



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education

History 3041/6 *Specification A* Full and Short Course 2009

Material accompanying this Specification

- Specimen Assessment Materials
- Reports on the Examination
- A Teachers' Guide

SPECIFICATION

This specification will be published annually on the AQA Website (www.aqa.org.uk). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

| Vertical black lines indicate a significant change or addition to the specification published for 2008.

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Background Information

1

The Revised General Certificate of Secondary Education

Following a review of the National Curriculum requirements, and the establishment of the National Qualifications Framework, all the unitary awarding bodies have revised their GCSE syllabuses for examination in 2003.

1.1 Changes at GCSE

Key Skills

All GCSE specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the “main” Key Skills of communication, application of number and information technology at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the “wider” Key Skills of working with others, improving own learning and performance and problem solving.

Spiritual, moral, ethical, social, cultural, environmental, health and safety and European Issues

All specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues. Details are provided on pages 37 and 38.

ICT

The national curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject. Details are provided in section 11.7 on page 39.

Tiering

In most subjects the scheme of assessment must include question papers, targeted at two tiers of grades, ie A* - D and C - G.

A safety net of an allowed Grade E will be provided for candidates entered for the higher tier who just fail to achieve Grade D. The questions will still be targeted at A* - D.

GCSE History A is not tiered.

Citizenship

From 2002, students in England will be required to study Citizenship as a national curriculum subject. Each GCSE specification must signpost, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.

2

Specification at a Glance

History A (Schools History Project)

This is one of three GCSE History specifications offered by AQA. History B (Modern World history) and History C (British Social and Economic History) are available separately. The scheme of assessment is not tiered.

GCSE 3041	
Study in Development: Medicine and Public Health Through Time	
Written Paper 1 1¾ hours	37.5% of total marks Thematic Study
<p>This question paper is in 3 sections, A, B and C. Candidates must answer 3 questions – 1 from each of the 3 sections as follows.</p> <p>Section A: candidates must answer 1 compulsory source-based enquiry on developments in medicine.</p> <p>Section B: candidates must answer 1 question from a choice of 2 on medicine through time.</p> <p>Section C: candidates must answer 1 question from a choice of 2 on public health in Britain.</p>	
Enquiry in Depth	
Written Paper 2 1¾ hours	37.5% of total marks History in depth
<p>1 from a choice of 4 Enquiries in Depth – Options A, B, C and D.</p> <p>A: American West, 1840-1895, or</p> <p>B: Britain 1815-1851, or</p> <p>C: Elizabethan England, 1558-1603, or</p> <p>D: Germany 1919-1945</p> <p>Each question paper is in 2 sections, A and B.</p> <p>Section A: candidates must answer 1 compulsory source-based enquiry.</p> <p>Section B: candidates must answer 1 question from a choice of 2, testing knowledge and understanding of the chosen Enquiry in Depth.</p>	
Coursework	
2 Assignments	25% of total marks 2500-3000 words in length (in total)
<p>Each of the assignments is weighted at 12.5% of total marks. One assignment will be based on a Modern World Study. The other assignment will be based on 'History Around Us'.</p>	

GCSE
3041



A summary of the subject content choices available in this specification is on page 16. Centres in Northern Ireland must refer to the statement in Section 8.4 on page 17.

3

Availability of Assessment Units and Entry Details

3.1 Availability of Assessment Units	Examinations based on this Specification are available in the June examination series only.
3.2 Entry Codes	<p>Normal entry requirements apply, but the following information should be noted.</p> <p>The Subject Code for entry to the GCSE award is 3041.</p>
3.3 Classification Codes	<p>Candidates entering for this examination are prohibited from entering any other GCSE History specification in the same examination series.</p> <p>Each specification is assigned to a national classification code, indicating the subject area to which it belongs.</p> <p>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.</p> <p>The classification code for this specification is 4010.</p>
3.4 Private Candidates	<p>This specification is available for private candidates.</p> <p>Private candidates should write to AQA for a copy of “<i>Supplementary Guidance for Private Candidates</i>”.</p>
3.5 Access Arrangements and Special Consideration	<p>AQA pays due regard to the provision of the Disability Discrimination Act 1995 in its administration of this specification.</p> <p>Arrangements may be made to enable candidates with disabilities to other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.</p> <p>Further details can be found in the Joint Council for Qualifications (JCQ) document:</p> <p><i>Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination</i></p> <p><i>GCE, AEA, VCE, GCSE, GNVQ, Entry Level & Key Skills</i></p> <p>This document can be viewed via the AQA Website (www.aqa.org.uk)</p>

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

3.6 Language of Examinations

All assessment will be through the medium of English. Assessment materials will not be provided in Welsh or Gaelige.

Scheme of Assessment

4

Introduction

4.1 National Criteria

This GCSE History A specification complies with the following:

- The GCSE Subject Criteria for History;
- The GCSE, GCE, GNVQ and AEA Code of Practice April 2007;
- The GCSE Qualification Specific Criteria;
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

4.2 Rationale

The specification provides opportunities for candidates to study history in a variety of ways: in depth, across a broad span of time, through a local context and a diversity of cultures. All candidates must be taught the Development Study, one Enquiry in Depth and the study of a locality in the context of History Around Us. Candidates will also be taught one Modern World Study in the context of a contemporary issue.

The specification content satisfies the requirements of the GCSE Examinations Criteria for History (section 3.2) in the following ways.

- *The key events, people, changes and issues in the period(s) or topic(s) specified.*

The Development Study, the Enquiry Study and the Modern World Study all define the key issues of the periods to be studied. These are amplified to include the main people, events and developments, as appropriate, which are associated with the key issues.

- *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.*

These are made explicit in the content description for the Development Study and in the introductions to each of the Enquiries in Depth and Modern World Studies. Key features in the development of medicine are linked with changes in society through time. Social, cultural, religious and ethnic diversity is addressed across the Development Study by looking at the medical traditions of different countries. Social, cultural and religious diversity and the experiences of men and women are an integral part of each of the Enquiry in Depth options.

- *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 Around Us has to be based on British history. It is a study of a local historical site in its historical context. As such it builds on the requirement to study local history in KS3. The context for such a study and generic characteristics of a local study are given in the History Around Us section of the specification. British history is also studied in the section of the Development Study that focuses specifically on public health in Britain.

- *History in at least two different scales, such as local, national, European, non-European, international.*

The History Around Us section is a study on both a local and national scale. The national dimension is prominent in the study of public health in Britain in the Development Study. National, European and non-European scales are available in appropriate Enquiries in Depth. The European, non-European and international scales are studied in the Development Study. The International scale is evident in all Modern World Study issues.

- *History in at least two different ways.*

Candidates will be taught a Development Study that is an outline and is thematic. Candidates will complete an Enquiry in Depth.

- *History from a variety of perspectives.*

The Enquiries in Depth offer opportunities for history to be studied from a variety of perspectives such as the political, economic, social and cultural, religious and aesthetic. The Development Study allows for the study of history from a technological and scientific perspective as well socially and culturally. History Around Us topics offer opportunities for the teaching of history from a religious and aesthetic perspective. The choice of Modern World Study offers a variety of perspectives such as the political, economic, social, cultural and religious.

- *History through a range of sources of evidence.*

Each of the sections of the specification will involve the use of appropriate sources of evidence. All sections of the specification use written and visual evidence. History Around Us uses artefacts as well as buildings and sites. ICT is most often utilised, as appropriate, in History Around Us and in the Modern World Studies, but it can be used to support teaching and learning in all the examination components.

Details of how the requirements of the programme of study for Northern Ireland can be met through the specification are provided in Section 8.4 on page 17.

