

Edexcel GCSE in
History B: Aspects of modern social, economic &
political history (1335)
First examination 2003
November 2000

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Introduction

Edexcel GCSE in History B: Aspects of modern social, economic and political history is one of a suite of three History GCSEs, each offering teachers and students distinctly different approaches to the study of history.

This specification gives students the opportunity to study history in two different ways, in outline and in depth. It also provides students with the opportunity to study history in a variety of scales, British, local or European and world history. Students will be required to study British history for at least 75% of the content of the specification, but will have opportunities either to extend their studies of British history in greater depth through local history or to broaden the range through a study of modern European and world history.

Students will be required to study events nationally and either locally or in a major country, or to study a major international theme. Two coursework assignments must be completed which offer broad coverage of the history of the country or of the theme.

The other Edexcel History GCSE specifications available are:

- Edexcel GCSE in History A: Modern world history (1334)
- Edexcel GCSE in History C: Schools history project (1336).

Short courses are also available for all three specifications.

Key features

- At least 75% British social, political and cultural history.
- Opportunity to study local history.
- Opportunity to study European and world history through coursework.
- Flexible choice of outline and depth study options.
- Edexcel-designed coursework units available to centres.

Rationale

The purpose of Paper 1 is to enable candidates to show their understanding of a range of key concepts, including change over time, by deploying historical knowledge and analysing key features and events.

The purpose of Paper 2 is to enable candidates to deploy detailed knowledge and understanding of the period studied and to analyse a range of sources of information, and to comprehend, analyse and evaluate representations and interpretations of events, people and issues.

These two approaches can be exemplified in the following way. Outline study A1 – Changes in work and employment in industry c1760 to the late nineteenth century requires students to develop an overview, throughout the period, of the transition from domestic production to the factory and the inventions and innovations that led to this, and the impact it had on employment opportunities for men, women and children. Depth study J – The campaigns for factory and mines reform c1800–c1880 focuses on working conditions in these evolving industries, the development of a movement for factory reform and the opposition to reform, the nature and extent of government legislation and the relative success or otherwise of this legislation.

The purpose of coursework is to enable students to increase the breadth and range of their studies and to broaden the assessment experience. Coursework from Option A based on a study of a local area such as Erith would involve students studying an overview throughout the period 1939–45 of local preparations for war, protection of civilians and the organisation of Home Guard units, the effects of bombing on the area and the effectiveness of measures taken to deal with them, the role of the local area in the war and how the war affected people's lives. Coursework from Option B would allow students to study an aspect of European or world history. The USA from 1917–70, for example, would involve students developing an overview throughout the period of changes in America's economy, society and politics.

The chronology of this specification runs from the mid eighteenth century to the present day and it aims to give students a clear understanding of the key issues that have helped to shape Britain and the modern world. Such an understanding does not require any prescriptive statement of content and each of the combinations available affords a valid and coherent route to understanding the world in which we live. The programme of study followed by students will depend upon their choice of units and the examination will be structured to reflect this choice.

Summary of the specification content

Students study **two** outline studies, **two** depth studies and **two** coursework units. Outline studies must be chosen from two different sections (designated by letters).

Paper 1

Outline studies

- A1 – Changes in work and employment in industry c1760 to the late nineteenth century
- A2 – Changes in work and employment in industry from the late nineteenth century to the late twentieth century
- B1 – Changes in work and employment in agriculture from the mid eighteenth century to c1900
- C1 – Changes in transport, communications and leisure from the mid eighteenth century to the late nineteenth century
- C2 – Changes in transport, communications and leisure from the late nineteenth century to the late twentieth century
- D1 – Changes in health and population from the mid eighteenth century to the late nineteenth century
- D2 – Changes in health, welfare and population from the late nineteenth century to the late twentieth century
- E1 – Changes in education from the late eighteenth century to the late nineteenth century
- E2 – Changes in education from the late nineteenth century to the late twentieth century
- F1 – Changes in politics from the late eighteenth century to the late nineteenth century
- F2 – Changes in politics from the late nineteenth century to the late twentieth century

Paper 2

Depth studies

- G – The impact of enclosures, c1750–c1830
- H – Poverty and poor relief, c1790–c1850
- I – The Chartist movement, c1830–c1850
- J – The campaigns for factory and mines reform, c1800–c1880
- K – The campaigns for women’s suffrage, c1870–1918
- L – The impact of cinema, radio and television since 1918
- M – The impact of the Great Depression on Britain, 1929–39
- N – The Impact of the Second World War on British society 1939–45
- O – Race relations in a multi-cultural society since 1945
- P – Northern Ireland c1964–c1996

Paper 3

Coursework units

Centres may choose from the following two options:

Option A: Coursework may be based upon further studies of British history (including local studies)

Option B: Coursework may be based upon a study of European or world history in the twentieth century.

Note: both assignments must be chosen from the same option.

Centres may design their own coursework (see page 24 for details) or they may choose from the approved Edexcel-designed units.

Summary of scheme of assessment

Part or component	Mode of assessment	Weighting	Length
Paper 1 (written paper)	External	40%	2 hrs
Paper 2 (written paper)	External	35%	1 hr 45 mins
Paper 3 (coursework)	Internal	25%	2 assignments <i>max.</i> <i>1,500 words each</i>

Prior learning and progression

This specification builds on the knowledge, understanding and skills established by the National Curriculum at Key Stages 1, 2 and 3. It provides a foundation for further study at levels 2 and 3 in the National Qualifications Framework, including AS and Advanced GCES. It also provides a firm foundation for employment where the abilities to analyse material, pay attention to detail and communicate clearly are required.

Availability of external assessment

First assessment of this specification will be in June 2003. Assessment will be available in each summer examination session thereafter.

Forbidden combinations

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

Centres should be aware that students 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.

The classification code for this specification is 4010.

Candidates entering for this specification may not, in the same series of examinations, enter for any other specification with the title History.

Status in Wales and Northern Ireland

This specification has been approved by ACCAC for use in centres in Wales and by CCEA for centres in Northern Ireland. However, in order to satisfy the requirements of the National Curriculum history programme of study for Northern Ireland, Northern Irish centres must choose a coursework option based on a study of European history and a depth study (option P) which is based on a study of Irish history.

Specification aims and objectives

National Qualifications Framework criteria

This specification is based on the common criteria and the GCSE criteria, which are prescribed by the regulatory authorities including QCA and are mandatory for all awarding bodies. It is also derived from the prescribed subject criteria for History.

Aims

This specification gives students opportunities to:

- acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues
- use historical sources critically in their context, recording significant information and reaching conclusions
- develop understanding of how the past has been represented and interpreted
- organise and communicate their knowledge and understanding of history
- draw conclusions and appreciate that historical judgements are liable to reassessment in the light of new or reinterpreted evidence.

Knowledge, skills and understanding

This specification requires the study of:

- the key events, people, changes and issues in the period(s) or topic(s) specified
- the key features and characteristics of the periods, societies or situations specified and, where appropriate, the social, cultural, religious and ethnic diversity of the societies studied and the experiences of men and women in these societies
- an element of British history and/or the history of England, Scotland, Ireland or Wales, building on the knowledge, skills and understanding acquired at Key Stage 3
- history on at least two different scales, such as local, national, European, international, global
- history in at least two different ways, such as in depth, in outline, thematically
- history from at least two perspectives, for example political, economic, social, technological, scientific, religious and cultural. The balance of these perspectives may vary between specifications
- history through a range of sources of information, including ICT, appropriate to the period, such as written and visual sources, artefacts, music, oral accounts, and buildings and sites.

Assessment objectives

This specification requires students to demonstrate their ability to:

- AO1 recall, select, organise and deploy knowledge of the specification content to communicate it through description, analysis and explanation of:
- the events, people, changes and issues studied
 - the key features and characteristics of the periods, societies or situations studied
- AO2 use historical sources critically in their context, by comprehending, analysing, evaluating and interpreting them
- AO3 comprehend, analyse, and evaluate, in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.

Although the assessment objectives are expressed separately, they are not wholly discrete.

