how factors worked together to bring particular developments at particular times
- Understand how key features in the development of the media were linked with the key features of the societies studied
- Develop an understanding of the varying rate of change in the mass media, and why change happened when it did
- Understand the similarities and differences between the various forms of media and their development
- Be able to distinguish between different types of causes and consequences, e.g. short/long term, intended/unintended consequences.

Section A of the paper is based on a nominated topic which changes annually. The nominated topic will be as follows:

2013 The Development of the Media

Content

This unit contains three interrelated themes: **The Development of the Media, Controlling the Mass Media** and **The Social Impact of the Mass Media**. The section on the **The Development of the Media** looks at the reasons for the development and growth of the media in all its forms. **Controlling the Mass Media** concentrates on the ways in which governments and other institutions have attempted to manage the media and its output, and the reaction of the media to this. In the section on **The Social Impact of the Mass Media** the focus is on how the media has influenced, and been influenced by, society.

Part 1: The Development of the Media

The Media in the Age of Writing, c3000BC–c1450AD

- The development of writing: cuneiform, hieroglyphics, the alphabet
- The shift from oral to written communication in the Ancient World
- The Medieval media divide: writing for some – church, government and business; the oral tradition for many – minstrels, troubadours, and plays.

The Media in the Age of Print, c3000BC–c1920AD

- Ancient Egypt: hieroglyphics, papyrus
- 11th century China: the development of printing
- 15th century Europe: the development the printing press
- The growth of the popular press in the 19th century: *Daily Mail* and *Daily Express*, the rise of the press barons.

Key individuals: Gutenburg, Caxton, Northcliffe, Rothermere, Beaverbrook

The Media in the Age of Radio and Cinema, c1920–c1950

- The development of wireless transmissions
- The establishment of the BBC in 1922
- The beginnings of cinema: Hollywood and the British film industry
- How BBC radio changed: reactions to the Second World War and commercial stations.

Key individuals: Marconi, Reith, Goldwyn

The Media in the Age of Television, c1950–c1980

- The development of television; the introduction of ITV
- The start of commercial radio
- The post-war British film industry
- Rationalisation and change in the press: newspaper closure, the growth of the tabloid, Wapping and the end of Fleet Street.

Key individuals: Grade, Murdoch, Maxwell, Black

The Media in the Digital, Interactive and Multi-Choice Age, c1980–the present

- The development of cable, satellite, and digital television
- The expansion of commercial and local radio
- The development of cross-media, multi-national organisations
- The impact of the personal computer and internet.

Key individuals: Berners-Lee, Gates

Part 2: Controlling the Mass Media

Controlling the Mass Media in the Pre-industrial Age, pre-c1750

- The use of writing as an instrument of control in the Ancient World
- The role of the Church in the Middle Ages: sermons, doom pictures, mystery plays, heresy and the Index
- Censorship and propaganda in Tudor and Stuart Britain: the theatre, licensing and its breakdown during the Civil War and Interregnum.

Controlling the Mass Media during the Industrial Revolution, c1750–c1900

- Control in the 18th century: 'taxes on knowledge', restrictions on parliamentary reporting and 'The North Briton'
- The emergence of a radical, unstamped press in the 19th century and the response of government.

Key individuals: Wilkes, Cobbett

Controlling the Mass Media in the 20th Century, c1900–present day

- The Mass Media in times of national crisis: the Boer War, the First World War, the General Strike, the Second World War, the Vietnam War, the 'Troubles' in Northern Ireland, the Falklands campaign, the Gulf Wars
- Censorship in the 20th century: the British Board of Film Censors, the National Viewers' and Listeners' Association, the Lady Chatterley and Oz trials, self regulation
- The manipulation of the media by individuals and organisations: political parties, interest groups, business and politicians
- The presentation of celebration, events and ritual by the media.

Key individuals: Goebbels, Whitehouse

Part 3: The Social and Political Impact of the Mass Media

The Social and Political Impact of the Mass Media in the Pre-industrial Age, pre-c1750

- The development of writing and social and economic change
- The impact of printing on the Renaissance and Reformation.

The Social and Political Impact of the Mass Media during the Industrial Revolution, c1750–c1900

- The press and the Industrial Revolution: ballads and broadsides, the need for business/commercial knowledge, newspapers as organs of class and group consciousness.