4.3 Prior level of attainment and recommended prior learning

No prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification. However, the specification builds on the Key Stage 3 programme of study for History and offers progression from attainment at the end of Key Stage 3. The specification also presumes that candidates will have the literacy skills normally associated with this level of study.

4.4 Progression

This qualification is a recognised part of the National Qualifications framework. As such GCSE provides progression from Key Stage 3 to post-16 studies and further qualification. It can also lead directly to employment. Candidates entering employment with one or more GCSEs may undertake training or further part time study with the support of their employer.

The qualification also lays an appropriate foundation for further study of History or related subjects. The potential level of further study will be dependent on the nature of the GCSE grades obtained. For example, candidates attaining mainly grades C to A* might readily progress to Advanced Level within the National Qualifications Framework.

In addition it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

5

Aims

A course based on this specification should encourage candidates to:

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

6

Assessment Objectives

The scheme of assessment will require candidates to demonstrate their ability to:

6.1 Deployment of knowledge

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;

6.2 Use of Sources

use historical sources critically in their context, by comprehending, analysing, evaluating and interpreting them;

6.3 Interpretations and Representations of the Past

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.

6.4 Quality of Written Communication

Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. Candidates will be assessed on their ability to:

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

Scheme of Assessment

7.1 Assessment Units

The Scheme of Assessment comprises three components.

Written Paper 1	1¾ hours
37.5% of the total marks	75 marks

Study in Development: Medicine and Public Health Through Time

This paper is in three sections, A, B and C. Candidates must answer three questions – one from each of Sections A, B and C as follows.

Section A

Section A will assess knowledge and understanding of the development of medicine through time.

Question 1

This will comprise one compulsory source-based enquiry of four or five questions on four or five sources on a specified aspect of developments in medicine. The area of enquiry will be published annually in the Spring Term and posted on the Website.

For examination in 2009 the area of enquiry is:

The Development of the Germ Theory and its impact on the treatment of diseases in the nineteenth century

Section B

Questions 2 and 3

Candidates choose one of two questions on medicine through time, each of two sub-questions. One sub-question is based on a source; the second on an understanding of key concepts in the development of medicine.

Section C

Questions 4 and 5

Section C will assess knowledge and understanding of public health in Britain.

Candidates choose one question, each of which comprises three sub-questions. All three sub-questions assess an understanding of key features of the development of public health in Britain. One sub-question is based upon a source.

7.2 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Component Weightings (%)			Overall Weighting of AOs (%)
	1	2	3	
Deployment of knowledge (6.1)	22½	22½	15	60
Use of Sources, Interpretations and Representations of the Past (6.2 and 6.3)	15	15	10	40
Overall Weighting of Components (%)	37½	37½	25	100

Candidates' marks for each component are scaled to achieve the correct weightings.

Subject Content

8

Summary of Subject Content

8.1 Paper 1: Study in Development

Medicine and Public Health Through Time

Section A Study of a specified aspect of Medicine Through Time. For 2009 this will be *The Development of the Germ Theory and its impact on the treatment of diseases in the nineteenth century*. (see also Section 9.2).

Section B Medicine Through Time: changing ideas and practices in the cause, prevention and cure of disease and infection; changes in the understanding and practices of anatomy and surgery.

Section C Developments in Public Health in Britain.

8.2 Paper 2: Enquiry in Depth

One Enquiry in Depth chosen from the following option choices:

Option A: The American West, 1840-1895

Option B: Britain, 1815-1851

Option C: Elizabethan England, 1558-1603

Option D: Germany, 1919-1945.

8.3 Coursework

A '**Modern World Study**': an issue in the contemporary world linked to the past, such as the following:

China in the Twentieth Century

The Conflict in Ireland

The Arab-Israeli Conflict

South Africa

Multi-cultural Britain.

A similar Modern World Study of the centre's own choice.

'History Around Us': the study of a chosen locality or site in its historical context.

8.4 Use in Wales and Northern Ireland

Candidates entering for this GCSE in Northern Ireland and Wales must be taught all the material required by the National Curriculum in their own country.

Specifications are required to take account of curriculum differences between England, Wales and Northern Ireland, where appropriate.

All aspects of this specification are available to candidates in England and Wales.

However, candidates in Northern Ireland are required to include **both** a European **and** Northern Irish dimension in their study of History at Key Stage 4. Consequently candidates **must** base the History Around Us Coursework Assignments specifically in the context of Northern Ireland, and, in addition, the Modern World Study Coursework Assignment must be placed in the context of Europe **if** Germany 1919-1945 is not studied for the Enquiry in Depth for Paper 2.

9

Subject Content

Paper 1: Study in Development: Medicine and Public Health Through Time

9.1 Introduction

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

The content should be approached from the following perspectives.

key issues, people and developments in medicine;

key features and characteristics of the periods studied;

key concepts.

Candidates should:

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

9.2 Section A

This section will be based on a specified aspect of Medicine Through Time as follows:

For 2009:

The Development of the Germ Theory and its impact on the treatment of disease in the nineteenth century

In future, details of the area of enquiry will be published annually in the Spring Term and posted on the Website.

9.3 Section B

	<p>Medicine Through Time: this section emphasises changing ideas and practices in the cause, prevention and cure of disease and infection, with changes in the understanding and practices of anatomy and surgery.</p>
<p>Medicine in the Ancient World c10 000BC – c500 AD</p>	<p>Key features of the societies studied</p> <ul style="list-style-type: none"> ● Prehistoric societies: role of magic, surgery; parallels with traditional aboriginal societies. ● Ancient Egypt: supernatural and natural approaches to medicine. ● Ancient Greece: the importance of healthy living, the cult of Asklepios, development of the Theory of the Four Humours, Alexandria. ● Ancient Rome: the development of public health, the influence of Greek medicine, medicine in the army. Key individuals: Aristotle, Hippocrates, Galen.
<p>Medieval and Renaissance Medicine c500 – c1700</p>	<p>Key features of the societies studied</p> <ul style="list-style-type: none"> ● Impact of the fall of the Roman Empire on medicine. ● Nature and importance of Islamic medicine. ● Impact of superstition and Christianity on Medieval medicine. ● The challenging of medical authority: improved knowledge of anatomy. ● Continuing traditional methods: bleeding, wise women, response to plagues. ● Key individuals: Rhazes, Ibn Sina (Avicenna), Paracelsus, Vesalius, Paré, Harvey.
<p>Medicine in the Industrial and Modern World c1700–present day</p>	<p>Key features of the societies studied</p> <p>Disease</p> <ul style="list-style-type: none"> ● Vaccination; the Germ Theory and its impact on the treatment of diseases: magic bullets; penicillin. ● Role of the World Health Organisation in fighting disease and ill-health. ● Modern issues in medicine: AIDS, drugs revolution, problem drugs, alternative medicines, superbugs, genetic engineering. <p>Surgery</p> <ul style="list-style-type: none"> ● Developments in anaesthetics, antiseptics, aseptic surgery. ● Establishment of a nursing profession and women doctors. ● Impact of two World Wars on surgery: plastic surgery, blood transfusions. ● Impact of technology: X-rays, transplant surgery, radiation therapy, keyhole surgery. <p>Key individuals: Jenner, Simpson, Nightingale, Pasteur, Koch, Blackwell, Garrett Anderson, Halsted, Ehrlich, Fleming, Florey and Chain, McIndoe, Franklin, Wilkins, Watson and Crick, Barnard.</p>

9.4 Section C

In this section, the study of **Public Health in Britain** emphasises the changing role of government, both local and national, in providing health facilities for the people. It exemplifies the governments' responsibilities to its citizens and the citizens' attitudes towards government actions.