Scheme of assessment

Relationship of assessment objectives to external assessment

Assessment objective	Written papers		Paper 3 (coursework)		Total
	Paper 1	Paper 2	Assignment 1	Assignment 2	
AO1	40%	7.5%	12.5%	/	60%
AO2 & AO3	/	27.5%	/	12.5%	40%

This table gives the approximate weightings for each assessment objective. However, in any particular examination series the weightings for the assessment objectives may vary very slightly.

Paper 1

Outline studies

The purpose of Paper 1 is to enable candidates to show their understanding of changes in an aspect of British history over long periods of time. Candidates will be required to make use of a range of key concepts by deploying historical knowledge and analysing the significance of key features and events.

This paper will consist of 11 questions, one question on each of the outline studies A1-F2. Candidates must answer two questions chosen from different sections. Each question will be divided into two parts. The first part will comprise four short-answer questions based on a piece of stimulus material. In the second part candidates will choose one from two structured essay questions.

Paper 2

Depth studies

The purpose of Paper 2 is to enable candidates to deploy detailed knowledge and understanding of their chosen depth studies and to comprehend, analyse and evaluate representations and interpretations of people events and issues. Each depth study focuses on major issues, events and personalities in British history.

This paper will consist of ten questions, one on each of the depth studies G-P.

Candidates must answer two questions. The questions on this paper are based on a variety of types of evidence and will consist of a series of sub-questions on one or more pieces of evidence, in their historical context.

Paper 3

Coursework

The purpose of coursework is to enable candidates to increase the breadth and range of their studies and either to relate their knowledge and understanding of British history to a further dimension or to enable them to study modern European or world history. Coursework will also broaden the assessment experience and will allow opportunities for the development of key skills and independent learning.

Candidates are required to complete **two** coursework assignments based on a programme of study (see *Internal assessment*, page 19).

Entry tiers

History papers are not tiered and give access to the full range of grades.

Quality of written communication

The quality of written communication will be assessed through AO1 in the examination questions which require extended writing and the coursework assignment.

Students will be assessed on their ability to:

- present relevant information in a form that suits its purpose
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear
- use a suitable structure and style of writing.

Awarding, reporting and equivalence

The grading, awarding and certification of this specification will comply with the requirements of the GCSE and GCE A/AS Code of Practice for courses starting in September 2001, which is published by QCA. Qualifications will be graded and certificated on an eight-grade scale from A* to G.

GCSEs have broad equivalence to General National Vocational Qualifications in the following terms:

- two GCSEs at grade D to G and two GCSEs at grade A* to C are equivalent to one three-unit GNVQ at Foundation and Intermediate level respectively
- four GCSEs at grade D to G and four GCSEs at grade A* to C are equivalent to one six-unit GNVQ at Foundation and Intermediate level respectively.

Assessment language

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all written and spoken work submitted for examination and moderation must be produced in English.

Students with particular requirements

Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the following address or by telephoning 0870 240 9800.

Edexcel will assess whether or not special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements
Edexcel Foundation
Stewart House
32 Russell Square
London WC1B 5DN

Private candidates

This specification is not available to private candidates.

Specification content

Students study **two** outline studies, **two** depth studies and **two** coursework units. Outline studies **must** be chosen from two different sections (designated by letters).

Paper 1 **Outline studies**

- A1 Changes in work and employment in industry c1760 to the late nineteenth century
- A2 Changes in work and employment in industry from the late nineteenth century to the late twentieth century
- B1 Changes in work and employment in agriculture from the mid eighteenth century to c1900
- C1 Changes in transport, communications and leisure from the mid eighteenth century to the late nineteenth century
- C2 Changes in transport, communications and leisure from the late nineteenth century to the late twentieth century
- D1 Changes in health and population from the mid eighteenth century to the late nineteenth century
- D2 Changes in health, welfare and population from the late nineteenth century to the late twentieth century
- E1 Changes in education from the late eighteenth century to the late nineteenth century
- E2 Changes in education from the late nineteenth century to the late twentieth century
- F1 Changes in politics from the late eighteenth century to the late nineteenth century
- F2 Changes in politics from the late nineteenth century to the late twentieth century

Paper 2 **Depth studies**

- G The impact of enclosures, c1750–c1830
- H Poverty and poor relief, c1790–c1850
- I The Chartist movement, c1830–c1850
- J The campaigns for factory and mines reform, c1800–c1880
- K The campaigns for women’s suffrage, c1870–1918
- L The impact of cinema, radio and television since 1918
- M The impact of the Great Depression on Britain, 1929–39
- N The impact of the Second World War on British society 1939–51
- O Race relations in a multi-cultural society since 1945
- P Northern Ireland c1964–c1996

Paper 3

Coursework

Centres may choose from the following two options:

- Option A: Coursework may be based upon further studies of British history (including local studies)
- Option B: Coursework may be based upon a study of European or world history in the twentieth century.

Note: both assignments must be chosen from the same option.

Centres may design their own coursework (see page 24 for details) or they may choose from the approved Edexcel-designed units.

Part 1: Outline studies

Outline studies must be chosen from two different sections (designated by letters).

Section A: Industry

A1 – Changes in work and employment in industry c1760 to the late nineteenth century

Through the content specified below, students should develop an overview of the following:

- the changing structure of industry
- the impact of changes on employment and the organisation of work.

Specified content

- The transition from domestic production to the factory system in textiles.
- The role and impact of inventors and entrepreneurs (eg Kay, Hargreaves, Crompton, Arkwright, Edmund Cartwright) and the importance of their inventions.
- The development and importance of steam power; the role of Boulton and Watt.
- The impact, in different parts of Britain, of change in coal and iron (eg Wilkinson, Cort) and steel (eg the importance of Bessemer); the role of the Darby family.
- The changing roles of women, children and men in manufacturing.

A2 – Changes in work and employment in industry from the late nineteenth century to the late twentieth century

Through the specified content below, students should develop an overview of the following:

- the changing nature of work
- changing opportunities in employment for men and women.

Specified content

- Working conditions at the end of the nineteenth century; conditions in coal and textiles; the sweated trades and domestic service; differing opportunities for men and women.
- New and declining industries; the reasons for the decline of the 'old' industries and the growth of the 'new' industries; the regional impact of change.
- The changing nature of work in the twentieth century; the decline of manual labour; the impact of the assembly line upon motor car manufacture; the growth of service industries.
- The impact of new technology; the use of robots and computers.

Section B: Agriculture

B1 – Changes in work and employment in agriculture from the mid eighteenth century to c1900

Through the content specified below, students should develop an overview of the following:

- changes in farming practice
- moves towards commercialised agriculture and the effects of new technology and foreign competition
- the impact of these changes on rural employment.

Specified content

- Agriculture and rural society in the middle of the eighteenth century.
- The effect of agricultural improvers and inventions: the roles of Bakewell, Coke, Townshend and Young.
- The impact of the French wars and the Corn Laws.
- The repeal of the Corn Laws: the development and importance of ‘high farming’.
- The effect of the Great Depression and foreign competition on agriculture in different parts of Britain.
- Changes in village life and work in different parts of Britain.

Section C: Transport and leisure

C1 – Changes in transport, communications and leisure from the mid eighteenth century to the late nineteenth century

Through the content specified below, students should develop an overview of the following:

- developments in transport
- the impact of developments in transport on industry, agriculture, society and leisure.

Specified content

- The problems of transport and communication in the middle of the eighteenth century.
- The impact of turnpike trusts and road engineers (eg Metcalf, Telford and Macadam).
- The development of a canal network and the work of canal developers (eg Bridgwater, Brindley and Telford); the impact of canals on industry, agriculture and society.
- The development of railways and their impact on society; the roles of Stephenson and Brunel; the role of the state.
- Changes in leisure: spa towns and seaside resorts; prize – fighting to association football.

C2 – Changes in transport, communications and leisure from the late nineteenth century to the late twentieth century

Through the content specified below, students, should develop an overview of the following:

- changes in transport and communication
- how these changes have affected society, work and leisure.

Specified content

- The development of the motor car and aeroplane; early pioneers, the Wright brothers, Bleriot, Ford and Morris; the changing importance of railways and air transport.
- The impact of the motor car on the economy, society and the environment.
- The effects of changing government policies upon road and rail transport; the role of Beeching.
- The impact of improved transport facilities on work and urban development.
- Changing holiday patterns: seaside resorts; holiday camps; foreign holidays; package tours.