Key individuals: Cobbett

The Social and Political Impact of the Mass Media in the 20th Century, c1900–present day

- The impact on leisure of the different media: cause or effect? – the growing popularity of sport, celebrity, human interest stories, changing patterns of media usage
- The role of advertising in the media from the 1920s; mass consumerism
- Representing British society: newsreels, cinema in the 1930s, theatre in the 1960s
- The role of public service broadcasting since 1920: education versus entertainment
- The American influence on the media in the 20th century
- The impact of the media on mass democracy and culture
- The democratisation of the media: desk top publishing, 'blogging', Wikipedia.

Key individuals: Northcliffe, Reith, Greene

3.2 Enquiries in Depth

Unit 2A: The American West, 1840–1895 — 40402A

This Enquiry in Depth concentrates on the way in which the American West was settled and developed by various groups of people between 1840 and 1895. It encourages candidates to appreciate the idea of westward movement to the frontier and the conflicts that resulted from the clash of different cultures and lifestyles of Indian and white people, and between the different groups of white settlers.

Consequently understanding of the different lifestyles and attitudes of these different groups of people is particularly important. Also important is an understanding of the American government at this time, and its contribution to both the creation and attempted resolution of the problems caused by the westwards movement to the frontier.

Part 1: The Great Plains and the Plains Indians

Key issue: Who were the Plains Indians?

- The geography of North America and the nature of the Plains
- The coming of the Plains Indians; the different tribes: their movement and settlement
- The beliefs and way of life of the Plains Indians – both men and women.

Part 2: Early Settlers

Key issue: Why did the early settlers move west?

- Mountain men, early migrants and miners
- The Mormons: their beliefs and early History; their leadership; the move to, and successful settlement at, Salt Lake City
- Attitudes to the Great American Desert
- The origins of, and early settlers' belief in, their 'Manifest Destiny'.

Part 3: Cattlemen and Cowboys

Key issue: How was cattle ranching affected by the railways?

- Texas and early cattle ranching; the cattle kingdoms
- The effects of the Civil War
- The reasons for the Long Drive
- The coming of the railways; their effects and importance
- Cattle trails and cattle towns as pioneered by men like Charles Goodnight, Oliver Loving and Joseph McCoy
- Ranching on the Great Plains as pioneered by men like John Iliff
- Cowboys: who they were and the myth and reality of their lives and work
- The end of the open range.

Part 4: Farming on the Great Plains

Key issue: Why were farmers able to settle on the Great Plains?

- Reasons for going west; the journeys, life and work of the homesteaders
- Federal and state government actions; legislation, grants of land and money
- The reasons for, and the results of, The Homestead Act (1862) and The Timber and Culture Act (1873)
- Railway companies' contribution to the settlement of the West
- Farming problems and solutions
- Women on the Great Plains: the hardships they faced; their stabilising and civilising effect on society.

Part 5: Law and Order

Key issue: Why was law and order a problem on the Great Plains?

- The structure and theory of government: federal, territory and state governments, counties and towns
- The problems of government in practice; law and order in the mining regions, the cow towns, rustling and territorial rivalry
- Causes of disorder, the Range Wars
- Gunslingers and Gangs.

Key issue: How successfully was the problem of law and order dealt with?

- Solutions to problems of disorder: sheriffs and marshals, miners' courts, vigilantes
- The Johnson County War.

Part 6: The Struggle for the Great Plains

Key issue: How did the arrival of white people on the Great Plains affect the Indians' way of life?

- The 'problem' of the Plains Indians; first policies – the permanent Indian frontier
- The settlers move west; changes in policies towards the Plains Indians; treaties and small reservations
- The Plains Wars and increasing conflict leading to the Sand Creek Massacre, 1864.

Key issue: How was the Indian 'problem' resolved?

- The Indian wars after 1865
- Military leaders: General Phillip Sheridan, William Sherman, Lieutenant-Colonel Custer and the final conflict with the Plains Indians
- The Battle of the Little Big Horn
- The Dawes Act, 1887
- The Battle of The Wounded Knee, 1890
- The close of the frontier in 1895 and its impact on native Americans
- The end of the Plains Indians.