Public Health in pre-industrial Britain, pre c1750

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

Public Health in Industrial Britain, c1750-c1900

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

Key individuals: Chadwick, Snow, Octavia Hill.

Public Health since c1900

- The nature of poverty c1900.
- Liberal Social Reforms; measures, causes and consequences.
- Public health problems between the wars; social conditions, poverty and housing; attempted solutions.
- National Health Service: measures, causes and consequences.

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

Paper 2: Enquiry in Depth

An Enquiry in Depth **chosen from** Options A to D **which follow.**

- 9.5 **Option A: The American West, 1840-1895** This Enquiry in Depth concentrates on the way in which the American West was settled and developed by various groups of people between 1840 and 1895. The Enquiry encourages the student to appreciate the concept of the westward movement of the frontier and the conflicts that resulted from the clash of the different cultures and life-styles of Indian and white people, and between the different groups of white settlers. Consequently, an approach to the understanding of the different life-styles and attitudes of these different groups of people is particularly important. Also important is an understanding of American Government at that time, and its contribution to both the creation and the attempted resolution of the problems resulting from the westwards movement of the frontier.

Key Issues

Content Focus

Part 1: The Great Plains and the Plains Indians

Who were the Plains Indians?

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

Part 2: Early Settlers

Why did the early settlers move west?

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

Part 3: Cattlemen and Cowboys

How was cattle ranching affected by the railways?

Texas and early cattle ranching. The cattle kingdoms. The effects of the Civil War. The reasons for the Long Drive. The coming of the railways.

The effects and importance of the railways. Cattle trails and cattle towns as pioneered by men like Charles Goodnight, Oliver Loving and Joseph McCoy. Ranching on the Great Plains as pioneered by men like John Iliff. Cowboys: who they were and the myth and reality of their lives and work. The end of the open range.

	Key Issues	Content Focus
Part 4: Farming on the Great Plains	Why were farmers able to settle on the Great Plains?	Reasons for going West. The journeys, life and work of the homesteaders. Federal and state government actions; legislation, grants of land and money. The reasons for, and results of, The Homestead Act, 1862 and Timber and Culture Act 1873. Railway companies' contribution to the settlement of the West. Farming problems and solutions. Women on the Great Plains: the hardships they faced; their stabilising and civilising effect on society.
Part 5: Law and Order	Why was law and order a problem on the Great Plains?	The structure and theory of government: federal, territory and state governments, counties and towns. The problems of government in practice. Law and order in the mining regions, the cow towns, rustling and territorial rivalry. Causes of disorder. The Range Wars.
	How successfully was the problem of law and order dealt with?	Solutions to problems of disorder: sheriffs and marshals; miners' courts, vigilantes. Johnson County War.
Part 6: Struggle for the Great Plains	How did the arrival of white people on the Great Plains affect the Indians' way of life?	The "problem" of the Plains Indians; first policies - the permanent Indian frontier. Settlers move West; changes in policy towards the Plains Indians; treaties and small reservations. The Plains Wars and increasing conflict leading to the Sand Creek Massacre, 1864.
	How successfully was the Indian "problem" resolved?	The Indian wars after 1865. Military leaders: General Philip Sheridan, William Sherman, Lieutenant-Colonel Custer and the final conflict with the Plains Indians. The Battle of the Little Big Horn. The Dawes Act, 1887. The Battle of Wounded Knee, 1890. The close of the frontier in 1895 and its impact on native Americans. The end of the Plains Indians.

9.6 Option B: Britain 1815-51

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

Key Issues**Content Focus****Part 1: The Vote**

Why was reform of the electoral system needed?

The structure of government and politics in the early 19th Century. The franchise before 1832. Attitudes to this of government, groups and individuals. Working class and radical protest, e.g. Peterloo, 1819.

How successful was reform of the electoral system?

The 1832 Reform Act. Changes to the distribution of seats and to the franchise. Results of, and reactions to, the Act. Chartism: its causes, development, leadership, decline and consequences. Free Trade, Sir Robert Peel and the Corn Laws. The Anti-Corn Law campaign.

Part 2: The Poor

Why was reform of the Poor Law system needed?

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

How successful was the New Poor Law?

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

Part 3: Population and Migration

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

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

	Key Issues	Content Focus
Part 4: Social Reform	<p>Why was the reform of people's living and working conditions needed?</p> <p>How successful were attempts to improve the living and working conditions of the people of England?</p>	<p>Living and working conditions of the urban poor. Child labour. Reasons for industrial conditions.</p> <p>Moves towards reform in factories and mines through legislation and by individuals such as Robert Owen, Richard Oastler, the Earl of Shaftesbury and Lord Althorp. The Church of England and its attitude to, and relationship with, the poor. The efforts of Christian churches, especially the Methodists, to help the poor, their mixed motives in doing so. The efforts of specific Christian individuals to effect social reform such as Elizabeth Fry. Education for the working class; church and government involvement.</p>
Part 5: The Railways	<p>Why were the railways built?</p> <p>What were the results of the railways?</p>	<p>The need for the growth of the railway system up to 1851. The role of individuals in this; engineers, navvies and speculators. Opposition and support; the different reaction to railways of individuals and groups.</p> <p>The social, economic and political results of the coming of the railways. The railways as an agent of change and as a new means of communication.</p>

9.7 Option C: Elizabethan England, 1558-1603

This Enquiry in Depth concentrates on various aspects of the government, life and culture of the England of Elizabeth I from 1558-1603. It encourages students to explore and appreciate the important characteristics and dynamics of the period. It offers a contrast of cultures, not only between rich and poor within the period but also between the Elizabethans and ourselves.

Where appropriate, issues of regional diversity and of aspects of the history of England, Wales, Scotland and Ireland should be considered.

	Key Issues	Content Focus
Part 1: Queen and Government	How did Elizabethan government work?	The situation on Elizabeth's accession. Queen Elizabeth, her background and character. The structure and process of central and local government. The Court. The roles of William Cecil (Lord Burghley), Robert Dudley (Earl of Leicester) and Francis Walsingham. The Queen's concept of sovereignty and monarchy. Elizabeth's aims, her difficulties as a female monarch, the succession.
	How successful was Elizabethan government?	Rebellions and revolts including that of the Earl of Essex and the Northern Rebellions. The relationship between, and issues involving, the Queen and her government and Parliaments.
Part 2: The Poor	Why was poverty a serious problem in Elizabethan times?	The ranks of society in the 16 th Century. The nature and seriousness of poverty in the 16 th Century. Increase in poverty and vagabondage in the 16 th Century. Government and contemporary attitudes to poverty and punishment.
	How successful was Elizabethan government in dealing with poverty?	The effectiveness of the response of government and individual towns to the problems of poverty. The reasons for government concern and the seriousness of the problem.
Part 3: Puritanism	Why did the Puritans pose a threat to Elizabeth and her government?	Elizabeth's settlement of religion in 1559. The nature and ideas of Puritans and Puritanism. The contribution of Archbishop Parker. Puritan response and reaction in Parliament, the press and in preaching.
	How successfully did Elizabeth deal with the Puritan challenge?	The attitudes and actions of Elizabeth and her government and bishops towards the Puritans. The role of Archbishop Whitgift.