Section D: Population and health

D1 – Changes in health and population from the mid eighteenth century to the late nineteenth century

Through the content specified below, students should develop an overview of the following:

- the impact of population growth on urban life
- patterns of disease and changes in medical understanding and the treatment of disease.

Specified content

- Changes in the size, composition and distribution of the population in different parts of Britain.
- The impact of industrialisation on urban growth, living conditions and the environment.
- Attempts by local and central government to improve public health; cholera and its impact; the role of Chadwick.
- Changes in medical knowledge: the defeat of smallpox; the role of Jenner.
- Changes in medical treatment and hospital care: the role of Simpson, Lister, Pasteur, Koch and Florence Nightingale.

D2 – Changes in health, welfare and population from the late nineteenth century to the late twentieth century

Through the specified content below, students should develop an overview of the following:

- changes in health and welfare provision
- the changing size and structure of the population and the family.

Specified content

- Health, welfare and population in Britain at the end of the nineteenth century; the Poor Law; Booth and Rowntree.
- State intervention in health and welfare 1900–51; the reasons for and impact of the Liberal reforms; inter-war developments; the Beveridge Report and the welfare state.
- The impact of changes in population and family size; the changing structure of the British population in the twentieth century; the impact of population change upon the welfare state; the impact of changing family size.
- The changing nature of the welfare state; developments in welfare 1951–90s; problems facing the welfare state since its inception.
- Changes in health and welfare provision.
- The changing size and structure of the population and the family.

Section E: Education and the role of the state

E1 – Changes in education from the late eighteenth century to the late nineteenth century

Through the content specified below, students should develop an overview of the following:

- changing patterns of educational provision
- the changing role of individuals and the state in education.

Specified content

- Education in the late eighteenth century: Sunday schools, charity schools and dame schools.
- The development of voluntary schools: the monitorial system – Bell and Lancaster; the role of the churches; changing attitudes to education.
- Government involvement in education, 1833–70: reasons for increased involvement; the effects of legislation such as the 1870 Education Act.
- Changes in public schools; Clarendon and Taunton and the work of head teachers.
- The education of girls; different types of school available in the late eighteenth and early nineteenth centuries; the role of Miss Buss and Miss Beale.

E2 – Changes in education from the late nineteenth century to the late twentieth century

Through the content specified below, students should develop an overview of the following:

- changing patterns of education provision
- the roles of individuals and the state in education
- the changing experience of children in school.

Specified content

- Elementary education to 1918.
- The state and compulsory education to 1918; the Acts of 1902 and 1918.
- The impact of the 1944 Education Act; the role of Butler.
- Developments in selective and comprehensive education since 1944.
- Changes in education since 1979; the 1988 Education Act, new examinations and the National Curriculum.

Section F: Changes in British politics

F1 – Changes in politics from the late eighteenth century to the late nineteenth century

Through the specified content below, students should develop an overview of the following:

- changes in the suffrage and political representation
- the changing nature and role of political parties.

Specified content

- Parliamentary elections at the end of the eighteenth century; the unreformed parliament; methods of campaigning; the suffrage and voting.
- The reform of Parliament 1830-84; arguments for and against reform; the 1832, 1867 and 1884 Reform Acts, the Secret Ballot Act and Corrupt Practices Act.
- The development of the two-party system; the roles of Peel, Gladstone and Disraeli in developing the party system.
- The changing role of Parliament; legislation as a means of promoting policy; the beginnings of social reform.

F2 – Changes in politics from the late nineteenth century to the late twentieth century

Through the specified content below, students should develop an overview of the following:

- changes in the suffrage and political representation
- changes in the political parties in Britain.

Specified content

- The changing nature of the suffrage in the twentieth century; the vote in 1900; the Franchise Acts of 1918, 1928 and 1967.
- The reasons for the rise of the Labour party and the decline of the Liberals.
- The impact of nationalism in Wales and Scotland; the reasons for the growth of nationalism and its impact upon British politics; relations between Westminster and Wales and Scotland.
- The two-party system since 1945; the reasons for, and the impact of, the two-party system.

Part 2: Depth studies

G – The impact of enclosures, c1750–c1830

This study will focus on the impact of enclosure on agriculture and on rural society.

- The limitations of the open field system and the reasons for change.
- The process of enclosure; how and where enclosures were carried out.
- The impact of enclosure on agricultural production.
- Support for, and opposition to, enclosure; the roles of Arthur Young and William Cobbett.
- The effects of enclosure on the rural community.

H – Poverty and poor relief, c1790–c1850

This study will focus on changes in poor law relief and the importance of the Poor Law Amendment Act.

- The growing problem of poverty in the late eighteenth century.
- Variations in poor law relief before 1834.
- Demands for reform; the role of Chadwick.
- The impact of the Poor Law Amendment Act.
- Reactions to the Poor Law Amendment Act.

I – The Chartist movement, c1830–c1850

This study will focus on the origins, impact and reasons for the decline of the Chartist movement.

- The origins of Chartism and reasons for support.
- Chartist aims and methods.
- Chartist leadership; the roles of Lovett and O'Connor.
- Reactions to Chartism; opposition and the government response.
- Reasons for the decline of the Chartist movement.

J – The campaigns for factory and mines reform, c1800–c1880

This study will focus on the importance of legislation in improving conditions in factories.

- Conditions in textile factories and mines; how bad were they?
- The movement for factory reform; the roles of Sadler and Shaftesbury.
- Opposition to factory and mines reform; its nature and extent.
- The nature and scope of government legislation.
- The impact of legislation on conditions in factories and mines.

K – The campaigns for women's suffrage, c1870–c1918

This study will focus on how, and why, most women achieved the vote in 1918.

- Growing pressure for female suffrage from 1870.
- Opposition to giving women the vote.

- Suffragists and Suffragettes; divided approaches; Fawcett and the Pankhursts.
- Government responses to the Suffragette campaigns.
- The role of women in the First World War.

L – The impact of cinema, radio and television since 1918

This study will focus on the importance of mass media in modern society.

- The media between 1918–40: the development of radio; the role of the BBC; the role of the media in wartime; the influence of Hollywood; the British film industry.
- The development of television; its impact on cinema and the film industry.
- The commercialisation of TV; independent television; broadcasting by cable and satellite; the debate on censorship.
- The impact of mass media on politics, society and culture.
- Representations of major political, social and cultural issues by radio, television and the cinema.

M – The impact of the Great Depression on Britain, 1929–39

This study will focus on the impact of the Great Depression on Britain's economy and society.

- The consequences of the Wall Street Crash; the impact of unemployment in Britain from 1929.
- The problems faced by the Labour government 1929–31.
- The formation and policies of the national government; the dole and means test; special areas.
- Regional variations; the impact of the depression in different parts of Britain.
- The growth of leisure.

N – The impact of the Second World War on British Society 1939–51

This study will focus on how the role of the state changed as a result of the Second World War.

- A nation at war; conscription; the Blitz-civilian contributions; Home Guard and ARP.
- The changing role of the government-Government regulation and control, rationing and censorship.
- The economic impact of war, state regulation of industry, agriculture and transport.
- Propaganda and entertainment – the role of propaganda and popular entertainment in keeping up civilian morale.
- The impact of war on women and children: evacuation and war work.
- The economic and human cost of the war; the changing role of Britain; plans for the future.
- Austerity, nationalisation and the welfare state 1945–51.

O – Race relations in a multi-cultural society since 1945

This study will focus on the importance of legislation in improving race relations.

- Patterns of immigration and settlement and race relations in Britain after 1945.
- Racial discrimination and prejudice; housing, employment and sport.
- Changing government policies to immigration and race relations; the legislation of the 1960s and 1970s.

- Causes of continued racial tension and unrest, including the role of the media.
- Legislation and other initiatives to promote improved race relations, including the role of the media.

P – Northern Ireland c1964–96

This study will focus on the importance of the conflict in Northern Ireland.

- Northern Ireland in the mid 1960s.
- The civil rights movements.
- The origins of the Troubles.
- Direct rule.
- The struggle for peace.

Internal assessment

Coursework guidelines

Centres will need to bear in mind the range, breadth and coherence of candidates' experience in their whole course of study when designing coursework programmes. Coursework must not duplicate content studied for Paper 1 or Paper 2.

