

Edexcel GCSE in  
History C – Schools history project (1336)  
First examination 2003  
November 2000

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### *Acknowledgements*

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel recognises and values all those who contributed their time and expertise to the development of GCSE specifications.

Authorised by Sue Parker

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# Introduction

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Edexcel GCSE in History (Schools History Project) is one of a suite of three History GCSEs, each offering teachers and students distinctly different approaches to the study of history.

The specification enables students to study history on a range of scales: local, British, European and world. It requires students to study history in at least two very different ways:

- in depth, and
- thematically, over at least 500 years.

These are reflected in both the content and the assessment.

There are also opportunities for schools to increase the range of history studied through a local history and/or modern history unit.

The other Edexcel History GCSE specifications available are:

- Edexcel GCSE in History A: Modern World History (1334)
- Edexcel GCSE in History B: Aspects of modern social, economic and political history (1335).

Short courses are also available for all three specifications.

## Key features

- Conforms to the ethos of the Schools History Project with a focus on historical process.
- Offers a flexible choice of depth, development and coursework studies.
- Paper 2 questions set on a nominated topic.
- Edexcel-designed coursework units available free to centres.
- Textbooks to support studies in development: Medicine (John Murray); Crime (CUP).

## Rationale

This specification requires candidates to study history in at least two different ways, in depth and thematically. It also provides candidates with the opportunity to study history on a variety of scales: local, national, European, non-European and international; and across a range of perspectives: political, social and economic. This is reflected in the content and the assessment.

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

The purpose of Paper 2 is to enable candidates to deploy detailed knowledge and understanding of the nominated topic studied and to analyse and evaluate a range of sources of information, including representations and interpretations of events, people and issues. It enables candidates to demonstrate their understanding of historical process and their skill of enquiry developed in the context of their other units of study.

The requirement for 25% British history is met through the assessment of the nominated topic in Paper 2. The nominated topic will always be set in a British context. Paper 2 is weighted at 30%.

The purpose of coursework is to enable students to increase the breadth and range of their studies. Coursework programmes enable students to make use of a wide range of historical sources and to broaden their assessment experience.

This specification is divided into enquiries in depth, studies in development and coursework units. Consequently the specific specification followed by students will depend on the choice of units and the examination will be structured to reflect this choice.

## Summary of the specification content

Students must study **one** enquiry in depth, **one** study in development and **two** coursework units.

### Section A: Enquiry in depth

A1 – Britain, c1815–c1850

A2 – The American West, c1840–c1895

A3 – Germany, c1919–c1945

### Section B: Study in development

B1 – Medicine

B2 – Crime, punishment and protest

### Section C: Coursework units

Students must study two coursework units from the following list (from different options).

C1 – History around us

C2 – Modern world study

C3 – Enquiry in depth

C4 – Second enquiry in depth

Centres may design their own coursework (see page 22 for details) or they may choose from the Edexcel-designed units.

## Summary of scheme of assessment

Part or component	Mode of assessment	Weighting	Length
Paper 1 (written paper)	External	45%	2 hours
Paper 2 (written paper)	External	30%	1 hr 45 mins
Paper 3 (coursework)	Internal	25%	2 assignments <i>max 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 any employment where the abilities to analyse material, pay attention to detail and communicate clearly are required.

## **Forbidden combinations**

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

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

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. In order to satisfy the requirements of the National Curriculum History programme of study for Northern Ireland, Northern Irish centres must choose an option based on a study of history with a Northern Irish dimension (C1, C4) and a study of European history (A3, C2 and C4).

# Specification aims and objectives

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## 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 periods or topics 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, and global
- history in at least two different ways, such as in depth, in outline, and 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

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## Relationship of assessment objectives to external assessment

Assessment objective	Written papers		Paper 3 (coursework)		Total
	Paper 1	Paper 2	Assignment 1	Assignment 2	
AO1	39%	8.5%	12.5%	/	60%
AO2 & AO3	6%	21.5%	/	12.5%	40%

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

### Paper 1 (45%)

This paper will examine two sections.

Section A: Enquiry in depth (22.5%)

- Candidates must answer two questions on their chosen enquiry: a compulsory source-based question, and **one** out of **two** essay questions, each supported by stimulus information.