3

Unit 2B: Britain, 1815–1851 40402B

This Enquiry in Depth concentrates on the conflict between old and new in British society, a situation produced by the change in established rural patterns and the development of new urban classes as a result of the Industrial Revolution. The enquiry encourages the candidate to explore the changing attitudes and expectations of all sections of society, from farm labourers to members of the government.

Part 1: The Vote and Working Class Protest

Key issue: Why was reform of the electoral system needed and how successful was it?

- The structure of government and politics in the early 19th century
- The franchise before 1832
- Attitudes to this of government, groups and individuals
- The 1832 Reform Act: changes to the distribution of seats and to the franchise
- The results of, and reactions to, the Act.

Key issue: How successful was working class protest and organisation?

- Working class and radical protest, e.g. Peterloo, 1819
- Chartism: its causes, development, leadership, decline and consequences
- Early Trade Unions, Combination Acts, Friendly Societies, the formation of the GNCTU, limited funds, opposition from employers, the Swing Riots, the Tolpuddle Martyrs, the Co-operative Movement
- Free trade, Sir Robert Peel and the Corn Laws. The Anti-Corn Law campaign.

Part 2: The Poor

Key issue: Why was reform of the Poor Law system needed?

- The social structure in the first part of the 19th century
- The nature of poverty in the first part of the 19th century
- Methods of dealing with the poor before 1834
- The reactions of rich and poor to the old Poor Law system.

Key issue: How successful was the New Poor Law?

- The Poor Law Amendment Act of 1834, its aims and rationale
- The work of Edwin Chadwick
- The administration of the New Poor Law
- Reactions to the New Poor Law from different sections of society.

Part 3: Population and Migration

Key issue: How and why did Britain's population change between 1815 and 1851?

- Population growth and movement; migration between parts of Britain
- The effects of population change
- Reasons for emigration and preparations for the voyages; the journey
- New life and work on arrival in the new land
- The problems encountered; the struggle for survival and success.

Part 4: Social Reform

Key issue: Why was the reform of people's living and working conditions needed?

- The living and working conditions of the urban poor
- Child labour
- The reasons for industrial conditions.

Key issue: How successful were attempts to improve the living and working conditions of the people of England?

- Moves towards reform in factories and mines through legislation and by individuals such as Robert Owen, Richard Oastler, the Earl of Shaftesbury and Lord Althorp
- The Church of England and its attitude to, and relationship with, the poor
- The efforts of Christian churches, especially the Methodists, to help the poor, their mixed motives in doing so
- The efforts of specific Christian individuals to effect social reform such as Elizabeth Fry
- Education for the working class; church and government involvement.

Part 5: The Railways

Key issue: Why were the railways built?

- The need for the growth of the railway system up to 1851
- The role of individuals in this; engineers, navvies and speculators
- Opposition and support; the different reaction to railways of individuals and groups.

Key issue: What were the results of the railways?

- The social, economic and political results of the coming of the railways
- The railways as an agent of change and as a new means of communication.

3

Unit 2C: Elizabethan England, 1558–1603 40402C

This Enquiry in Depth concentrates on various aspects of the government, life and culture of the England of Elizabeth I. It encourages candidates to explore and appreciate the important characteristics and dynamics of the period. It offers a contrast of cultures, not only between rich and poor within the period, but also between the Elizabethans and ourselves.

Part 1: Queen and Government

Key issue: How did Elizabethan government work?

- The situation on Elizabeth's accession
- Queen Elizabeth, her background and character
- The structure and process of central and local government
- The Court
- The roles of William Cecil (Lord Burghley), Robert Dudley (the Earl of Leicester) and Francis Walsingham
- Elizabeth's concept of sovereignty and monarchy
- Elizabeth's aims, her difficulties as a female monarch, the succession.

Key issue: How successful was Elizabethan government?

- Rebellions and revolts including that of the Earl of Essex and the Northern Rebellions
- The relationship between, and issues involving, the Queen and her governments and parliaments.

Part 2: The Poor

Key issue: Why was poverty a serious issue in Elizabethan times?

- The ranks of society in the 16th century
- The nature and seriousness of poverty in the 16th century
- The increase of poverty and vagabondage in the 16th century
- Government and contemporary attitudes to poverty and punishment.