	Key Issues	Content Focus
Part 4: Catholicism	Why did the Roman Catholics pose a threat to Elizabeth?	The Royal Supremacy and the problem of treason. Philip II; his attitude to Elizabeth and England throughout his reign. The attitudes and actions of English Catholics, including Cardinal Allen, Robert Parsons and Edmund Campion. The loyalty of English Catholics and the nature and seriousness of the threat they posed.
	How successfully did Elizabeth deal with the Catholic problem?	The attitude and response of Elizabeth and her government to the Catholic problem. Catholics and the Elizabethan church, religious and foreign policy and the succession. The story of, and role played by, Mary, Queen of Scots.
Part 5: The Theatre	What contribution did the Theatre make to Elizabethan England?	Theatres, their design and use; actors and playwrights including William Shakespeare, Richard Burbage. The response of different sections of society towards the plays and theatre going. The reasons for that response. The achievements of the Elizabethan theatre.
Part 6: Ships and Seamen	Why did Englishmen go on voyages overseas?	Motives of English seamen in making overseas voyages. Overseas voyages and trade, including the early slave trade. Conflict with Spain. The part played by John Hawkins. Drake's circumnavigation.
	What contribution did those voyages make to the development of England?	The defeat of the Spanish Armada. Overseas trade and expansion. The role of Sir Walter Raleigh.

**9.8 Option D: Germany
1919-1945**

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

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

	Key Issues	Content Focus
Part 1: The rise to power	What were the weaknesses and strengths of Weimar democracy?	The nature of Weimar democracy. Post-war economic conditions as a cause of discontent. Revolts, rebellions and opposition to Weimar, 1919-1923. The origins and history of National Socialism, 1919-1925. The Munich Putsch, 1923. Stresemann and Weimar successes, 1923-1929.
	How was Hitler able to come to power?	The Depression, its impact on Germany and contribution to the rise of National Socialism. Political instability, 1929-1933. The emergence of the Nazis as a mass party, 1928-1930. The role of Hitler in the development of the Nazi party. The leadership of the Nazis. The struggle for power, 1930-1933.
Part 2: Control and Opposition	How did Hitler create a dictatorship?	The creation of the one-party state; the Reichstag Fire, the Enabling Law, the Night of the Long Knives; the removal of military and political opposition.
	How effectively did the Nazis control Germany 1933-1945?	The nature of the totalitarian state; the abolition of press freedom, individual liberties and trade unions. The nature of continuing opposition and resistance within the Third Reich. The White Rose movement, the work of individuals such as Niemoller and Bonhoeffer. The opposition of the military, the Stauffenberg bomb plot.

	Key Issues	Content Focus
Part 3: German Society and Economy	How much change did the Nazis bring about in German society?	Changes in policies and attitudes to the role of women in German society, 1933-1945. Nazi policies and attitudes towards religion and responses to this within Germany. Nazism as social revolution and the impact of the regime on different social classes.
	How successful were the Nazis in rebuilding the German economy?	The development of the economy and employment patterns in the 1930s. Economic planning; preparation for war. The response of the German people to economic changes in the 1930s.
Part 4: Race and Youth	How successful were the Nazis in influencing young people?	The appeal of Nazism to youth. Its role in National Socialism. Youth movements in Nazi Germany. Education in German Schools and Universities as an instrument of propaganda. The extent and nature of youth resistance.
	How important in Germany were the Nazis' ideas on race?	Nazi ideas: the belief in Aryan supremacy and the master race. Racism in the Nazi state, the treatment of minority groups in society. The persecution of the Jews. The Final Solution. Reactions in Germany to these developments from different individuals and groups.
Part 5: Culture and propaganda	How did the Nazis change the cultural climate of Weimar Germany?	The cultural climate of Weimar Germany as represented in the arts and entertainment, 1919-1933. Reactions and responses to 'Weimar culture'. The effects of the Nazi regime on the cultural climate of Germany, 1933-1945. The role and success of Nazi propaganda in sports, leisure, the media, entertainment and the arts. The Cult of the Führer.

Coursework: The Modern World Study and History Around Us

Centres should devise a teaching programme for their chosen Modern World Study and for their chosen site in History Around Us in order to establish an appropriate context for the coursework. It follows that the two assignments to be submitted for formal assessment will not be isolated pieces of work but will arise naturally from a broader study. The Modern World Study and History Around Us are each weighted at 12.5% of the total marks for this specification and, as a guide, it will be appropriate for the centre to devote a similar proportion of the total teaching time to each of them.

9.9 The Modern World Study

The Modern World Study is designed to make evident the connection between past and present by demonstrating that an understanding of issues and problems of the contemporary world should be approached through a knowledge of past events. The Modern World Study must concentrate on the key issues, events, personalities and developments of a specified area of study. Candidates should demonstrate they have studied the current situation in the chosen topic within the two year cycle of the course. In deciding on the chronological limits of the study, centres should be mindful of the need to achieve a balance between length, breadth and depth in the historical perspective.

Centres may base the Modern World Study on any topic which provides opportunities for the objectives for this part of the course of study to be fulfilled.

The following topics have been considered appropriate in the past. Further guidance on recommended subject content for these issues is available in the Teachers' Guide published by AQA.

China in the Twentieth Century

The Conflict in Ireland

The Arab-Israeli Conflict

South Africa

Multi-cultural Britain.

The centre's teaching programme for the chosen Modern World Study is intended to develop candidates' abilities to:

- a. identify the origins of the problems being studied and have a clear overview of their development to the present day.

This may involve the ability to:

- understand the different types of causes, e.g. political, social, religious, economic, demographic, and others which are relevant to the study;
- assess the importance of the roles played by individuals and groups and to distinguish their motives;
- distinguish between long and short term causes of events;
- understand that actions have both intended and unintended consequences;
- understand the ideas, attitudes and beliefs of the people involved.

b. Understand the nature of the situation today.

This may involve:

- understanding the implications of the impact of the situation locally, regionally and world wide;
- understanding the implications or impact of developments and movements in other parts of the world on the situation.

c. Appreciate how we learn about developments in the contemporary world.

This will entail the ability to:

- be aware of the range of sources available, e.g. TV, film, radio, newspapers, personal experience;
- analyse the nature of news and information provided by these different sources; assess the reliability and utility of different sources of news and information;
- be aware of the different ways in which past events have been interpreted, and evaluate these critically in their historical context.

9.10 History Around Us

This part of the course must be based on a locality or site which will be investigated by the candidate during the course. A site may be 'historical', for example, an archaeological site, or it may be part of the everyday world which has a suitable historical dimension, for example, a factory. A site can be of any convenient size. It can be local to or distant from the school or college.

One of the purposes of this part of the course of study is to facilitate the study of history from its visible remains in order to provide a vivid and immediate way of encouraging and helping candidates to learn how to use and evaluate sources of evidence. Another purpose is to help candidates become more aware of the aspects of historical development of the environment in which they live, providing opportunities to relate the investigation of a site to the wider context of changes in British history.

Candidates should be encouraged to appreciate that the visible remains of the past are themselves as important a resource for our understanding of history as documentary and other sources.

Candidates should study the part played by the site in its historical context.

The course of study for History Around Us is therefore intended to develop candidates' abilities to:

- become aware that the visible remains of the past around us are as important a resource for our understanding of history as documentary sources;
- acquire the relevant knowledge, skills and techniques so that they can:
 - (a) identify the visible remains
 - (b) study and interpret them
 - (c) place them in their wider historical context
- learn about the lives and purposes of people associated with historical sites at particular periods in the past;
- understand why there may have been different interpretations of the site and of the lives and purposes of people associated with the site, and develop the ability to compare and analyse these interpretations.
- gain an interest in and basis for further historical exploration of their environment which will continue into their adult life.

Suggested Content

No detailed subject content is prescribed for the nine historical contexts for History Around Us suggested below, but each study should be designed to satisfy the aims listed above.