Section B: Study in development (22.5%)

- Candidates must answer two questions on their chosen study: a compulsory source-based question set on the Core, and **one** out of **three** essay questions set on the Core and Extension units. The essay questions will be supported by stimulus information.

### Paper 2 (30%)

This paper will comprise an extended source-based investigation. The investigation will consist of a series of connected questions based on a set of unseen sources. It will be set in the context of a Nominated topic from within the studies in development. Candidates will be expected to draw upon their knowledge of the Nominated topic.

### Paper 3 *coursework* (25%)

The purpose of the coursework is to enable candidates to increase the breadth and range of their studies and to broaden their assessment experience.

Candidates are required to complete **two** coursework assignments based on a programme of study (see page 22).

## Entry tiers

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

## **Quality of written communication (QoWC)**

The quality of written communication will be assessed through AO1 in Paper 1 questions, which require extended writing, and in the appropriate coursework assignment.

Candidates 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.

## **Private candidates**

This specification is not available to private candidates.

## **Candidates with particular requirements**

Regulations and guidance relating to candidates 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 candidates with particular requirements. Requests should be addressed to:

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

# Specification content

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Students must study **one** enquiry in depth, **one** study in development and **two** coursework units.

## **Section A: Enquiry in depth**

A1 – Britain, c1815–c1850

A2 – The American West, c1840–c1895

A3 – Germany, c1919–c1945

## **Section B: Study in development**

B1 – Medicine

B2 – Crime, Punishment and Protest

## **Section C: Coursework units**

Students must study two coursework units from the following list (from different options).

C1 – History around us

C2 – Modern world study

C3 – Enquiry in depth

C4 – Second enquiry in depth

Centres may design their own coursework (see page 22 for details) or they may choose from the Edexcel-designed units.

## **Section A: Enquiry in depth**

### **A1 – Britain, c1815–c1850**

This enquiry in depth examines some of the ways in which Britain changed in the first half of the nineteenth century in a period of rapid industrialisation. It focuses on why there were extremes of both wealth and poverty in the period, the extent of change in the government of Britain and the impact of railways on society. The emphasis should be on the changes in attitudes and expectations in all sections of society and the role of groups and individuals in bringing about change.

#### **The poor**

- Poverty in the early nineteenth century: methods of poor relief.
- The Poor Law Amendment Act of 1834: aims and rationale; implementation.
- Reactions to the New Poor Law from the different groups in society.

#### **The vote**

- Pressures for, and differing attitudes to, parliamentary reform, 1815–32.
- The 1832 Reform Act; its impact; differing reactions to it.
- Chartism: its growth and impact.

#### **Railways**

- The growth of the railway system: reasons for its growth and different reactions to the development of railways.
- The importance of labour and capital in the achievement of railway construction; the role of George Stephenson; Isambard Kingdom Brunel.
- The impact of railways on British people and their way of life to 1850.

## **A2 – The American West, c1840–c1895**

This enquiry in depth examines the way in which the American West was settled and developed by various groups of people between 1840 and 1895, and the impact of this on the Native American peoples. The emphasis should be on the reasons for the westward movement of the frontier, the conflicts that resulted from the clash of different cultures and lifestyles and the nature of the changes that occurred in the period.

### **The American West: inhabitants and early settlers**

- The Plains Indians: their beliefs and way of life.
- Early migration and settlement: trappers and miners in the far West; the reasons for increasing migration; the Oregon Trail; The Mormons at Salt Lake City.
- Cattlemen and cowboys: ranching on the Great Plains; the life and work of the cowboy; reality and myth.

### **The settlement of the Great Plains**

- The reasons for the growth of Western settlement: the role of governments; motives and aspirations of migrants; the role of railroads and railroad companies.
- Survival on the Plains: life and work of the homesteaders; the role of women.
- Farming: problems and solutions.

### **Conflict on the Plains**

- Conflicts between settlers and the Native American peoples: the clash of cultures; the reasons for the Plains Wars and their outcomes; the Battle of the Little Big Horn and its impact; Custer and Sitting Bull.
- Changing government attitudes and policy towards the Plains Indians.
- The impact of the settlement of the West on native peoples to 1895.

### **A3 – Germany, c1919–c1945**

This enquiry in depth examines the reasons for and impact of the development of totalitarianism in Germany. The study deals with conditions in Weimar Germany as a basis for explaining Hitler's rise to power. It examines the appeal and impact of National Socialism on the German people. The emphasis should be on the reactions of individuals and groups to inter-war developments within Germany.