Key issue: How successful was Elizabethan government in dealing with poverty?

- The effectiveness of the response of the government and individual towns to the problems of poverty
- The reasons for government concern and the seriousness of the problem.

Part 3: Puritanism

Key issue: Why did the Puritans pose a threat to Elizabeth and her government?

- Elizabeth's settlement of religion in 1559
- The nature and ideas of Puritans and Puritanism
- The contribution of Archbishop Parker
- Puritan response and reaction in Parliament, the press and in preaching.

Key issue: How successfully did Elizabeth deal with the Puritan challenge?

- The attitudes and actions of Elizabeth and her government and bishops towards the Puritans
- The role of Archbishop Whitgift.

Part 4: Catholicism

Key issue: Why did the Roman Catholics pose a threat to Elizabeth?

- The Royal Supremacy and the problem of treason
- Philip II; his attitude to Elizabeth and England throughout his reign
- The attitudes and actions of English Catholics, including Cardinal Allen, Robert Parsons and Edward Campion
- The loyalty of English Catholics and the nature and seriousness of the threat they posed
- The rebellions and revolts related to religion.

Key issue: How successfully did Elizabeth deal with the Catholic problem?

- The attitude and response of Elizabeth and her government to the Catholic problem
- Catholics and the Elizabethan Church, religious and foreign policy and the succession
- The story of, and role played by, Mary Queen of Scots.

Part 5: The Theatre

Key issue: What did the theatre contribute to Elizabethan England?

- Theatres, their design and use; actors and playwrights including William Shakespeare and Richard Burbage
- The response of different sections of society towards the plays and theatre-going; the reasons for these responses
- The achievements of the Elizabethan theatre.

Part 6: Ships and Seamen

Key issue: Why did Englishmen go on trips overseas?

- The motives of English seamen in making overseas voyages
- Overseas voyages and trade, including the early slave trade
- Conflict with Spain; John Hawkins; Francis Drake's circumnavigation.

Key issue: What did these voyages contribute to the development of England?

- The defeat of the Spanish Armada
- Overseas trade and expansion
- The role of Sir Walter Raleigh.

3

Unit 2D: Germany, 1919–1945 40402D

This Enquiry in Depth focuses on the causes of the development of totalitarianism and its impact in Germany in the period 1919–1945. The Enquiry requires investigation of developments and conditions in Weimar Germany as a basis for explaining Hitler's rise to power and as an evaluation of the contemporary appeal and impact of National Socialism. It also requires an understanding of the reactions of individual people and groups to developments within Germany in the period.

This enquiry does not require detailed coverage of the events of the Second World War, but the continuing development of pre-war trends within Germany should be drawn upon to indicate the nature and impact of totalitarianism.

Part 1: The Nazi Rise to Power

Key issue: What were the weaknesses and strengths of Weimar democracy?

- The nature of Weimar democracy
- Post-war economic conditions as a cause of discontent
- Revolts, rebellions and opposition to Weimar, 1919–1923
- The origins and history of National Socialism, 1919–1925
- The Munich Putsch, 1923
- Stresemann and Weimar successes, 1923–1929.

Key issue: How was Hitler able to come to power?

- The depression, its impact on Germany and contribution to the rise of National Socialism
- Political instability, 1929–1933
- The emergence of the Nazis as a mass party, 1928–1930
- The role of Hitler in the development of the Nazi Party; the leadership of the Nazis
- The struggle for power, 1930–1933.

Part 2: Control and Opposition

Key issue: How did Hitler create a dictatorship?

- The creation of the one-party state: the Reichstag Fire, the Enabling Law, the Night of the Long Knives
- The removal of military and political opposition.

Key issue: How effectively did the Nazis control Germany in the years 1933–1945?

- The nature of the totalitarian state; the abolition of freedom, individual liberties and trade unions
- The nature of continuing opposition and resistance within the Third Reich
- The White Rose movement, the work of individuals such as Niemöller and Bonhoeffer
- The opposition of the military, the Stauffenberg bomb plot.

Part 3: German Economy and Society

Key issue: How much change did the Nazis bring about in German society?

- Changes in policies and attitudes to the role of women in German society, 1933–1945
- Nazi policies and attitudes towards religion and responses to this within Germany
- Nazism as social revolution and the impact of the regime on different social classes.