Candidates may study a local site in the context of **one** of the following:

- Prehistoric Britain
- Roman Britain
- Castles and fortified houses, 1066-1550
- Country houses, 1550-1800
- Church buildings and furnishing, 1066-1900
- Studies in the making of the rural landscape
- Town development and domestic architecture, 1700 to the present day
- Industrial archaeology
- Aspects of the historical development of the locality.

Key Skills and Other Issues

10

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

10.1 Introduction

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

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance, Working with Others and Problem-Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be down loaded from the QCA web site (www.qca.org.uk/keyskills).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this Specification for History (3041) can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Application of Number, Communication, Information Technology, Improving own Learning and Performance, Working with Others and Problem-Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below.

10.2 Key Skills Opportunities in History A

Application of Number Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
N1.1 Interpret information from different sources	✓	✓	✓
N1.2 Carry out calculations	✓	✓	✓
N1.3 Interpret results and present findings	✓	✓	✓

Application of Number Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
N2.1 Interpret information from different sources	✓	✓	✓
N2.2 Carry out calculations	✓	✓	✓
N2.3 Interpret results and present findings	✓	✓	✓

Communication Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
C1.1 Take part in discussions	✓	✓	✓
C1.2 Read and obtain information	✓	✓	✓
C1.3 Write different types of documents	✓	✓	✓

Communication Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
C2.1a Contribute to discussions	✓	✓	✓
C2.1b Give a short talk	✓	✓	✓
C2.2 Read and summarise information	✓	✓	✓
C2.3 Write different types of documents	✓	✓	✓

Information Technology Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
IT1.1 Find, explore and develop information	✓	✓	✓
IT1.2 Present information, including text, numbers and images	✓	✓	✓

Information Technology Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
IT2.1 Search for and select information	✓	✓	✓
IT2.2 Explore and develop information and derive new information	✓	✓	✓
IT2.3 Present combined information, including text, numbers and images	✓	✓	✓

Working with Others Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
WO1.1 Confirm what needs to be done and who is to do it	✓	✓	✓
WO1.2 Work towards agreed objectives	✓	✓	✓
WO1.3 Identify progress and suggest improvements	✓	✓	✓

Working with Others Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
WO2.1 Plan work and confirm working arrangements	✓	✓	✓
WO2.2 Work cooperatively towards achieving identified objectives	✓	✓	✓
WO2.3 Exchange information on progress and agree ways of improving work with others	✓	✓	✓

Improving own Learning and Performance Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
LP1.1 Confirm short-term targets and plan how these will be met	✓	✓	✓
LP1.2 Follow plan to meet targets and improve performance	✓	✓	✓
LP1.3 Review progress and achievements	✓	✓	✓

Improving Own Learning and Performance Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
LP2.1 Help set short-term targets and plan how these will be met	✓	✓	✓
LP2.2 Use plan and support from others, to meet targets	✓	✓	✓
LP2.3 Review progress and identify evidence of achievements	✓	✓	✓

Problem Solving Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
PS1.1 Confirm understanding of given problems	✓	✓	✓
PS1.2 Plan and try out ways of solving problems	✓	✓	✓
PS1.3 Check if problems have been solved and describe the results	✓	✓	✓

Problem Solving Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
PS2.1 Identify problems and come up with ways of solving them	✓	✓	✓
PS2.2 Plan and try out options	✓	✓	✓
PS2.3 Apply given methods to check if problems have been solved and describe the results	✓	✓	✓

10.3 Further Guidance

More specific guidance and examples of tasks that can provide evidence of single Key Skills, or composite tasks that can provide evidence of more than one Key Skill are given in the AQA specification support material, particularly the Teachers' Guide.

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

11.1 Spiritual, Moral, Ethical, Social and Cultural Issues

Spiritual Issues

By developing an understanding of people's past through the study of History, this specification will encourage candidates to discern, consider and discuss questions or issues relating to the meaning of life and the nature of humanity. By becoming familiar with historical skills and methodology (particularly in relation to Assessment Objectives 6.2 and 6.3 of the specification), the candidates will also become aware of concepts such as proof and certainty in relation to the nature of historical knowledge and understanding. The study of medicine and public health for the Development Study will provide opportunities for candidates to reflect on key events and issues within a broad chronological period, such as the two World Wars and their impact, in Part 1, and place human achievements in a broader context. The Enquiry in Depth will enable candidates to appreciate the role of individuals and communities in history and to be aware of the social, cultural, religious and ethnic diversity of the societies they have studied.

Moral and Ethical Issues

Approaching study through consideration of the chosen Enquiry in Depth will encourage candidates to discern, consider and discuss ethical issues such as the treatment of individuals, communities or groups by others, whether by those in positions of power or in the cultural majority. For example, the study of Elizabethan England will highlight the issues faced by both Puritans and Catholics, whilst the American West will foster an understanding of the plight of the Plains Indian. Study of Germany between the Wars for example, will enable the exploration of notions of good and evil, and relate these to moral behaviour or moral effects of change within society. The study of contemporary issues in the modern world for the Modern World Study, will also allow candidates to reach moral judgements and to express personal views, even though this will be in the context of the historian's need for greater objectivity of approach and in the awareness of the problems in transferring present-day values and attitudes to the past.

Social Issues

The study of people's past will encourage candidates to consider the values and attitudes that prevailed in past societies as reflected through the historical record. Candidates will become aware of notions of family, community and social groupings and their impact on individuals. These issues will be relevant to all parts of the subject content, but may be particularly pertinent in the Enquiry in Depth.

Cultural Issues

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

11.2 European Dimension

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

11.3 Environmental Issues

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

The study of history, by its very nature, encourages a consideration of how people have interacted with their environment. This may be fostered through consideration, for example, of medicine and public health over time in the Development Study or between individuals or communities and their physical environment in History Around Us.

11.4 Citizenship

Because the study of history incorporates a social dimension, there will be the opportunity to support candidates’ progress in citizenship. For example, coursework assignments based on a site study will encourage the skills linked to participation and responsible action in the life of an educational establishment and/or community. Significantly, all candidates will have the opportunity to consider the nature of governments in the past and their relationship with individuals, groups or communities within them – particularly in regard to such key concepts as the freedom of worship, movement, association or speech. Candidates will develop a knowledge and understanding of rights, responsibilities, legal and democratic (and non-democratic) institutions and processes, issues of diversity, roles of pressure groups, conflict resolution and economic development.

11.5 Avoidance of Bias

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

11.6 Health and Safety

An appreciation of health and safety issues may be fostered by the specification developing candidates’ understanding of historical skills and techniques. This will have practical repercussions – for example in the chosen site study for History Around Us for coursework where the appropriate health and safety requirements would have to be observed.

11.7 ICT

The study of history in the context of this specification allows the use of teaching and learning strategies which will facilitate the development of candidates' ICT skills. In the study of history, the use of ICT is a particularly appropriate method by which candidates can gather information about the past and analyse and evaluate it. The use of some of the many commercially available CD-ROMs (or those compiled by museums, e.g. the British Museum, etc) and of web sites on the Internet may provide opportunities for candidates to find, select and organise information (Assessment Objective 6.1), study a range of primary and secondary sources and develop a critical understanding. This requires the development of specific historical skills in handling evidence and interpreting particular information, viewpoints and interpretations of the past and in understanding how such interpretations are created (all linked to Assessment Objectives 6.2 and 6.3).

Classwork and coursework assignments can be word-processed or desktop published allowing candidates the opportunity to draft and redraft work *before* submitting it to their teacher for assessment purposes. Additionally such work will facilitate the candidate's presentation of coursework which might combine text and images through the use of computer generated graphics (and possibly of digital cameras). There may even be opportunities to present and analyse simple statistical data, such as information on public health in Britain, elections to the Reichstag and unemployment figures in the 1930s (all in the context of the relevant Enquiry in Depth for Paper 2) by using a spreadsheet package.