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

#### **The rise of the Nazi party**

- The Weimar Republic: strengths and weaknesses; opposition. The impact of the Treaty of Versailles; the origins of National Socialism.
- The impact of economic problems in the 1920s and the Wall Street Crash.
- The role of Hitler in the rise of the Nazi party.

#### **Government of the Third Reich**

- The creation and nature of the Nazi State; the role of Hitler as Führer.
- Methods of control: the Nazi party; policies towards the press, civil liberties, political parties and opponents.
- Resistance to Nazi government; the role of churches and opposition groups.

#### **Education, youth and propaganda**

- The appeal of Nazism to youth: youth movements in Nazi Germany; the role of youth in the rise of National Socialism.
- Education in schools and universities in Nazi Germany: the use of propaganda in education.
- Propaganda: methods and messages; the role of propaganda in the rise of National Socialism and in Nazi Germany.

## Section B: Study in development

### B1 – Medicine

This study is intended to extend student understanding of chronology by investigating developments in medicine over a long period of time. At its core is a study of changes in medicine and public health in England from the time of the Black Death to the present day. However, the impact of developments in other countries will be considered where appropriate. Students should compare developments in different periods, show an understanding of causation, continuity and change, similarity and difference in the history of medicine and relate events in the history of medicine to their wider historical context.

Through the Core and Extension units, students should develop an overview of the:

- relationship between events in medicine and their wider historical context
- influence of the process of change of: individuals and governments; science and technology; war; attitudes and beliefs in society; developments in the wider world
- extent of the impact developments in medical understanding and practice had throughout society and on the lives of men, women and children
- nature of changes in medicine and the extent to which changes marked turning points or brought progress, for example, in the short or long term, for some and not others; that judgements about progress may change over time
- extent to which there was stability or continuity within an overall pattern of change.

This study comprises a Core, at least one Extension unit and a Nominated topic. The Nominated topic will be examined in Paper 2.

The Core concentrates on key developments and turning points in the history of medicine in England from c1350. The Core will be examined in the compulsory source-based question and each of the structured essay questions in Paper 1.

The Extension units extend the Core chronologically and geographically and introduce other related themes within the history of medicine. The Extension units will be examined in the structured essay questions in Paper 1. Each structured question will require knowledge of the Core as well as **one** of the Extension units.

The Core requires an overview of the key changes and developments specified.

The Extension units are designed to enable aspects of the Core to be studied in greater depth or breadth.

The Nominated topic forms a mini depth study within the study in development and provides the context for the historical methods question in Paper 2. Students will also be expected to make use of their knowledge of the Core.

Students will not be required to explain technological or scientific principles eg the circulation of the blood. They will be given credit for such explanation only when it is relevant to the historical problems posed in the question.

## The Core

c1350–c1750

- Medicine and public health in the late Middle Ages: the Black Death; medical ideas and practices.
- Medicine and health care in the home: continuity with the ancient world.
- The influence of the Renaissance on medicine: new knowledge, ideas and technology; a scientific approach.
- The role of key individuals: Vesalius and Harvey.

c1750–c1900

- The impact of industrialisation: pressures on public health provision; contributions to prevention and cure.
- The fight against disease: vaccination; the development of the germ theory and its influence on the prevention and cure of disease to 1900.
- Reasons for changes in public health provision.
- The role of key individuals: Chadwick and Pasteur.

c1900 – the present day

- The influence of science and technology on medicine: X-rays, ‘high-tech’ medicine and surgery; the implications of the discovery of the DNA structure.
- The fight against disease and infection: the role of research teams; the development of penicillin.
- The changing role of local and central government in public health during the twentieth century: the National Health Service and its impact on access to health care.
- The role of key individuals: Curie and Fleming.

## Extension units

Students should study at least **one** Extension unit. In the examination each structured question will address one Extension unit and will also require students to have knowledge of the Core content.

### 1 Medicine in the Ancient World and the Early Middle Ages

*This, combined with the Core, will comprise a study of medicine and public health from the Ancient World to the present day.*

- Ideas of cause and cure; the recording and transmission of knowledge in Ancient Egypt, Greece and Rome and in the Muslim world.
- Public health provision in Ancient Rome and in England in the Middle Ages.
- The role of key individuals: Hippocrates and Galen.