Key issue: How successful were the Nazis in rebuilding the German economy?

- The development of the economy and employment patterns in the 1930s
- Economic planning: preparation for war
- The response of the German people to economic changes in the 1930s
- The impact of the war upon the German economy and society.

Part 4: Race and Youth

Key issue: How successful were the Nazis in influencing young people?

- The appeal of Nazism to youth; the role of youth in National Socialism
- Youth movements in Nazi Germany
- Education in German schools and universities as an instrument of propaganda
- The extent and nature of youth resistance.

Key issue: How important in Germany were Nazis' ideas on race?

- Nazi ideas: the belief in Aryan supremacy and the master race
- Racism in the Nazi state, the treatment of minority groups in society
- The persecution of the Jews and the Final Solution
- Reactions in Germany to these developments from different individuals and groups.

Part 5: Culture and Propaganda

Key issue: How did the Nazis change the cultural climate of Weimar Germany?

- The cultural climate of Weimar Germany as represented in entertainment and the arts, 1919–1933
- Reactions and responses to 'Weimar culture'
- The effects of the Nazi regime on the cultural climate of Germany, 1933–1945
- The role and success of Nazi propaganda in sport, leisure, the media, entertainment and the arts
- The cult of the Führer.

3.3 Historical Enquiry – History Around Us 40403

Introduction

This unit will be assessed by means of controlled assessment. Candidates will submit their responses to three structured questions prepared under controlled conditions.

The Historical Enquiry **must** be based on British History, to ensure that candidates can demonstrate knowledge and understanding of a substantial (a minimum of 25%) and coherent element of British history.

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

Tasks will be set by AQA and changed every year. Tasks set for the controlled assessment will be of a generic type in that they will be capable of being applied to the study of a range of historical sites selected by the centre.

Release Date	For Submission
September 2011	June 2013

Candidates will carry out an historical enquiry related to an historical site they have studied. They will reach substantiated judgements based on an analysis of the site to justify a line of argument. They will use sources within their historical context.

The controlled assessment is set by AQA but it should be adapted by the centres to suit their individual circumstances. The centre should closely control the task throughout, adhering to AQA guidelines on establishing the authenticity of students' work and the time allowed for final assessed work (see recommendations below on suggested time and word limits). Centres should also observe AQA requirements on the extent of teacher feedback during controlled assessment preparation, the degree of candidate collaboration and their access to resources. The task will be internally assessed and externally moderated.

There are opportunities for pupils to work collaboratively on research and preparation and on some aspects of work set by the centre. **Final written answers, however, that are part of the formal assessment must be the individual work of candidates undertaken under supervised conditions**. During formal assessment students may have access to notes and research made during the preparation phase. They may attach copies of sources they refer to in their answers.

Selection of a Site

It is essential that careful thought be given by centres to the sites they choose to ensure that they will bear the weight of study required by the tasks and will provide material that candidates can use to show what they know, understand and can do in relation to the appropriate assessment objectives. The material studied must provide opportunities for candidates from the whole ability range to demonstrate their knowledge, skill and understanding and be rewarded appropriately for it in accordance with the mark scheme.

In addition to the site being studied, centres are encouraged to provide candidates with, and/or support candidates in choosing, a selection of other primary and secondary sources to support their study. Around six to ten sources may be used with one of them being the site itself.

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 historical period and context relevant to the chosen site before giving the Historical Enquiry questions to candidates. This will provide candidates with an understanding of the wider historical context of the site and its significance in the local and national scene. The three parts of the 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 centres 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: comprehending, analysing and evaluating interpretations and representations of History as part of an historical enquiry.

Researching and Planning

Having taught the preparatory phase you are advised to give candidates about 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. Candidates may make use of any further resources available in the school or college, including the internet and library, to inform their research. They must keep a record of all the sources and websites they use, to assist the teacher in authenticating their work.

Candidates should make research notes during this stage. These research notes will be used when answering the Historical Enquiry questions in controlled conditions. You should retain the notes once the controlled assessment has been completed. The research notes will not be assessed, but they 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 notes.

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 three 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	500 words
Question 2	1 hour	500 words
Question 3	2 hours	1000 words

The Analysis and Evaluation phase may be produced in one session, or may be divided into a number of 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 notes and to the sources they have been provided with. 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 and research notes 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.