Centre-Assessed Component

12

Nature of the Centre-Assessed Component

12.1 Introduction

Coursework allows candidates to build on, and to progress beyond the knowledge, conceptual understanding and methodological skills developed as part of the Key Elements of the statutory requirements of the National Curriculum for History at Key Stage 3.

The coursework element of this specification is seen as a taught component which is designed to foster good practice by encouraging imaginative and innovative styles of teaching and learning, so that courses are enjoyable for all participants. The coursework requirements allow centres the freedom to construct their own coursework tasks (under the guidance of the AQA) to fit in with their own teaching schemes and resources. Alternatively centres may avail themselves of the AQA's exemplar coursework assignments which are available on request.

To be eligible for the maximum marks, candidates must produce **two** assignments which are normally written; one must be based on a Modern World Study, and one on History Around Us as described on pages 29-31.

Coursework **must** be based on studies which are different from those undertaken for the written examination papers. There must be no duplication of content.

Coursework will be assessed by the candidate's teacher and subject to the monitoring and moderation procedures of the AQA. It is weighted at 25% of the total assessment for the examination (12.5% per assignment). It is marked out of 50, (25 marks for each assignment).

The two Coursework Assignments combined will normally total 2500-3000 words in length. It is envisaged an assignment can be answered in about 1250-1500 words. Candidates exceeding 1500 words must be encouraged to edit their work by being more selective in their use of supporting information.

Details of the assessment and subject content focuses of the Coursework Assignments are provided below. Centres are referred to sections 13.1 and 13.2 on pages 46 and 47 for additional guidance and

for information about the availability of Coursework Advisers to assist in the preparation of appropriate coursework tasks.

12.2 Assessment Focus for the Two Coursework Assignments

Two broad approaches to the assessment structure of the coursework assignments are possible as outlined in the descriptions of Model A and Model B which follow. Centres may choose to adopt *either* Model A *or* Model B.

Model A

In Model A, one assignment must be concerned with the selection, organisation and deployment of knowledge to describe, analyse and explain:

- the events, people, changes and issues studied
- the key features and characteristics of the period, societies or situations studied (AO 6.1).

25 marks are to be allocated to AO 6.1.

The second assignment must be primarily concerned with:

- the use of historical sources critically in their context by comprehending, analysing, evaluating and interpreting them and
- the comprehension, analysis and evaluation, in relation to the historical context, of how and why historical events, people, situations and changes have been interpreted and represented in different ways (AO 6.2 and 6.3).

20 marks are to be allocated to AO 6.2 and 6.3 in this second assignment. In addition, there is a minor focus on description, analysis and explanation (AO 6.1). 5 marks are to be allocated to AO 6.1, giving a total of 25 marks for the assignment as a whole.

Model B

In Model B, each of the two assignments approach the same assessment objectives as described above but in the following manner within each assignment:

AO 6.1 15 marks

AO 6.2 and 6.3 10 marks

The two assignments should relate to different aspects of AO 6.2 and AO 6.3 in order to deal with them in a comprehensive way.

12.3 Subject Focus for Models A and B

The broad subject content focus for the coursework assignments is as follows:

A Modern World Study Assignment
(see pages 29-30 of the specification)

An Assignment based on History Around Us
(see pages 30-31 of the specification)

Each of the coursework assignments may be based on any subject content focus which provides opportunities for the educational purposes detailed in the specification to be fulfilled.

The Modern World Study Assignment (12.5%)

This part of the course is designed to make evident the connections between the past and the present by demonstrating that many issues and problems in the contemporary world can be better understood with knowledge of the past.

In focusing on the key issues, events, personalities and developments associated with the chosen specified contemporary issue and its historical context, the Modern World Study will provide an ideal vehicle for the candidate to:

- (i) describe, analyse and explain the present by reference to the past (AO 6.1)
- (ii) use historical sources critically in their context (AO 6.2) and to comprehend, analyse and evaluate interpretations and representations of the past (AO 6.3).

Setting coursework tasks on AO 6.1

(i) describing, analysing and explaining

Tasks may deal with any of the following aspects:

- the causes of the current political problem or situation;
- the causes and/or consequences of past events;
- change and continuity;
- people's ideas and attitudes;
- the role of the individual.

Setting coursework tasks on AO 6.2 and AO 6.3

(ii) using sources, interpretations and/or representations

Tasks should be designed to enable candidates to show their depth of understanding of historical issues.

An assignment dealing with Assessment Objectives 6.2 and 6.3 should involve a variety of types of sources and also one or more interpretations and/or representations of particular aspects of the past.

The types of sources and interpretations that could be used include:

- written materials such as newspapers, government reports, letters, speeches, memoirs, history books, statistics, historical novels;
- photographs, paintings, drawings, cartoons;
- TV documentaries and dramas, feature films, radio programmes;
- historical sites and museums.

An assignment should contain one or more separate tasks relating to different aspects of evaluating evidence, such as:

- the reliability of particular sources;
- the usefulness of particular sources;
- the value of particular interpretations and/or representations – including how and why they were produced;
- the reasons why particular interpretations and/or representations differ;
- the conclusions to be drawn about the past.

Throughout their work, candidates will be rewarded for using their own knowledge to help them to evaluate particular sources/interpretations/representations.

The History Around Us Assignment (12.5%)

This study of history from its visible remains affords opportunities for candidates to:

- (i) describe, analyse and explain a chosen historical site (AO 6.1)
- (ii) relate a chosen site to its broader historical context (AO 6.1)
- (iii) use sources to investigate the historical site and/or its context, appreciating that the visible remains of the past are themselves as important a resource for our understanding of history as documentary sources.

(i) Setting coursework tasks on AO 6.1: relating an historical site to its historical context.

The candidate must place the chosen site clearly in its historical context in order to show the part played by the site in that context. The ability to explain features of the site which are typical or atypical of the broader historical context is a particularly useful assessment activity enabling candidates of all abilities to have access to the highest levels of achievement. Presenting candidates with an hypothesis or question which allows a personal analysis of an issue is likely to contribute to a successful coursework assignment.

(ii) **Setting coursework tasks on AO 6.2 and AO 6.3: using sources to investigate an historical site.**

It should be appreciated that this coursework assignment is **not** a site description. The site must allow personal investigation and other forms of evidence must be available. The tasks set must involve an **evaluation of the evidence** provided by the site and the other sources, e.g. by the candidate assessing the reliability, usefulness and limitations of the evidence.

Tasks could take the form of an hypothesis for the candidate to check and verify with supporting evidence, or reject after testing for omissions and deficiencies in the evidence. Such a task could be planned and executed as part of a longer programme of work. A site description could be carried out beforehand but would not necessarily form part of the GCSE assessment itself.

An historical site will readily lend itself to work on historical interpretations and representations if some of the following are available: guidebooks, tape/slide presentations, model reconstructions, engravings, paintings, etc.

It may also be possible to use photographs, maps and plans, memoirs, diaries, census returns etc. as sources of evidence about the site. The list of possible sources and interpretations given for the Modern World Study may also be relevant for History Around Us.

Information from a site can be recorded very successfully in the form of maps, plans, annotated diagrams, photographs and sketches. If such techniques are used, they should be clearly integrated into the assignment not merely appended to it. The most effective sketches, for example, are those which pick out particular features of a building to illustrate a particular point.