### 2 Hospitals and Training, c1350 to the present day

*This, combined with the Core, will comprise a study of medicine, public health and medical and nursing training from 1350 to the present day.*

- Nursing and care of the sick in hospitals from c1350.
- Changes in the training of doctors, nurses and midwives.
- The role of key individuals: Nightingale and Garrett Anderson.

### 3 Changes in Surgery

*This, combined with the Core will comprise a study of medicine, public health and surgery from 1350 to the present day.*

- Surgery in warfare from c1350 to the present day and its impact on practice.
- Nineteenth-century progress in antiseptics and anaesthetics and their impact.
- The role of key individuals: Pare and Lister.

#### **Nominated topic**

*2003: Changes in medical knowledge and treatment in the twentieth century.*

- The development of penicillin.
- The discovery of the DNA structure.
- The work of Fleming, Watson, Crick and Franklin.

*2004: Public health: problems and approaches to their solution c1800–c1930.*

- The impact of industrialisation: problems for public health.
- The reasons for changes in provision: new technology; the role of governments.
- The role of key individuals: Edwin Chadwick and Lloyd George.

*2005: Medicine and public health c1550–c1700*

- Health and disease in towns: the approaches of authorities to public health.
- The ‘Scientific Revolution’: new ideas and technology.
- The role of the Royal Society and William Harvey.

*2006: Key influences in the History of medicine and surgery c1750–c1900*

- The role of the individual: Jenner and vaccination.
- The role of technology: public health in towns.
- The role of science: Simpson and chloroform.

*2007: Changes in approaches to treatment c1850–c2000*

- The changing role of women in medicine.
- New cures: the development and use of antibiotics.
- The role of key individuals: Elizabeth Garrett Anderson, Alexander Fleming.

## **B2 – Crime, punishment and protest**

This study is intended to extend students' understanding of chronology by investigating developments in crime, punishment and protest over a long period of time. At its core is a study of crimes against the individual and property and the response of authority, c1450 to the present day. Students should be able to compare developments in different periods, show an understanding of causation, continuity and change, similarity and difference and relate specific events to their wider historical context.

Through the Core and Extension units, students should develop an overview of the following:

- the changing nature of criminal activity and of the response of authority
- the relationship between changes in crime and punishment and the wider historical context
- change and diversity in attitudes, and responses to, crime, punishment and protest; the changing status and experience of men, women and children before the law
- the influence on crime, punishment and protest of: individuals and governments; economic and social factors; attitudes and beliefs in society; technology
- the extent to which there was stability or continuity within an overall pattern of change.

This study comprises a Core, Extension units and a Nominated topic. The Nominated topic will be examined in Paper 2.

The Core concentrates on key developments and turning points in the history of crime, punishment and protest in England from c1450. The Core will be examined in the compulsory source-based question and structured essay questions in Paper 1.

The Extension units extend the Core chronologically and geographically and introduce other related themes within the history of crime, punishment and protest. The Extension units will be examined in the structured essay questions in Paper 1. Each essay question will require knowledge of the Core and **one** of the Extension units.

The Core requires an overview of the key changes and developments specified.

The Extension units are designed to enable aspects of the Core to be explored in greater depth or breadth.

The Nominated topic forms a mini depth study within the study in development and provides the context for the historical methods question in Paper 2. Students will be expected to make use of their knowledge of the Core.

Students will not be required to have knowledge of specialised legal terms other than those specified in the specification description, or to make a study of the system of courts in different societies or at different times.

## The Core

c1450–c1750

- Crime and punishment in the late Middle Ages.
- The nature of criminal activity: crimes against the individual and property; violent crime; the nature of theft: highwaymen.
- Law enforcement and punishment: local law enforcement; the treatment of vagabonds and sturdy beggars; capital punishment, imprisonment and other punishments.
- Attitudes to crime and punishment: poaching and smuggling; corporal punishment.

c1750–c1900

- The nature of criminal activity: crimes against the individual and property: violent crime: the nature of theft: pickpockets and ‘artful dodgers’.
- Law enforcement and punishment: imprisonment, transportation and other punishments; the development of professional police.
- Prison reforms: the roles of John Howard and Elizabeth Fry.
- Attitudes to crime and punishment: poaching and smuggling; Bloody Code; public execution.

c1900 – the present day

- The nature of criminal activity: crimes against the individual and property; violent crime; the nature of theft: shoplifting; car theft; computer crimes.
- Law enforcement and punishment: imprisonment and other punishments; probation; community service; the changing role of the police; crime prevention.
- The debate on law and order in the last thirty years; the role of governments in defining crime; race relations.
- Attitudes to crime and punishment: smuggling; tax evasion; capital punishment; rehabilitation.