Task Marking

Centres 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.

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.

The following generic mark scheme is amplified each year by a published mark scheme specific to that year's Controlled Assessment tasks. This can be obtained via e-AQA.

Mark Scheme for the Historical Enquiry

Question 1 Target: Describing, Analysing and explaining the Past **(AO1 and 2: 8 marks)**

Candidates either submit no evidence or fail to address the question. *0 marks*

Level 1 Basic Comprehension

The candidate describes relevant material and gives little relevant explanation or analysis. *1–2 marks*

Level 2 Simple Understanding

The candidate describes relevant material and gives a simple explanation or analysis by (for example):

- describing some aspects of the role of an individual and indicating some reasons for his/her importance
- identifying some causes/consequences and giving some explanation
- describing the different reactions of some people to an event and indicating some reasons for their reactions
- showing how one event led to another
- describing some features of an historical site and some links with its historical influences. *3–5 marks*

Level 3 Developed Understanding

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

- developing reasons why historical influences have contributed to the development of an historical site
- developing reasons for an individual's importance
- developing different causes, or consequences, or changes
- developing reasons why people's ideas and attitudes differed. *6–8 marks*

Question 2 Target: Comprehending, Analysing and Evaluating Interpretations and representations **(AO3: 12 marks)**

Candidates either submit no evidence or fail to address the question. *0 marks*

Level 1 Basic Comprehension/Description

A response that shows one or more of the following skills:

- the ability to extract relevant information from the interpretation or representation
- the ability to make simple inferences or describe relevant aspects of the past.

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

A response that shows one or more of the following skills:

- the ability to make supported inferences
- the ability to identify fact or opinion
- the ability to draw simple conclusions about the validity of the interpretation, explain simply how the interpretation came about
- the ability to explain simply the reasons why the interpretation may not be the only one that could be put forward
- the ability to draw simple conclusions about the past using the interpretation and own knowledge.

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. *4–6 marks*

Level 3 Developed understanding

A response that shows understanding of the issues involved in evaluating and using an interpretation by explaining one or more factors **in some depth** such as:

- the purpose or motives of the owners
- how the interpretation was arrived at
- the intended audience
- conclusions as to the validity of the interpretation
- the usefulness or limitations of the interpretation
- the conclusions to be drawn about the past using the interpretation and own knowledge.

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. *7–9 marks*

Level 4 Complex understanding

An answer that shows a complex understanding of the interpretation by integrating in a sustained explanation **all three** of the following:

- analysis of meaning of the interpretation
- an assessment of its usefulness and validity and the limitations of the interpretation
- an application of knowledge to test the interpretation in context including how the owner arrived at the particular 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. *10–12 marks*

Question 3 Target: Selection, organisation and deployment of knowledge and analysis of primary and secondary sources (AOs 1/2: 8 marks and AO3: 12 marks)

Candidates either submit no evidence or fail to address the question. *0 marks*

Level 1 Basic Comprehension

The candidate describes relevant material and give a little relevant explanation or analysis and shows **one or more** of the following skills.

The ability to:

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

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

- describing some features of an historical site and some links with its historical influences
- describes simply why some features of a site are significant
- identifying some causes/consequences and giving some explanation
- identifying some instances of change and/or continuity and giving some explanation.

AND

The candidate shows **one or more** of the following skills.

The ability to:

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

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. *6–10 marks*

Level 3 Developed Understanding

The candidate uses relevant material, develops and makes links between different points within a **sustained explanation or analysis** by (for example) describing and explaining some features of an historical site and developing reasons why historical influences have contributed to:

- its development
- explaining the significance of features of a site
- developing different causes, or consequences, or changes
- identifying some instances of change and/or continuity and giving some explanation.

AND

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

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

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. *11–15 marks*

Level 4 Complex Understanding

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

- an explanation of why historical influences have led to typical/atypical features of an historical site
- relationship between different causes, or consequences, or changes
- the degree of change and continuity
- the varying rate of development/change.