All candidates entered for GCSE History must complete two coursework assignments, one on each unit of content. One assignment must assess Objective 1 and the other must assess Objectives 2 and 3. Each assignment will be marked out of 50. The coursework levels and descriptors are given on pages 25 and 26. Students' responses must not exceed 1,500 words for each assignment.

The coursework programme of study should represent, in teaching time, approximately a quarter of the course. At the time of moderation, centres will be required to submit the complete coursework programmes of one candidate to show the course of study followed and the context of the coursework assignments. Centres are encouraged, where appropriate, to make use of site visits, artefacts, museums, oral evidence, television and radio programmes.

Centres may choose to follow either Option A or Option B. In both cases, Edexcel publishes approved coursework units and assignments which are available from Edexcel Publications and the Edexcel website. Centres which adopt these units and assignments do not need to seek approval.

Centres may devise their own coursework units and assignments for **Option A** and their own assignments for **Option B**. Centre-devised units and assignments must be submitted to Edexcel for approval prior to teaching using form HG1 (see *Appendix 3*). Centres must model their own coursework programmes and assignments on the exemplars published in the *Teachers' Guide* or on the approved coursework units published by Edexcel.

Option A

This option offers candidates the opportunity to relate their studies of British economic and social history to a local study and/or increase their knowledge and understanding through a further depth study based on British economic and social history.

The coursework programme of study must be based on two topics on which candidates will not be assessed in the terminal examination.

At least one of the topics must be a local study placed in its historical context. Local studies need not be local to the school. A local study could focus on an investigation of change in a locality or community over a period of time. Alternatively, it could focus on an aspect of the local community during a shorter period of time or the involvement of the local community in a particular development. The following are examples of suitable topics:

- how land was enclosed and the impact of enclosure upon a community
- the impact of railways on a locality
- child labour in the industrial revolution
- a study of a workhouse union
- the study of a site in context such as Styal or Coalbrookdale
- the effect of a world war on a local community.

If two local studies are followed, they must be on significantly different topics or places.

The second coursework topic may be based on an outline study or depth study listed in the specification on which students will not be assessed in the terminal examination. Alternatively, a second coursework topic may be chosen on British social and economic history which is not listed in the specification. Centres devising their own coursework units must model them on the examples in the *Teachers' Guide* or on the published approved Edexcel-designed units. The content must be submitted to Edexcel for approval using form HG1 and the assignments must be submitted for approval using form HG1 prior to being set for students.

Option B

This option offers candidates the opportunity to undertake a study based on modern European or world political history. This enables candidates to broaden their knowledge and understanding through the study of another country, a different chronological period and a political dimension.

Candidates must complete two coursework assignments based upon one of the coursework units specified below. In each case the units are divided into two sections. One coursework assignment must be based on the first section and the other assignment must be based on the second section. Approved Edexcel-designed units containing specified content and assignments are available for these options from Edexcel Publications and the website. Teachers who wish to devise their own assignments should read the advice below and consult the *Teachers' Guide* and/or the approved Edexcel-designed assignments to ensure that assignments target the assessment objectives effectively. Centres must submit their assignments to Edexcel using form HG1 prior to setting them for students.

Weimar and Nazi Germany, c1919–1945

Section 1: The Weimar Republic 1919–33

Section 2: Nazi Germany 1933–45

This depth study will focus on the impact of the First World War and the depression on the people of Germany; recovery under Stresemann; the reasons for the rise of the Nazi party; the development of the Nazi state; the impact of Nazi rule on the people of Germany.

The study does not entail detailed coverage of the events of the Second World War.

Section 1: The Weimar Republic 1919–33

The problems of the Weimar Republic 1919–23

The impact of Gustav Stresemann

The rise of the Nazi party

Section 2: Nazi Germany 1933–45

The Nazi state

The social and economic effects of Nazi rule

The persecution of Jews and other minorities

The United States of America, c1917–c1970

Section 1: 1917–41

Section 2: 1941–70

This coursework study will focus on the impact of the First World War and the depression on the people of the USA; the nature of the New Deal and the extent of recovery by 1945; the origins and impact of McCarthyism; the impact of the civil rights and protest movements; the New Frontier and the Great Society.

Section 1: 1917–41

The USA in the 1920s

The causes and consequences of the Wall Street crash

Recovery and the New Deal

Section 2: 1941–70

The impact of McCarthyism

The civil rights movements

The ‘New Frontier’ and the ‘Great Society’

Russia and the USSR, c1917–c1991

Section 1: 1917–41

Section 2: 1941–91

This coursework study will focus on the causes of the revolutions of 1917; Russia and the Soviet Union under Lenin and Stalin; the impact of the Great Patriotic War; the Soviet Union under Khrushchev and the collapse of the USSR.

Section 1: 1917–41

The revolutions of 1917 and Bolshevik rule 1917–24

The struggle for power 1924–28

Stalin in power 1928–41

Section 2: 1941–91

The effects of the Great Patriotic War

The USSR under Khrushchev

The decline and fall of the Communist state; the role of Gorbachev

Decolonisation

Section 1: Asia

Section 2: Africa

This theme will focus on colonial rule in Asia and Africa; the reasons for the end of the European empires in Asia and Africa; the consequences and impact of decolonisation; opposition to the creation of majority rule.

Section 1: The end of the European empires in Asia

British rule in India 1919–45

The reasons for independence and partition in 1947

Reasons for the end of the French empire in Indo-China

Section 2: Decolonisation in Africa

Colonial rule in an African country

The reasons for and impact of independence in an African country

Attempts to maintain white supremacy in South Africa

Europe, divided and united

Section 1: Life in the Eastern bloc

Section 2: European unity

This coursework study will focus on the causes and consequences of the divisions of Europe after 1945; life behind the Iron Curtain; the reasons for and effects of the moves towards European unity 1951 to 1992.

Section 1: Life in the Eastern bloc

Soviet attempts to control Eastern Europe 1945–55

Attempts to break free of Soviet control: Hungary and Czechoslovakia

Society and the economy in the countries behind the Iron Curtain

Section 2: European unity

The reasons for the effects of the attempts to bring about European unity 1945–63

Britain's changing relations with the EC

Changes within the EC 1963–92

The United Nations

Section 1: Peacekeeping

Section 2: The role of the UN agencies

This coursework study will focus on why the UN was set up; the structure and organisation of the United Nations; the work of the UN agencies; the role of the UN in disarmament and peacekeeping since 1945; the attempts by the UN to tackle the problems facing the world environment and to balance the needs of the developed and developing countries.

Section 1: Peacekeeping

The reasons for and the effects of the UN's involvement in Korea

The role of the UN forces in the Congo

The role of the UN in the Middle East

Section 2: The role of the UN agencies

The work of the UN's specialised agencies, eg WHO, UNESCO, UNICEF

The needs of developing and developed countries

The UN and environmental issues

Superpower rivalry c1945–c1989

Section 1: 1945–61

Section 2: 1961–89

This coursework study will focus on the breakdown of the wartime alliance and the development of the Cold War; co-existence and containment, superpower rivalry in the 1950s; Berlin; the Cuban Missile Crisis; Détente; the impact of the invasion of Afghanistan and the roles of Reagan and Gorbachev in bringing the Cold War to an end.

Section 1: 1945–61

The reasons for the breakdown of the wartime alliance and the development of the Cold War 1945–49

Nato and the Warsaw Pact

Co-existence and containment, 1953–61

Section 2: 1961–89

The Cuban Missile Crisis and the development of Détente, 1962–79

Changes in the relations between the superpowers, 1979–85

The roles of Gorbachev and Reagan and the end of the Cold War, 1985–89

Coursework assignments

Coursework assignments may be either teacher-designed or Edexcel-designed. Edexcel-designed assignments will be based upon materials and sources provided by Edexcel. Teachers may duplicate these assignments freely within their own centres for use by their students.

Centre-designed coursework assignments

A centre-designed assignment may be either a class or group enquiry in which the teacher indicates or provides a range of source materials and/or library resources and students work with the same material on a common assignment.

Coursework assignments assessing Objective 1 should normally contain three sub-questions which require students to ‘describe’, ‘explain’ and ‘analyse’ an important historical issue or event.