## Extension units

Students should study at least **one** Extension unit. In the examination, each structured question will address one Extension unit and will also require students to have knowledge of the Core content.

### 1 Crime and punishment in the Ancient World and the Middle Ages

*This, together with the Core, will comprise a study of crime and punishment from Ancient Rome to the present day.*

- Ideas about crime, and approaches to law enforcement and punishment in: Ancient Rome; Anglo-Saxon England; Medieval England to c1450.
- The response of authority and the use of the law.

2 The nature of protest and government response

*This, together with the Core, will comprise a study of crime, punishment and protest from c1450 to the present day.*

- Social and economic protest: the Kett rebellion.
- Demands for political reform: suffragettes.
- Response to industrial change: the General Strike.
- The response of authority and the use of the law and methods of law enforcement.

3 Changing views of the nature of criminal activity

*This, together with the Core, will comprise a study of crime and punishment and changing definitions of criminal activity c1450 to the present.*

- Witchcraft in the seventeenth century.
- The Tolpuddle martyrs.
- Conscientious objection in the twentieth century.
- The response of authority and the use of the law.

**Nominated topic**

The Nominated topic will be examined in Paper 2.

*2003: Punishment and protest c1890–c1990*

- Capital punishment and its abolition: the case of Derek Bentley.
- Mass protest and the response of the authorities: the London Dock Strike 1889.
- The poll tax protests 1990–92.

*2004: Punishment and protest c1770–c1900*

- Approaches to punishment: prisons and transportation.
- Reform of prisons: John Howard; Sir George Paul.
- Dealing with protest: The Chartists.

*2005: Crime and punishment c1550–c1750*

- The treatment of vagabonds and sturdy beggars.
- Religion and protest: the Pilgrimage of Grace.
- The fate of Robert Aske.

*2006: Punishment and protest c1750–c1900*

- Approaches to punishment: the Bloody Code; prisons.
- The use of transportation.
- Dealing with protest: the Luddites.

*2007: Changing approaches to punishment and law enforcement c1800–c1950*

- Dealing with smugglers.
- The development of the professional police force
- The work of Robert Peel: policing, prisons and penal code.

## **Section C: Coursework units**

Centres must undertake two coursework units, chosen from different options (C1, C2, C3 or C4). Centres may design their own units based on these options in accordance with the guidance set out in the specification and the Teachers' Guide or they may choose approved Edexcel-designed units and assignments. Coursework must not duplicate content studied for Paper 1 or Paper 2. However, links may be made with the content of the externally assessed papers.

Approved units, assignments and markschemes for all the options are published and available from Edexcel Publications and the Edexcel website.

### **C1 – History around us**

This unit must take the form of a local study placed in its historical context. It should focus on either:

- an investigation of a site, its context and presentation, or
- an investigation of change in a locality, or
- the involvement of a local community in a particular development.

The area studied need not be local to the school.

The following examples are suitable areas of study.

- The impact of railway development on a locality.
- The analysis of a site from visual and documentary sources.
- Changes in a particular major building eg castle, great house, church.
- Changes in a local industry.
- Land enclosure and its impact on a locality.
- Child labour in a local community in the Industrial Revolution.

### **C2 – Modern world study**

This unit should focus on either:

- an aspect of international relations in the twentieth century, or
- demonstrating the links between past and present.

The modern world study could focus on the origin or impact of a national or international development in the twentieth century, and assess the importance of the roles of individuals, groups and/or nations in twentieth century history. It could show how understanding of a contemporary situation requires knowledge of its historical origins, both in the long and short term.

The following examples are suitable areas of study. A number of these are available as approved units and assignments from Edexcel Publications and the Edexcel website.

- Decolonisation and the emergence of new nations.
- Superpower rivalry.
- The United Nations and global issues.
- Europe, divided and united.
- The Middle East.

- Northern Ireland.
- South Africa.
- Moves to European unity.
- Conflict in the Balkans.