AND

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

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

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. *16–20 marks*

3.4 Unit 4: Medicine Through Time or Media Through Time

40404A

40404B

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 to 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	29	30
AO2	Demonstrate their understanding of the past through explanation and analysis of: • 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	31	30
AO3	Understand, analyse and evaluate: • 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	40

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 question 1(c) and question 1(d) and questions 2, 3, 4 and 5(b). In Unit 2 it will be assessed in question 1(c), (d) and (e), questions 2 and 3(b) and (c). In Unit 3 it will be assessed in questions 2 and 3.

Spelling, punctuation and grammar

As a result of the Government policy aims set out in the White Paper, *The Importance of Teaching (2010),* Ofqual have amended the 'Scheme of assessment' section in the GCSE subject criteria for History so that marks are allocated for accuracy in spelling, punctuation and the use of grammar, to emphasise their importance, in line with the following performance descriptions:

Where the subject criteria require

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

The marks for spelling, punctuation and the accurate use of grammar will only be allocated to written and externally assessed units where there is a requirement for sufficient extended writing to enable the accurate application of the Performance descriptions.

The marks allocated will achieve a total weighting of 5% of the total marks for the qualification.

The marks for spelling, punctuation and the accurate use of grammar will be allocated to individual questions. These marks will be identified to candidates on the question papers.

A maximum of 4 marks for spelling, punctuation and grammar will be allocated to any single question.

Spelling, punctuation and grammar will be assessed in the Full course in Unit 1 via question 1(d) in Section A and in Unit 2 via question 2(c) and 3(c) in Section B. In the Short Course they will be assessed in question 1(d) in Unit 4.

Specific marks for spelling, punctuation and grammar will be allocated in question papers from June 2013 onwards.

Weighting of 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 3	Unit 4	
AO1	10	19	29
AO2	10	21	31
AO3	30	10	40
Overall weighting of units (%)	50	50	100

Weighting of 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	14	11	5	30
AO2	14	11	5	30
AO3	7	18	15	40
Overall weighting of units (%)	35	40	25	100

4.3 National criteria

This specification complies with the following:

- The Subject Criteria for History A 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
June 2013	✔	✔	✔	✔	✔	✔

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 1A – Medicine through Time (Full Course) – (40401A)
Unit 1B – Media through Time (Full Course) – (40401B)
Unit 2A – The American West – (40402A)
Unit 2B – Britain, 1815–1851 – (40402B)
Unit 2C – Elizabethan England, 1558–1603 – (40402C)
Unit 2D – Germany, 1919–1945 – (40402D)
Unit 3 – Historical Enquiry – (40403)
Unit 4A – Medicine through Time (Short Course) – (40404A)
Unit 4B – Media through Time (Short Course) – (40404B)

GCSE Short Course certification – (4041)
GCSE certification – (4042)

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 under certain conditions. Because of the nature of the controlled assessment, candidates must be attending an AQA centre which will supervise and assess the controlled assessment. Private candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*.

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 A,
- AQA GCSE in History A.

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.

For each unit, the uniform mark corresponds to a grade as follows.

Units 1A, 1B Full Course
(maximum uniform mark = 70)

Grade	Uniform Mark Range
A*	63–70
A	56–62
B	49–55
C	42–48
D	35–41
E	28–34
F	21–27
G	14–20
U	0–13

Units 2A, 2B, 2C, 2D Full Course
(maximum uniform mark = 80)

Grade	Uniform Mark Range
A*	72–80
A	64–71
B	56–63
C	48–55
D	40–47
E	32–39
F	24–31
G	16–23
U	0–15

Units 4A, 4B Short Course
(maximum uniform mark = 50)

Grade	Uniform Mark Range
A*	45–50
A	40–44
B	35–39
C	30–34
D	25–29
E	20–24
F	15–19
G	10–14
U	0–9

Unit 3 (controlled assessment) Full Course and Short Course (maximum uniform mark = 50)

Grade	Uniform Mark Range
A*	45–50
A	40–44
B	35–39
C	30–34
D	25–29
E	20–24
F	15–19
G	10–14
U	0–9

5

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 = 100)

Grade	Uniform Mark Range
A*	90–100
A	80–89
B	70–79
C	60–69
D	50–59
E	40–49
F	30–39
G	20–29
U	0–19

Full Course
(maximum uniform mark = 200)

Grade	Uniform Mark Range
A*	180–200
A	160–179
B	140–159
C	120–139
D	100–119
E	80–99
F	60–79
G	40–59
U	0–39

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 provided that the 40% rule is satisfied. 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 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**

It is likely that during the lifetime of this specification AQA will move to **online teacher standardisation**.