12.4 Other Coursework Issues

The Presentation of Coursework

For the two coursework assignments, although it is expected that work will normally be presented in written form for either Model A or B, the use of film and video, diagrams, models, tape recordings and photographs – with explanatory written material – is also admissible. However, where non-written coursework is undertaken, **some product must be retained** by the centre for any subsequent monitoring requirements. In addition, work of all types must facilitate the **assessment of the attainment of the individual candidate**.

Because of the need to ensure that such non-written coursework assignments are appropriate, centres intending to avail themselves of this facility must contact AQA's Coursework Adviser for guidance at the earliest opportunity.

**Word Processing of
Coursework Assignments**

Assignments may be word-processed but teachers are advised to inspect the candidate's draft materials to ensure that the final product is the candidate's own work.

**Fair Copies and Improved
Drafts**

Completed assignments must not be returned to candidates by the supervising teacher in order to allow fair copies or improved drafts to be made prior to assessment.

Guidance on Setting the Centre-Assessed Component

13.1 Planning Coursework

Coursework should be designed to be

- integral to the learning processes associated with the teaching of the specification, with the assessment arising naturally and directly from it;
- fit for its intended purpose in providing valid and reliable assessment opportunities for the individual across a range of appropriate learning activities;
- manageable in terms of the demands it will make on both the candidate and the teacher in the context of being weighted at 25% of the total assessment;
- differentiating, by outcome, across the prescribed ability range for the GCSE examination.

Guidance to centres on both the design and assessment of coursework will be provided by the AQA by means of the information included in this specification, and as an on-going product of the monitoring, standardising and moderation procedures, including those relating to the availability of Coursework Advisers, described in Section 13.2 below, and to the annual standardising meeting described in Section 16.1 on page 57. Exemplar coursework assignments are also available on request. Additional information is provided in the Teachers' Guide published in support of this specification.

13.2 Coursework Advisers

Coursework Advisers will be available to assist centres with any matters relating to coursework. Details will be provided when AQA knows which centres are following the specification.

In addition, the AQA offers a voluntary procedure for the external scrutiny of centres' coursework proposals by Coursework Advisers in order to help ensure that coursework requirements are not misinterpreted and that tasks are designed to produce valid, reliable and differentiated assessment of candidates' attainments.

Centres new to the specification are strongly encouraged to submit, well in advance of candidates completing assignments, outline details of their intended scheme of assessment by completing a *Coursework Proposal Form*. Centres following a normal two-year course, for example with candidates in Years 10 and 11, are recommended to submit the form to the Coursework Adviser allocated to the centre by the AQA by **15 February** sixteen months prior to the terminal examination.

To assist the Coursework Adviser the *Coursework Proposal Form* should be completed so as to indicate clearly what candidates will be asked to do and under what circumstances or conditions. Supporting materials, e.g. details of sources to be used as part of the coursework assessment, may be submitted in two stages. The first, for all coursework to be completed by candidates in the first year of the two-year course, (i.e. in Year 10 – presuming a normal two-year GCSE course taught in Years 10 and 11), should accompany the form when submitted to the Coursework Adviser. It is recommended that the second batch of supporting materials, for coursework to be completed in the second year, (normally Year 11), should be sent direct to the Coursework Adviser no later than **15 September** prior to the examination.

The Coursework Adviser assigned to a centre will provide a report on the centre's proposals. The Coursework Adviser may either approve the centre's proposals for coursework or ask for them to be amended or detailed in an appropriate way. In this latter situation the centre will be requested to reply, direct to the Coursework Adviser.

Where the Coursework Adviser has provided a centre with detailed guidance on how to review a proposed assignment or assignments, candidates must not start their coursework until the Coursework Adviser is satisfied that the appropriate action has been taken in modifying the task(s) or marking scheme(s).

Once proposals have been scrutinised by the Coursework Adviser the centre need **not** resubmit them to the Coursework Adviser in subsequent years, unless **either** (i) the centre wishes to modify them, **or** (ii) the moderation of a sample of candidates' coursework reveals that the centre is in need of further guidance from the Coursework Adviser.

Centres entering candidates after only one year of study may submit coursework proposals to the Coursework Adviser by **31 October** immediately prior to the examination.

13.3 Teachers' Guide

Further information about the setting and marking of coursework is given in the Teachers' Guide. Teachers should follow the guidance given there.

14

Assessment Criteria

14.1 Introduction

The aims and assessment objectives of the coursework are identical to those for the specification as whole given on page 12.

The coursework assignments must be designed to test assessment objectives 6.1, 6.2 and 6.3 in the following ratio.

Assessment Objectives	Marks	Weighting
6.1	30	15%
6.2 and 6.3	20	10%

In addition, the quality of the candidate's written communication skills is to be assessed in all coursework answers requiring an extended response. The candidate will be assessed according to his/her ability to:

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

Each assignment is marked out of 25, in accordance with the following grids, relating **either** to Model A **or** Model B as appropriate to the centre's choice. The total mark for coursework is 50.

Although AO 6.2 and AO 6.3 are weighted together in the assessment grid, each of them must be explicitly assessed in the coursework component as a whole.

N.B. Once a centre has chosen **either** Model A **or** Model B, both coursework assignments **must** be completed in accordance with the chosen approach. It is **not** possible to complete one Model A assignment and one Model B assignment as this will not weight the Assessment Objectives correctly in the coursework component as a whole.

Model A

		AO6.1	AO6.2, & AO6.3	Total
Assignment 1:	The deployment of knowledge to describe, analyse and explain	25 marks	-----	25 marks
Assignment 2:	The evaluation of sources, interpretations and representations	5 marks	20 marks	25 marks
Total		30 marks	20 marks	50 marks

Model B

		AO6.1	AO6.2 & AO6.3	Total
Assignment 1:	The deployment of knowledge to describe, analyse and explain	15 marks	-----	
	The evaluation of sources, interpretations and representations	-----	10 marks	25 marks
Assignment 2:	The deployment of knowledge to describe, analyse and explain	15 marks	-----	
	The evaluation of sources, interpretations and representations	-----	10 marks	25 marks
Total		30 marks	20 marks	50 marks

14.2 Question Setting, Mark Allocations, and Assessment Criteria

Each question set as part of a coursework assignment must access the full range of attainment for the GCSE examination (i.e. target the full range of the levels of response in the associated mark scheme) and have a separate mark allocation. Each question must be marked out of either 5, 10, 15, 20 or 25 marks. Marks must be assigned to levels in accordance with the table which sets out the relationship between question maxima and the levels of response, and which follows the model or generic mark schemes provided below in Section 14.6.

In **Model A**, the assignment assessing AO6.1 must comprise either 1 or 2 questions. The assignment assessing primarily AO6.2/6.3 must comprise 2 or 3 sub-questions in order to give coverage to an appropriate range of skills. AO6.3 (interpretations of history) must be assessed in at least one question in this second assignment.

In **Model B** a maximum of five questions may be set over the two assignments. At least one of these must assess each of AOs 6.2 and 6.3.

The model or generic mark schemes which follow describe aspects of progression at four levels of candidate performance. They should form the basis of more detailed and contextualised levels of response mark schemes for candidates' assignments which allow for the recognition and reward of positive achievement.

There are model or generic mark schemes directly relating to the Assessment Objectives 6.1, 6.2 and 6.3 for the specification as a whole. These models provide a compulsory framework for use by centres and they have been used in the production of the exemplar coursework assignments produced by AQA in support of this specification.

In these model levels of response no reference can be made to the detail of a particular historical context. Centres setting their own assignments should expand them, therefore, in order to address the given historical context of each of the two assignments. This can be readily achieved by inserting specific contextualised examples for each level of response and/or by providing guidance on indicative subject content.