Centres wishing to devise their own units should submit form HG1 to Edexcel expressing the content in three bullet points. For example, a unit based on Superpower rivalry culminating in an assignment based on The Cuban Missile Crisis might be expressed in the following way:

- the origins of the Cold War; Superpowers
- Superpower ideological and military hostility: the arms race
- Cuba: roots of the crisis, events and results.

A unit based on demonstrating links between past and present in Northern Ireland, culminating in an assignment on the Good Friday Agreement of 1998, might be expressed in the following way:

- roots of the Northern Ireland situation up to 1968
- outbreak of conflict in 1968: civil rights marches; direct rule; revival of the IRA
- origins of the Good Friday Agreement: previous failures; role of politicians; role of ordinary people.

### **C3 – Linked enquiry in depth**

This unit allows centres to extend their chosen enquiry in depth (see *Section A*) either chronologically or thematically.

All units created for this option will be required to set higher expectations of contextual knowledge than in options C1, C2 and C4, in order to ensure comparability with those units which do not have content links with the examined course. Units created by extending the enquiry in depth thematically must demonstrate that they are of comparable difficulty with those created by chronological extension. They should do this by ensuring greater depth and breadth of issues dealt with in the course, as examples C3.1, C3.4 and C3.7 show.

#### **C3.1 – C3.3 link with enquiry in depth A1**

One from:

##### **C3.1 Industrialisation and emigration, 1815–50**

- The impact of industrialisation on the living and working conditions of men, women and children in different parts of Britain.
- Reform of conditions in factories and mines: the role of Shaftesbury.
- Trade unions: support, problems and successes; support for emigration schemes.
- Increasing emigration: its causes; experiences of emigrants.

##### **C3.2 The impact of the French Revolution on Britain**

- Differing reactions in Britain to the French Revolution.
- The development of radicalism and the reactions of the authorities to radical movements.
- The impact of economic warfare on Britain, 1806–15; industrial depression, the Luddites.

### C3.3 Trade and Empire, 1850–1900

- The growth of trade and Empire in India or Africa.
- The impact of colonial rule on India or Africa.
- The impact of the Empire on Britain: economy, culture and attitudes.

### **C3.4 – C3.6 link with enquiry in depth A2**

One from:

#### C3.4 Society and government in the West

- The growth of towns in the West; comparison of types of town: mining, Mormons, homesteaders. Role of women in growth of town communities.
- Town systems of government; relationships with US Federal government.
- Law and order: problems and attempted solutions.
- Conflicts between homesteaders and cattle ranchers: the Johnson County War.

#### C3.5 The American Civil War

- The causes of the conflict: clash between states rights and federal power.
- Reasons for the North's victory.
- The impact of the war on the USA: reconstruction, migration.

#### C3.6 Slavery, emancipation and civil rights

- The economy and politics of slavery in the USA.
- Black and white abolitionists and their methods; campaigns for and against Abolition.
- Emancipation: its social and economic impact; civil rights up to 1900.

### **C3.7 – C3.9 link with enquiry in depth A3**

One from:

#### C3.7 The economic and social impact of Nazi government

- Nazi economic policies in the 1930s and the extent of their success; rearmament.
- Support for Nazis in different social groups; impact of employment policies on society.
- Nazi beliefs about roles of men and women; men and women in employment and society.
- Nazi racial beliefs; the treatment of minorities; Nuremberg Laws; changes in persecution of the Jews; impact of the war on policies towards the Jews; the 'final solution' and its implementation across Europe.

#### C3.8 Germany and the First World War

- The impact of the war on Germany.
- The German army on the Western Front.
- Reactions to German defeat to 1919 and the creation of the Weimar Republic.

### C3.9 Germany and the Second World War

- Germany and the outbreak of war.
- The impact of the war on the German people and economy.
- Reasons for German defeat.

### **C4 Enquiry in depth**

The enquiry in depth is a study of a society over a fairly short period, usually 50 years or less. This enables students to:

- make a more detailed study of key issues
- relate political, social, economic and cultural aspects of the society
- examine events from the perspective of those involved
- examine the influence on events of individuals and other factors.

Content should be expressed through three bullet points as in the linked Enquiries in Depth above.

The following examples are suitable areas of study:

- The Norman Conquest
- Elizabethan England
- England, 1603–60
- South Africa, 1945–94
- China, 1911–49
- The USSR and Russia, 1928–91
- The USA, c1920–74
- The impact of popular culture, 1950–2000
- Sport and society in the twentieth century.