Coursework marks assessing Objectives 2 and 3 should be based on up to eight sources. The sub-questions should require students to:

- explain what can be learnt from the source
 - *comprehension and inference*
- put the sources into context
 - *comprehension with factual recall*
- analyse sources for agreement and/or disagreement
 - *cross-referencing*
- assess the usefulness of one or two sources
 - *reliability and utility*
- use sources to evaluate statements or views or pictures of the past
 - *evaluate interpretations and representations.*

The completion of coursework assignments

Coursework assignments may be completed as part of classwork or homework. However, all coursework assignments must be authenticated, by the teacher responsible for teaching the students, as the student’s own work.

The marking and annotation of coursework

Coursework must be marked and annotated in accordance with the GCSE and GCE A/AS Code of Practice.

Students’ work submitted for moderation should normally be marked and annotated by the teacher responsible for teaching the students. The annotation should include the level reached by the students in each part of the assignment or in each sub-question.

At the end of the assignment there should be a total mark and final brief comment explaining how that mark has been arrived at. The final mark awarded should reflect the overall level of achievement demonstrated by the student in the assignment. For example, a student who reached level 3 in all sub-questions should be awarded a mark in the level 3 mark band of 31-45. Half marks should not be used.

Where more than one teacher has been responsible for marking the sample of students' work, there should be clear evidence of internal moderation. Internal moderation should establish an overall order of merit for all students within a centre and must ensure that the assessment criteria have been correctly applied. This process must include an arithmetical check of the marks and the transfer of totals to the optically read Teacher Examiner Mark sheets (OPTEMS).

Moderation and submission of coursework

Detailed internal assessment procedures are given in *Appendix 2*. If it proves necessary to amend these details in any way in the future, centres will receive separate notification.

Coursework level descriptors

Assessment Objective 1

Recall, select, organise and deploy knowledge of the specification content to communicate it through description, analysis and explanation of:

- the events, people, changes and issues studied
- the key features and characteristics of the periods, societies or situations studied.

- Level 1: Produces some knowledge relevant to the chosen topic in a form which can be understood. Makes simple statements describing the sequence of events/details, consequences, etc as appropriate. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1 – 15)
- Level 2: Produces simple explanations in a generally clear and structured form. The explanation shows understanding of the appropriate concept(s). The knowledge supplied is relevant and adequate and shows understanding of the topic or issue. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (16 – 30)
- Level 3: Produces a logical and coherent explanation, which shows confident understanding of the appropriate concept(s). Selects supporting knowledge and shows the interrelationship of factors/features, etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (31 – 45)
- Level 4: Produces a logical and sustained argument, supported by precisely selected knowledge. The explanation/analysis shows mastery of the appropriate concept(s). Analyses the interrelationship of factors/features, etc and assesses their significance. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. (46 – 50)

Assessment Objectives 2 and 3

- AO2: Use historical sources critically in their context, by comprehending, analysing, evaluating and interpreting them.
- AO3: Comprehend, analyse, and evaluate, in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.
- Level 1: Understands that sources of information can be used to respond to a given historical assignment. Can comprehend evidence at face value and extract relevant information from it. Shows implicit understanding that the past can be represented in different ways. Spells, punctuates and uses the rules of grammar with reasonable accuracy; uses a limited range of specialist terms appropriately. (1 – 15)
- Level 2: Can make clear and straightforward judgements about the value of evidence for a given historical enquiry. Can interpret and select evidence and construct a simple synthesis. Can identify some different ways in which the past can be represented and offers some explanation of why these differences exist. Spells, punctuates and uses the rules of grammar with considerable accuracy; uses a good range of specialist terms with facility. (16 – 30)
- Level 3: Can make logical and sustained judgements about the value of evidence in a given historical context. Uses evidence with some discrimination to reach valid conclusions in an enquiry. Can identify and explain different representations or interpretations of the past. Can show, using appropriately selected knowledge, why these differences exist and attempts some critical evaluation of the representations and interpretations. Spells, punctuates and uses the rules of grammar with considerable accuracy; uses a good range of specialist terms with facility. (31 – 45)
- Level 4: Can make logical and sustained judgements about the value of evidence in a given historical context. Uses evidence with confidence and discrimination to reach substantiated conclusions. Can critically evaluate different representations and interpretations of historical developments and events based on selected historical knowledge. Spells, punctuates and uses the rules of grammar with almost faultless accuracy, deploys a range of grammatical constructions; uses a wide range of specialist terms adeptly and with precision. (46 – 50)

Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by students awarded particular grades. The descriptions are to be interpreted in relation to the content of the specification. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

Grade F

Candidates recall, select and organise some relevant knowledge of the specification content. They identify and describe some reasons, results and changes in relation to the events, people, changes and issues studied. They describe a few features 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.

Grade C

Candidates recall, select, organise and deploy historical knowledge of the specification content to support, generally with accuracy and relevance, their descriptions and explanations of the events, periods and societies studied.

Candidates produce structured descriptions and explanations of the events, people, changes and issues studied. Their descriptions and explanations show understanding of relevant causes, consequences and changes. They also consider and analyse key features and characteristics of the periods, societies and situations studied, including the variety of ideas, attitudes and beliefs held by people at the time.

Candidates evaluate and use critically a range of sources of information to investigate issues and draw relevant conclusions. They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways.

Grade A

Candidates recall, select, organise and deploy historical knowledge of the specification content accurately, effectively and with consistency, to substantiate arguments and reach historical judgements.

Candidates produce developed, reasoned and well substantiated analyses and explanations which consider the events, people, changes and issues studied in their wider historical context. They also consider the diversity and, where appropriate, the interrelationship of the features and ideas, attitudes and beliefs in the periods, societies and situations studied.

Candidates evaluate and use critically a range of sources of information in their historical context to investigate issues and reach reasoned and substantiated conclusions. They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways and consider their value in relation to their historical context.

The wider curriculum

Key skills

This specification will provide opportunities, as appropriate, to develop the key skills of communication, information technology, improving own learning and performance, working with others and problem solving.

Examples of such opportunities are signposted in *Appendix 1* of the specification. It is important that these opportunities fall naturally into a programme of study, and it may be that not all the examples are appropriate for all programmes. The examples offered may be adapted to suit particular situations, and it will be possible to devise many alternative opportunities and approaches. The development of key skills can enhance teaching and learning strategies and can be a stimulus to new approaches, and increase levels of student involvement.

Key skills opportunities are detailed more fully in *Appendix 1*.

Spiritual, moral, ethical, social and cultural issues

This specification contributes to an understanding of spiritual issues, moral and ethical issues, social issues and cultural issues in the following content options:

- **Spiritual issues**

Although this specification does not tackle these issues explicitly, teachers should be aware that there will be a number of opportunities to ask students to consider the following:

- the nature of proof, truth and certainty
- human achievement
- religious beliefs and personal insights
- the value of individuals and communities.

- **Moral and ethical issues**

Teachers are encouraged to ask students to consider the moral and ethical implications of all the historical issues studied in this specification. When discussing the motives and actions of historical figures, students should take account of the moral and ethical considerations involved in historical decisions.

- **Social and cultural issues**

Social history (including cultural aspects) is a feature of this specification and this is reflected in all the outline and depth studies. The following social and cultural issues are focuses within the specification:

- the changing role of women
- patterns of employment in industry and agriculture
- transport, communication and leisure
- health and welfare
- changes in education

- the changing nature of suffrage
- poverty
- popular protest
- factory conditions
- the impact of war on British society
- race relations in Britain
- cinema, radio and television
- civil rights in Northern Ireland.