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 May.

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	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. 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. 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.
C	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. 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. 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.
F	Candidates recall, select and organise some relevant historical knowledge to show some basic understanding of historical periods themes and topics studied. They communicate their ideas using everyday language. 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. Candidates comprehend sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions. They identify some differences between ways in which events, people or issues have been represented and interpreted and may identify some of the reasons for these.

B 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 Studies in Development will provide opportunities for candidates to reflect on key events and issues within a broad chronological period and place human achievements in a broader context. The Enquiries in Depth 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 chosen Enquiry in Depth will encourage candidates to discern, consider and discuss ethical issues such as the treatment of individuals, communities or groups by others, whether by those in positions of power or in the cultural majority. For example, the study of Elizabethan England will highlight the issues faced by both Puritans and Catholics, whilst the American West will foster an understanding of the plight of the Plains Indian. Study of Germany between the Wars 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.

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. The Studies in Development will encourage candidates to understand the importance of government, society, the economy, science and technology in encouraging or inhibiting change. Through the Enquiries in Depth candidates will become aware of notions of family, community and social groupings and their impact on individuals.

Cultural Issues

The subject content will encourage candidates to consider cultures other than their own, and through the historical record, such as those sources linked to art or propaganda, appreciate issues relating to group identify, belonging and behaviour, in addition to considering how culture will have influenced how individuals thought, felt and acted in the past. Historical study will support a developing respect and tolerance for people of different cultures, or of people with differing ideas, attitudes and beliefs. These are relevant for the whole course but the Study in Development in particular will enable candidates to appreciate these influences over a broad chronological period and note their impact on change and continuity over time.

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

Unit 2D overlaps with content covered by AQA History Specification B.

D Wider Key Skills

The replacement of Key Skills with Functional Skills

The Key Skills qualifications have been replaced by the **Functional Skills**. However, centres may claim proxies for Key Skills components and/or certification in the following series: January, March and June 2012. The **Administration Handbook for the Key Skills Standards 2012** has further details. All Examination Officers in centres offering AQA Key Skills and Wider Key Skills have been sent a letter outlining the details of the end dates of these subjects. Copies of the letters have also been sent to the Head of Centre and Key Skills coordinator. This is a brief outline of that information. It is correct as at August 2011 and replaces the information on the same subject found in other documents on the AQA website:

- **Key Skills Levels 1, 2 and 3 Test and Portfolio** The final opportunity for candidates to enter for a level 1, 2 or 3 Key Skills test or portfolio was June 2011 with the last certification in 2012.
- **Key Skills Level 4** The last series available to candidates entering for the Key Skills Level 4 test and portfolio was June 2010 with the last certification in the June series 2012.
- **Basic Skills Adult Literacy Levels 1 and 2, Adult Numeracy Levels 1 and 2** AQA Basic Skills qualifications will now be available until, at least, the June 2012 series.

Funding

We have received the following advice on the funding of learners undertaking these qualifications:

- Currently the **Skills Funding Agency** funds Basic Skills in literacy and numeracy for adult, 19 plus, learners only. There are various support funds for learners aged 16-18 administered by the **Young People's Learning Agency (YPLA)**. These include EMA (until the end of the 2010/11 academic year), Care to Learn and discretionary learner support hardship funding for learners living away from home.
- This information is correct at the time of publication. If you would like to check the funding provision post-June 2011, please call the **Skills Funding Agency** helpdesk on 0845 377 5000.
- **Wider Key Skills** The AQA Wider Key Skills qualifications are no longer available. The last portfolio moderation took place in June 2011.

Further updates to this information will be posted on the website as it becomes available. **http://web.aqa.org.uk/qual/keyskills/ wider_noticeboard.php.**

GCSE History A for examination in 2013 only

Qualification Accreditation Number: 500/4561/1 and 500/4601/9 (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

Support meetings are available throughout the life of the specification.
Further information is available at:

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

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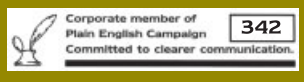

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