# Internal assessment

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## Coursework guidelines

Centres need to bear in mind the range, breadth and coherence of experience of candidates 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 in History must complete two coursework assignments, one assignment on each unit of content. One assignment must assess Objective 1 and the other assignment must assess Objectives 2 and 3. Each assignment will be marked out of 50 marks. The coursework levels and descriptors are given on pages 24 and 25. Candidates' 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.

## Coursework units

Edexcel publishes approved units including specified content and assignments for all the coursework options listed in the specification. Centres which adopt these units and assignments do not need to seek approval. **Centre-designed units and assignments must be submitted to Edexcel for approval prior to teaching using form HG1 (see Appendix 3).** Centres must model their coursework units and assignments on the exemplars published in the *Teachers' Guide* or on the approved coursework units published by Edexcel.

## 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 candidates. **Centres adopting these do not need to seek approval.**

Centre-designed assignments must be submitted to Edexcel for approval using form HG1 (see Appendix 3) prior to being set for candidates. Centres wishing to devise their own assignments must ensure that they conform to the exemplars provided in the *Teachers' Guide* and the Edexcel-designed units. Approval will be based on adherence to the following guidance.

## 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 candidates work with the same material on a common assignment.

Coursework assignments assessing Objective 1 should normally contain three sub-questions which require candidates 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 candidates 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.*

Centres are encouraged, where appropriate, to make use of site visits, artefacts, museums, oral evidence, television and radio programmes.

Candidates' work must be marked using the markschemes published by Edexcel. If centres construct their own assignments, the markschemes must be based upon and equate to those published by Edexcel.

## **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 candidates, as the candidate'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.

Candidates' work submitted for moderation should normally be marked and annotated by the teacher responsible for teaching the candidates. The annotation should include the level reached by the candidate 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 candidate in the assignment. For example, a candidate 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 candidates' work, there should be clear evidence of internal moderation. Internal moderation should establish an overall order of merit for all candidates 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 Teacher Examiner Mark Sheets (see page 44) (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 that can be understood. Makes simple statements describing the sequence of events/details, consequences etc as are 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). Supporting knowledge is selected and the interrelationship of factors/features etc is shown. 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). The interrelationship of factors/features etc is analysed and their significance assessed. 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. (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. (16 – 30)

- Level 3: Can make logical 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 (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. (46 – 50)

# Grade descriptions

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*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

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## 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 might 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, moral, ethical, social and cultural issues in the following ways:

### Spiritual issues

Although this specification does not tackle these issues explicitly, teachers should be aware that there would 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 the following units:

- A1 – Britain, c1815–c1850
- A2 – The American West, c1840–c1895
- A3 – Germany, c1919–c1945
- B1 – Medicine
- B2 – Crime, punishment and protest
- C1 – History around us
- C3 – Enquiry in depth
- C4 – Second enquiry in depth



## Education for citizenship

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

- *Britain, c1815–c1850*: this enquiry in depth allows students to explore electoral processes and the reasons why people living in a democracy should vote through studying the pressures for electoral reform 1815–32, the Electoral Reform Act 1832 and the Chartist Movement
- *Medicine*: this study in development unit allows students to explore the Public Sector through studying the National Health Service and its impact on access to health care
- *Crime, punishment and protest*: this study in development unit allows students to explore the nature of law and how laws are upheld through studying law enforcement and punishment, the debate on law and order and attitudes to crime and punishment. The nominated topic for 2003 allows students to explore why laws may need changing and electoral processes through studying the Poll Tax protests 1990–92
- *Modern world study*: this coursework unit allows students to explore: globalisation and interdependence through studying the United Nations and global issues; the European Union through studying either Europe, divided and united, or Moves to European unity; the reasons for religious and ethnic differences and the need for mutual respect and understanding through studying either the Middle East, Northern Ireland or Conflict in the Balkans.

## Information and communication technology

Students will have the opportunity to use database software to analyse census data, infant mortality or other rates. Graphs and charts can be created to show the growth or decline of groups and the Internet can be used to explore historical events or artefacts. An important Internet resource is the Schools History Project website, [www.tascacuk/shp](http://www.tascacuk/shp), that can be used to link with all kinds of SHP topics.