Education for citizenship

This specification makes a contribution towards coverage of the Key Stage 4 programme of study for Citizenship, in particular through:

- *Changes in work and employment in industry from the late nineteenth century to the late twentieth century*, this outline study allows students to explore the economy through studying changes in work and employment to the late twentieth century.
- *Changes in health, welfare and population from the late nineteenth century to the late twentieth century*, this outline study allows students to explore the public sector of the economy through studying the changing nature of the Welfare State 1951–90s.
- *Changes in education from the late nineteenth century to the late twentieth century*, this outline study allows students to explore the public sector of the economy through studying changes in education since 1979.
- *Changes in politics from the late eighteenth century to the late nineteenth century*, this outline study allows students to explore electoral processes through studying changes in politics in the nineteenth century.
- *Changes in politics from the late nineteenth century to the late twentieth century*, this outline study allows students to explore electoral processes through studying the changing nature of suffrage in the twentieth century and the two-party system since 1945. It also allows students to explore regional differences and the reasons for them through studying the growth and impact of nationalism in Wales and Scotland.
- *The Chartist movement, c1830–c1850*, this depth study allows students to explore the need for people living in a democracy to vote through the study of the Chartist movement.
- *The impact of cinema, radio and television since 1918*, this depth study allows students to explore information methods, why freedom of information is necessary in a democracy, media and politics, and censorship through studying the importance of the mass media in modern society.
- *Race relations in a multi-cultural society since 1945*, this depth study allows students to explore multi-cultural Britain, the need for mutual respect and understanding, pluralism and the laws relating to discrimination on grounds of race through studying race relations in a multi-cultural society since 1945.
- *Northern Ireland c1964–c1996*, this depth study allows students to explore electoral processes, the reasons for regional and religious differences and the need for mutual respect and understanding through the study of Northern Ireland 1964–96.
- *Coursework Option B*, this coursework option allows students to explore the EU through studying Europe divided and united, and globalisation and interdependence through studying the United Nations.

Information and communication technology

Students could use a CD ROM, the Internet or resources on a school intranet to research a historical issue. Students could access museum, university or government agency websites and use online databases to enable them to compile information and compare various views of a historical event, for instance different interpretations of the nature of the Chartist movement (depth study I).

Students could enter population statistics, prices or figures of production on to a spreadsheet and use that to produce a table such as a bar chart, for instance, a chart showing patterns of immigration in Britain since 1945 (depth study O).

Students could use word processing to write one of their coursework assignments or to develop their skills in extended writing, drafting and re-drafting of their work to enhance its quality and accuracy.

Students could present their research to the class using PowerPoint or produce work for a classroom display or for publication on a school intranet.

Teachers should consult *Appendix 1*, which contains more detailed guidance on the opportunities within this specification for using IT and collecting evidence for the assessment of the key skill.

Environmental education, health and safety education, and the European dimension

This specification contains a number of opportunities to develop understanding of these issues. For example:

Environmental education

- The effects of industrialisation
- The changing nature of agriculture including enclosure
- The effects of transport, communications and leisure
- Health and welfare

Health and safety education

- Health and welfare
- Factory conditions
- Transport
- Poverty

The European dimension

- Britain and Europe – joining the EEC
- Students can study European history through coursework (see list on page 10).

Support and training

Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

INSET
Edexcel Foundation
Stewart House
32 Russell Square
London WC1B 5DN

Tel: 020 7758 5620
Fax: 020 7758 5950
020 7758 5951 (second fax number)
E-mail: inset@edexcel.org.uk

Website

www.edexcel.org.uk

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found.

The website is regularly updated, and an increasing amount of support material and information will become available through it.

Edexcel Publications

Support materials and further copies of this specification can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Tel: 01623 467467
Fax: 01623 450481
E-mail: publications@linneydirect.com

The following support materials will be available from spring 2001 onwards:

- specimen papers
- internal assessment guide
- *Teachers' Guide*.

Regional Offices and Customer Response Centre

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call the Edexcel Customer Response Centre on 0870 240 9800.

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Appendix 1 – Key skills

The GCSE in History offers a range of opportunities for students to develop their key skills and generate assessed evidence for their portfolios.

In particular, the following key skills can be developed and assessed through this specification at level 2:

- communication
- information technology
- improving own learning and performance
- working with others
- problem solving.

Students requiring application of number may be able to develop this skill through other parts of their GCSE course or through stand-alone sessions.

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts.

Part A – What you need to know this identifies the underpinning knowledge and skills required of the student

Part B – What you must do this identifies the evidence that students must produce for their portfolios

Part C – Guidance this gives examples of possible activities and types of evidence that may be generated.

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the level 2 key skills units. For those students working at level 1, these level 2 opportunities can also be used to generate evidence at level 1. Reference should be made to the appropriate level 1 statements in the key skills specifications.

The evidence generated through this GCSE will be internally assessed and contribute to the student's key skills portfolio. In addition, in order to achieve the key skills qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications as some students may be exempt from part or all of the assessment of a specific key skill.

Each unit within the GCSE in History will provide opportunities for the development of all five of the key skills identified. This section outlines the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. This appendix contains illustrative activities for each key skill that will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence Edexcel has produced recording documentation that can be ordered from Edexcel Publications.

Mapping of key skills: summary table

Communication – level 2

For the communication key skill students are required to hold discussions and give presentations, read and summarise information, and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this GCSE.

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p>C2.1a Contribute to a discussion about a straightforward subject.</p>	<p>Many of the topics in this specification are suitable as the basis of a group discussion. The discussion should be about a straightforward subject. This may be a subject often met in their studies, etc and the vocabulary will be familiar. During the discussion students should make clear and relevant contributions, listen and respond to others, helping to move the discussion forward.</p> <p>Eg students work in groups to study a range of sources and consider how the sources help them to understand a historical issue. They should consider the content of the sources as well as their nature, origin and purpose.</p>
<p>C2.1b Give a short talk about a straightforward subject, using an image.</p>	<p>Following a period of research students could be given the opportunity to give a short talk to the rest of their group.</p> <p>During the talk students should speak clearly in a way that suits the subject and situation. They should keep to the subject and the structure of the talk should help listeners follow points made. The talk should include an image to clearly illustrate main points. Images could include charts and diagrams, pictures or maps, etc.</p> <p>Eg students give a presentation to explain the impact of rationing upon the lives of the British people during the Second World War.</p>

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p>C2.2 Read and summarise information from two extended documents about a straightforward subject.</p> <p>One of the documents should include at least one image.</p>	<p>Students will have a number of opportunities to read and synthesise information from two extended documents, for example as part of their preparation for the discussion and talk, or as preparation for a piece of written work for their GCSE.</p> <p>Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p> <p>Students will need to select and read relevant material. From this information they will need to identify accurately the lines of reasoning and main points from the text and images. Students will then need to summarise this information into a form that suits the purpose – eg for a talk, discussion or an essay.</p> <p>Eg students are asked to research a topic, issue or individual from scratch and prepare background notes for an essay. The documents could include websites, from which students would be required to save images.</p>
<p>C2.3 Write two different types of documents about straightforward subjects.</p> <p>One piece of writing should be an extended document and include at least one image.</p>	<p>Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages.</p> <p>The document should present relevant information in an appropriate form. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. The information in the document should be clearly structured, eg through the use of headings, paragraphs, etc.</p> <p>Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.</p> <p>Eg students could be asked to prepare and write a long essay in answer to a historical question or could be required to write an investigation of a historical issue in a contemporary style. For example, students could be required to compile a newspaper report on a parliamentary election, such as the 1807 Yorkshire County election.</p>

Evidence

Student evidence for communication could include:

- tutor observation records
- preparatory notes
- audio/video tapes
- notes based on documents read
- essays.

Information technology – level 2

When producing work for their GCSE in History students will have numerous opportunities to use information technology. The Internet, CD ROM, etc could be used to collect information. Documents can be produced using relevant software and images may be incorporated in those documents. Early drafts of documents could be E-mailed to tutors for initial comments and feedback.

If students undertaking coursework as part of their GCSE in History use information technology, they will have opportunities to generate evidence for all three sections identified in Part B of the key skills specification.

In addition, students will be able to use information technology to generate evidence for the communication key skill. For example, the extended document with images, required for C2.3, could be generated using appropriate software.

As part of their history programme students may not be able to generate sufficient evidence required for this unit, for example working with numbers through the use of a spreadsheet application, or some aspects of database use. In this situation, students may use stand-alone IT sessions for development and evidence generation and/or other parts of their GCSE course.

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p>IT2.1 Search for and select information for two different purposes.</p>	<p>Students will need to identify suitable sources of information and effectively search for information using multiple criteria. Information selected should be interpreted and students should decide what is relevant for their purpose.</p> <p>Eg students could be required to use a CD ROM, the Internet or resources on a school intranet to research a historical issue. Students should be required to find and save examples of text, images and tables which are relevant to the specific topic.</p>
<p>IT2.2 Explore and develop information, and derive new information, for two different purposes.</p>	<p>Students are required to bring together information in formats, such as tables, that help development. The information should be explored by, for example, changing information in a spreadsheet model. Information should also be developed and new information derived as appropriate, for example through the use of headings, tables, charts and graphs.</p> <p>New information should be derived from, for example, comparing information from different sources, using formulae to calculate totals or averages.</p> <p>Eg students could be required to enter population statistics, prices or figures of production onto a spreadsheet and use that to produce a table such as a bar chart. Students could also use the spreadsheets to calculate averages.</p>

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p>IT2.3 Present combined information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.</p>	<p>In presenting combined information students will need to select and use appropriate layouts in a consistent way through, for example, the use of margins, headings, borders, font size, etc. Layouts, etc should be refined to suit both the purpose and the needs of the audience (early drafts should be kept as portfolio evidence).</p> <p>The final piece of work should be suitable for its purpose and audience, eg GCSE coursework, OHTs/handouts for a presentation, etc. The document should have accurate spelling (use of spellchecker) and have been proofread.</p> <p>Eg students could use ICT to prepare one of their coursework assignments, using appropriate applications to present their work in a formal manner. They could also produce work for a classroom display or for publication on a school intranet, taking into consideration the intended audience and the most appropriate form of presentation.</p>

Evidence

Student evidence for information technology could include:

- tutor observation records
- notes of sources used
- printouts with annotations
- draft documents.

Working with others – level 2

To achieve this key skill students are required to carry out at least two activities. One example must show that they can work in one-to-one situations and one example must show that they can work in group situations. Students will plan their work with others and confirm working arrangements, work cooperatively towards achieving identified objectives, and exchange information on progress.

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p>WO2.1 Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.</p>	<p>Students should identify the objectives of working together and the assignments, resources and timescales required to meet these objectives. Information should be exchanged to clarify responsibilities, for example suggesting ways help can be given, asking what others can do, checking their own and others' responsibilities. The group needs to confirm responsibilities and working arrangements.</p> <p>Eg in a group activity, students should take responsibility for the allocation of assignments, deadlines and resources. They should also take collective responsibility for the completion of the activity and appreciate that the failure of a group member to complete assignments will affect all members of the group.</p>
<p>WO2.2 Work cooperatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.</p>	<p>Students will need to organise assignments so that responsibilities can be met, for example obtaining resources, completing assignments on time, etc. Assignments should be completed accurately and safely. Cooperative ways of working should be supported through, for example, anticipating the needs of others, avoiding actions that offend, etc. Advice from others, including group members, tutor, etc should be sought when needed.</p> <p>Eg students working in pairs could allocate each other assignments and responsibilities and set their own homework.</p>
<p>WO2.3 Exchange information on progress and agree ways of improving work with others to help achieve objectives.</p>	<p>Once completed the full group needs to review outcomes against the agreed objectives. In doing this they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving work with others to help achieve objectives.</p> <p>Eg students should be aware of the difficulties faced by other group members in the completion of their assignments and pass on relevant findings, images or research as and when appropriate.</p>

Evidence

Student evidence for working with others could include:

- tutor observation records
- preparatory notes
- records of process and progress made.

Improving own learning and performance – level 2

Within GCSE in History programmes, students will have opportunities to develop and generate evidence that meets part of the evidence requirement of this key skill. To achieve this key skill students will need to provide at least **two** examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and through learning through a straightforward practical activity. This GCSE in History will provide opportunities for students to study a straightforward subject. Evidence for learning through a practical activity may come from other GCSEs in the students' programme or from enrichment activities.

Activities that generate evidence for this skill should take place over a period of a few weeks. Over the period of the activity there will be times when the students should work without close supervision. However, students should seek and receive feedback, from tutors and others, on their target setting and performance.

Any project work (including coursework) is a suitable learning activity and may be used to generate evidence for this key skill.

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p>LP2.1 Help set short-term targets with an appropriate person and plan how these will be met.</p>	<p>Students plan how they are to meet short-term targets with an appropriate person, eg agreeing a project with their tutor. This will include setting realistic targets and action points. Review dates with, for example, their tutor should be built in to the plan.</p> <p>Eg students identify weaknesses in their work, such as essay writing or use of sources, and devise a plan for improvement. This might include the use of a template such as a writing frame, or a source analysis box.</p>
<p>LP2.2 Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets. Improve your performance by:</p> <ul style="list-style-type: none"> • studying a straightforward subject • learning through a straightforward practical activity. 	<p>The plan should be implemented with performance reviews and should include working for short periods without close supervision.</p> <p>Eg students could set themselves targets to master the background context of a historical issue, such as the Great Reform Act, and devise a programme to assist in the mastering of relevant detail. This could include regular reviews with a tutor or class teacher.</p>
<p>LP2.3 Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task or activity to meet the demands of a new task.</p>	<p>Students should review their own progress with the help, for example, of their tutor. They should identify, with evidence, what and how they have learned and provide information on what has gone well and what has gone less well, targets met, providing evidence of achievements from relevant sources. They should identify with, for example, their tutor, action for improving their performance.</p> <p>Eg students could record the grades/levels achieved in assessed work and then produce a plan to enable them to reach higher levels.</p>

Evidence

Student evidence for improving own learning and performance could include:

- tutor records
- annotated action plans
- records of discussions
- learning log
- work produced.

Problem solving – level 2

To achieve this key skill students will need to provide at least **two** examples of meeting the standard required. They need to show that they can identify problems, plan and try out options, and check whether the problem has been solved. For this GCSE students may not be able to try out options and check results as there may be difficulties in implementing practical solutions in a school or college context.

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p>PS2.1 Identify a problem and come up with two options for solving it.</p>	<p>Students will need to identify the problem and describe its main features and how to show it has been solved. They need to identify different ways of tackling the problem and ways of identifying success. They should use the help of others, for example their tutor, as appropriate.</p> <p>Eg students could devise two different ways of revising for a test or examination, such as the use of flash cards or mind maps.</p>
<p>PS2.2 Plan and try out at least one option for solving the problem, obtaining support and making changes to your plan when needed.</p>	<p>Students should confirm with, for example, their tutor their chosen option and how they will implement it. Upon implementation relevant assignments should be organised and changes made as necessary. Support should be obtained when needed.</p> <p>Eg having devised two alternative ways of revising for a test or examination, students could then try to decide which method is the more likely to be effective for themselves.</p>
<p>PS2.3 Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving.</p>	<p>Students should check whether the problem has been solved using agreed methods, for example by test, observation, inspection, etc. The results of this should be described, giving an explanation of decisions taken.</p> <p>The student should identify the strengths and weaknesses of their approach and how they would do things differently if they met a similar problem.</p> <p>Eg students could review the effectiveness of their revision methods and consider how they might be improved in the future.</p>

Evidence

Student evidence for problem solving could include:

- description of the problem
- tutor records and agreement of standards and approaches
- annotated action plans
- records of discussions
- descriptions of options
- records of reviews.

Appendix 2 – Coursework moderation procedures

All centres will receive Optically-read Teacher Examiner Mark Sheets (OPTEMS) for each coursework component.

Centres will have the option of:

EITHER recording marks on an Optically-read Teacher Examiner Mark Sheet (OPTEMS), Section 1

OR recording marks on computer for transfer to Edexcel by means of Electronic Data Interchange (EDI), Section 2.

Sections 3 and 4 apply whichever option is selected and deal with Coursework Front Sheets and the sample of work required for moderation.

1 Centres using OPTEMS

- 1.1 OPTEMS will be pre-printed on three-part stationery with unit and paper number, centre details and candidate names in candidate number order. A number of blank OPTEMS for candidates not listed will also be supplied.