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 impact of the railways on people's way of life.

Students could enter population statistics, prices or figures of production in a spreadsheet and use that to produce a table such as a bar chart. For instance, a chart showing the pattern of migration and settlement of the Great Plains or illustrating changing patterns of occupation of a building as part of a local study.

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

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

# **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**

A2 – The American West, c1840–c1895: understanding different attitudes to the environment of Native Americans, the United States government and settlers.

- **Health and safety education**

B1 – Medicine: changing attitudes to and knowledge of issues of personal and public health

Please note: When undertaking fieldwork, groups of students and individuals should be taught to identify the hazards in their working environment and assess whether or not the risk associated with that hazard can be managed.

- **The European dimension**

A3 – Germany, c1919–45

C2 – Modern world study.

# Support and training

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## 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](mailto:inset@edexcel.org.uk)

## Website

[www.edexcel.org.uk](http://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](mailto: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.

# Appendices

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# Appendix 1 – Key skills

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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 identifies 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 which 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><b>C2.1a</b> 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><b>C2.1b</b> 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 on the lives of the British people during the Second World War.</p>

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p><b>C2.2</b> Read and summarise information from <b>two</b> extended documents about a straightforward subject.</p> <p><b>One</b> of the documents should include at least <b>one</b> 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><b>C2.3</b> Write <b>two</b> different types of documents about straightforward subjects.</p> <p><b>One</b> piece of writing should be an extended document and include at least <b>one</b> 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 image, 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><b>IT2.1</b> Search for and select information for <b>two</b> 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><b>IT2.2</b> Explore and develop information, and derive new information for <b>two</b> 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 into a spreadsheet and use that to produce a table such as a bar chart. Students could also use the spreadsheet to calculate averages.</p>

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p><b>IT2.3</b> Present combined information for <b>two</b> different purposes. This work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> 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/hand-outs for a presentation, etc. The document should have accurate spelling (use of spell-checker) 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
- print-outs 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 co-operatively towards achieving identified objectives, and exchange information on progress.

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p><b>WO2.1</b> 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><b>WO2.2</b> Work co-operatively with others towards achieving identified objectives, organising assignments to meet 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. Co-operative 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><b>WO2.3</b> 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 by studying a straightforward subject and learning by means of 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 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><b>LP2.1</b> 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><b>LP2.2</b> Take some responsibility for some decisions about your learning, using your plan and support from others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> <li>• studying a straightforward subject</li> <li>• learning through a straightforward practical activity.</li> </ul>	<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>

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p><b>LP2.3</b> Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one assignment or activity to meet the demands of a new assignment.</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><b>PS2.1</b> Identify a problem and come up with <b>two</b> options for solving it.</p>	<p>Students will need to identify the problem and describe its main features and show how 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><b>PS2.2</b> Plan and try out at least <b>one</b> 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 more likely to be effective for themselves.</p>
<p><b>PS2.3</b> 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 if the problem has been solved using agreed methods, for example by test, observation, inspection, etc. The results of this should be described with an explanation of decisions taken. 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

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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.

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 entered 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	<del>(0)</del> (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	<del>(0)</del> (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•)	<del>(•40•)</del> (•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•)	<del>(•30•)</del> (•3•)	(•40•) (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	<del>(•100•)</del> (•A•)	(•200•) (•W•)
JONES ANN* AW	3205	40	(0) (0)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	<del>(•40•)</del> (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	(•200•) (•W•)
PATEL RAJ* AW	3206	207	<del>(0)</del> (0)	(•10•) (•1•)	(•20•) (•2•)	(•30•) (•3•)	(•40•) (•4•)	(•50•) (•5•)	(•60•) (•6•)	(•70•) (•7•)	(•80•) (•8•)	(•90•) (•9•)	(•100•) (•A•)	<del>(•200•)</del> (•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 eleven 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 eleven 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  Markschemes

## Appendix 4 – Coursework front sheet

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

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Candidate Number:</b>	<b>Candidate Name:</b>
<b>Specification Name and Number:</b>	
<b>Name of Teacher/Examiner:</b>	

<b>Externally assessed examination papers</b>		
Paper 1 Title		
Paper 2 Title		
	<b>Objectives</b>	<b>Mark</b>
Assignment 1	Objective 1:	
Assignment 2	Objectives 2 and 3:	
	<b>Total Mark:</b>	

**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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