The top copy is designed so that the marks can be read directly by an Optical Mark Reader. It is important therefore to complete the OPTEMS carefully in accordance with the instructions below. **Please do not fold or crease the sheets.**

- 1.2 Before completing the OPTEMS please check the subject, paper and centre details, to ensure the correct sheet is being completed.
- 1.3 All candidates entered by the deadline date will be listed on the OPTEMS, except those carrying forward their centre-assessed marks from the previous year. Such candidates will be listed on a separate OPTEMS coded T for Transferred. Any OPTEMS coded T should be checked, signed to confirm the transfer, and the top copy returned to Edexcel. No mark should be entered.
- 1.4 Late entries will need to be added in pencil either in additional spaces on the pre-printed OPTEMS or on one of the blank OPTEMS which will be supplied. Please note that full details of the centre, specification/unit, paper, candidates' names and candidate numbers must be added to ALL blank OPTEMS.
- 1.5 The OPTEMS should be completed **using an HB pencil**. Please ensure that you work on a firm, flat surface and that figures written in the marks box go through to the second and third copies.
- 1.7 For each candidate, first ensure you have checked the arithmetic on the Coursework Front Sheet, then transfer the **Total Mark** to the box of the OPTEMS labelled 'Marks' for the correct candidate (please see exemplar).

- 1.7 Encode the component mark on the right-hand side by drawing a line to join the two dots inside the ellipses on the appropriate marks. Clear, dark **HB pencil** lines must be made but they must not extend outside the ellipses on either side of the two dots. Take care to remember the trailing zeros for candidates scoring 10, 20, etc and the leading zero for single figures, as shown.
- 1.8 If you make a mistake, rub out the incorrect marks completely. Amend the number in the marks box and in the encoded section, but **please remember to amend separately the second and third copies** to ensure that the correct mark is clear.
- 1.9 Every candidate listed on the OPTEMS must have either a mark or one of the following codes in the marks box.
- 0 (zero marks) should be entered only if work submitted has been found to be worthless. It should **not** be used where candidates have failed to submit work.
 - ABS should be in the marks box and an A in the encoded section for any candidate who has been absent or has failed to submit any work, even if an aegrotat award has been requested.
 - W should be entered in the marks box and the encoded section where the candidate has been withdrawn.

Exemplar

Encoded section

Candidate name	Number	Marks												
NEW ALAN* SP	3200	0	(0)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) (•W•)
OTHER AMY* SP	3201	5	(0) (0)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) (•W•)
SMITH JOHN AW	3202	47	(0) (0)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) (•W•)
WATTS MARK* SP	3203	ABS	(0) (0)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) (•W•)
STEVEN JANE AW	3204	136	(0) (0)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) (•W•)
JONES ANN* AW	3205	40	(0) (0)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) (•W•)
PATEL RAJ* AW	3206	207	(0) (0)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) (•W•)
WEST SARA SP	3207	W	(0) (0)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) (•W•)

1.10 Where more than one teacher has assessed the work, the teachers' initials should be given to the right of each candidate's name as illustrated.

1.11 The authentication and internal standardisation statement on the OPTEMS must be signed. **Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking has been carried out.**

Once completed and signed the three-part sets should then be divided and despatched, or retained as follows:

- a **Top copy** to be returned direct to Edexcel in the envelope provided **to be received by 1 May for the May/June examination series**. Please remember this form **must not be folded or creased**.
- b **Second copy** to be sent **with the sampled coursework** as appropriate (see Section 4) to the moderator. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.
- c **Third copy** to be retained by the centre.

2 Centres using EDI

2.1 Marks must be recorded on computer and transmitted to Edexcel by **1 May for the May/June examination series**. They must be recorded in accordance with the specifications in the booklet 'Formats for the Exchange of Examination Related Data using Microcomputers'. Each mark has a status as well as a value. Status codes are:

- V** – valid non-zero mark recorded; candidate not pre-selected as part of the sample for moderation
- S** – valid non-zero mark recorded and candidate included in sample for moderation (refer to OPTEMS and Section 4)
- Z** – zero mark recorded for work submitted
- N** – no work submitted but candidate **not** absent
- A** – absent for component
- M** – missing mark; no information available about the candidate's previous performance
- F** – mark carried forward from a previous examination series. (If the mark status is 'F', then no mark follows.)

The OPTEMS provided will indicate, with asterisks, the candidates whose work is to be sampled, where this is pre-selected (see Section 4).

2.2 Printout

Centres are required to produce a printout of the centre-assessed marks and annotate it as described below, before forwarding it **together with the sampled coursework** as appropriate (see Section 4) to the moderator, **to be received by 1 May for the May/June examination series**. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

- ABS – absent
W – withdrawn
* – sampled candidate
✓ – additional sampled candidates.

Where more than one teacher has assessed the work, the teachers' initials or the set number should be given beside each candidate's name.

Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking is carried out. The following **authentication** and internal standardisation statement should be written at the bottom of the printout and signed by the teacher responsible:

'I declare that the work of each candidate for whom marks are listed is, to the best of my knowledge, the candidate's own and that where several teaching groups are involved the marking has been internally standardised to ensure consistency across groups.'

Signed Date

Centres are advised to retain a copy of the annotated printout.

3 Coursework front sheets

A copy of the coursework front sheet is provided for centres to photocopy. The coursework front sheet, to be completed for each candidate, provides details for the moderator of how each candidate's total mark is reached. It is the teacher's responsibility to ensure that:

- all marks are recorded accurately and that the arithmetic is correct
- the total mark is transferred correctly onto the OPTEMS or via EDI
- any required authentication statement is signed by the candidate and/or teacher as appropriate.

Where a candidate's work is included in the sample, the coursework front sheet should be attached to the work.

4 Sample of work for moderation

- 4.1 **Where the pre-printed OPTEMS is asterisked** indicating the candidates whose work is to be sampled, this work, together with the second copy of the OPTEMS, should be posted to reach the moderator by 1 May for candidates seeking certification in the summer series. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

In addition, the centre must send the work of the candidate awarded the **highest** mark and the work of the candidate awarded the **lowest** mark, if these are not already included within the initial samples selected. The centre should indicate the additional samples by means of a tick (✓) in the left-hand column against the names of each of the candidates concerned.

For all sampled work the associated front sheet must be attached to each candidate's work.

If the pre-selected sample does NOT adequately represent ALL parts of the entire mark range for the centre, additional samples in the range(s) not covered should also be sent to the moderator. As above, additional samples should be indicated by means of a tick (✓).

For centres submitting marks by EDI the candidates in the sample selected on the OPTEMS should be marked with an asterisk (*) or a tick (✓), as appropriate, on the EDI printout. The annotated printout must be sent to the moderator with the sample of work.

- 4.2 **Where the pre-printed OPTEMS is not asterisked and**

- there are **11 or fewer candidates**, the coursework of ALL candidates, together with the second copy of the OPTEMS, should be posted to reach the moderator by **1 May for the May/June examination series**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The associated front sheet must be attached to each candidate's work
- **there are more than 11 candidates**, the centre should send the second copy of the OPTEMS or the annotated EDI printout to reach the moderator by **1 May for the May/June examination series**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The moderator will advise the centre of the candidates whose work, with the associated front sheet, should be posted to him/her by return.

- 4.3 **In all cases** please note that the moderator may request further samples of coursework as required and the work of all candidates should be readily available in the event of such a request.

Internal standardisation

Centres are reminded that it is their responsibility to ensure that where more than one teacher has marked the work, internal standardisation has been carried out. This procedure ensures that the work of all candidates at the centre is marked to the same standards. The statement confirming this on the OPTEMS or the EDI printout must be signed.

Options studied for Paper 2:

.....

.....

Coursework unit assessing AO1 Unit title:.....

This coursework unit will focus on:

Please expand your coursework unit content in bullet-point form

Coursework unit assessing AO2 Unit title:.....

This coursework unit will focus on:

Please expand your coursework unit content in bullet-point form

Please attach both coursework assignments to this form. Coursework assignments must include the following:

- Sources Questions Mark schemes

Appendix 4 – Coursework front sheet

Please complete this frontsheet and attach it to the candidate's coursework for all candidates whose coursework is requested by the moderator.

Centre Number:	Centre Name:
Candidate Number:	Candidate Name:
Specification Name and Number:	
Name of Teacher/Examiner:	

Externally assessed examination papers

Paper 1 Title	
Paper 2 Title	

	Objectives	Mark
Assignment 1	Objective 1:	
Assignment 2	Objective 2 & 3:	
Total Mark:		

Declaration by Teacher: I declare that the candidate's activities were kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

SIGNATURE OF EXAMINING TEACHER: **Date:**

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