Further guidance on mark schemes is provided in the Teachers' Guide published by AQA in support of this specification.

**14.3 Coursework marking criteria
for Assessment Objective 6.1****Describing, Analysing and Explaining the Past**

In the following, the term ‘historical influences’ on a site has been used to mean international **and/or** national **and/or** regional **and/or** local influences.

Level 1: Basic Comprehension/Description

The candidate describes relevant material and gives little relevant explanation or analysis.

Level 2: Simple understanding

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

showing how one event led to another;

identifying some causes/consequences and giving some explanation;

identifying some instances of change and/or continuity and giving some explanation;

describing the different reactions of some people to an event and indicating some reasons for their reactions;

describing some aspects of the role of an individual and indicating some reasons for his/her importance;

making some links between the current situation and past events;

describing some features of an historical site and some links with its historical influences.

Level 3: Developed understanding

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

developing different causes, or consequences, or changes;

developing reasons why people’s ideas and attitudes differed;

developing reasons for an individual’s importance;

explaining how the current situation is a product of past events;

developing reasons why historical influences have contributed to the development of an historical site.

Level 4: Complex understanding

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

relationship between different causes, or consequences, or changes;

short-term and long-term causes/consequences;

the degree of change and continuity;

the varying rate of change;

the reasons why individuals did not necessarily share the ideas and attitudes of the groups to which they belonged;

the importance of an individual relative to other factors;

the reasons why some past events have been more important than others in bringing about the current situation;

an explanation of why historical influences have led to typical/atypical features of an historical site.

14.4 Coursework marking criteria
for Assessment Objective 6.2

The Use of Historical Sources Critically in Context

In the following, reference to ‘sources’ is intended to mean all types of historical sources including sites.

Throughout their work candidates will be rewarded for using their own knowledge to evaluate particular sources in their historical context.

Level 1: Basic Comprehension/Description

The candidate shows **one or more** of the following skills: the ability to:

extract relevant information from the sources;

make simple inferences from the sources;

describe relevant aspects of the past.

Level 2: Simple understanding

The candidate shows **one or more** of the following skills: the ability to:

compare information given in different sources;

make supported inferences;

identify examples of fact, opinion or bias;

give a simple explanation of the reliability/usefulness of particular sources;

give a simple explanation of the reasons why particular sources differ in their views;

draw simple conclusions about the past, using the sources and/or own knowledge.

Level 3: Developed understanding

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

the purposes of the author in producing the source;

the intended audience;

the provenance of the source;

the usefulness or limitations of particular sources;

the conclusions to be drawn about the past, using the sources and own knowledge.

Level 4: Complex understanding

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

(i) analyse the meaning of particular sources;

(ii) apply source evaluation skills, e.g. assessing the reliability, nature, purpose, usefulness or limitations of the sources;

(iii) draw conclusions about the past using the sources and own knowledge.

14.5 Coursework marking criteria
for Assessment Objective 6.3

Comprehending, Analysing and Evaluating Interpretations and Representations

Throughout their work, candidates will be rewarded for using and applying their knowledge to help them comprehend, analyse and evaluate particular interpretations and representations.

Level 1: Basic Comprehension/Description

The candidate shows **one or more** of the following skills: the ability to:

extract relevant information from the interpretations or representations;

make simple inferences;

describe relevant aspects of the past.

Level 2: Simple understanding

The candidate shows **one or more** of the following skills: the ability to:

compare information given in different interpretations or representations;

make supported inferences;

identify examples of fact, opinion or bias;

draw simple conclusions about the validity of an interpretation or representation;

give a simple explanation of how an interpretation or representation came about;

give a simple explanation of the reasons why particular interpretations or representations differ in their views;

draw simple conclusions about the past, using the interpretations or representations and own knowledge.

Level 3: Developed understanding

The candidate shows an understanding of the issues involved in evaluating and using interpretations or representations of the past by **explaining one or more factors in some depth** (for example):

the purposes or motives of the author;

the process by which the author came to the interpretation or representation;

the intended audience;

the conclusions to be drawn about the validity of an interpretation or representation;

the usefulness or limitations of particular interpretations or representations;

the conclusions to be drawn about the past, using the interpretations or representations and own knowledge.

Level 4: Complex understanding

The candidate demonstrates a complex understanding of particular interpretations or representations by integrating all three of the following skills in a sustained explanation: the ability to:

- (i) analyse the meaning of particular interpretations or representations;
- (ii) apply evaluation skills, e.g. assessing the reliability, nature, purpose and usefulness or limitations of the interpretations or representations;
- (iii) apply knowledge to test the interpretations or representations in context, including how and why the author arrived at the particular interpretation or representation.

14.6 Allocating marks to levels

Questions must be marked out of 5, 10, 15, 20 or 25. Marks must be allocated to levels of response as follows in the interest of consistency between centres and across the examination:

Mark out of:	5	10	15	20	25
Level of Response					
Level 1	1	1-2	1-3	1-4	1-5
Level 2	2	3-5	4-7	5-10	6-12
Level 3	3-4	6-8	8-12	11-16	13-20
Level 4	5	9-10	13-15	17-20	21-25

14.7 Note on awarding marks within a level of response

In making a decision about a specific mark to award a candidate for an extended response, **once a particular level of response has been identified**, account should be taken of whether the response is:

precise in its use of supporting information

appropriately detailed

factually accurate

in terms of the candidate's **quality of written communication skills**, cogently and logically developed and generally coherent and sustained, i.e. is the answer:

presenting relevant information in a form that suits the purpose?

legible, with accurate spelling, punctuation and grammar, so that meaning is clear?

in an appropriate style with a suitable structure?

Starting with the middle mark or marks within the level, if the response exhibits many positive features from the above list it should be rewarded with the higher or highest marks within the particular level of response. Fewer positive features would place the mark at the lower or lowest mark within the level. The overall aim is to mark positively, giving credit for what candidates know, understand and can do.

14.8 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course. When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. Candidate Record Forms are available on the AQA website in the Administration area. They can be accessed via the following link
http://www.aqa.org.uk/admin/p_course.php

The exact design may be modified before the operational version is issued and the correct year's Candidate Record Forms should always be used.

15

Supervision and Authentication

15.1 Supervision of Candidates' Work

Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

15.2 Guidance by the Teacher

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.

15.3 Unfair Practice

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

15.4 Authentication of Candidates' Work

Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance.

16

Standardisation

16.1 Standardising Meetings

Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of coursework tasks set by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

After the first year, attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

16.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the Moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

Centre Declaration Forms are available on the AQA website in the Administration area. They can be accessed via the following link http://www.aqa.org.uk/admin/p_course.php

Administrative Procedures

-
- 17.1 Recording Assessments** The candidates' work must be marked according to the assessment criteria set out in section 14.2. The marks and supporting information must be recorded in accordance with the instructions in Sections 14.7 and 14.8. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.
-
- 17.2 Submitting Marks and Sample Work for Moderation** The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the Coursework Moderator.
-
- 17.3 Factors Affecting Individual Candidates** Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.
- Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.
- If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.
- Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.
- Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.
-
- 17.4 Retaining Evidence and Re-Using Marks** The centre must retain the work of all candidates, with Candidate Record Form attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.
- Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the self-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.

Moderation

18.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a Moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the Moderator by the specified date in the year in which the qualification is awarded.

For **one** of the candidates taking each coursework option offered by the centre, the complete folio of work associated with coursework must be supplied. This will include all classwork notes and supporting material. This will enable the moderator to check that each assignment has been based on an appropriate course of study.

Following the re-marking of the sample work, the Moderator marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the Moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order or merit.

18.2 Post-Moderation Procedures

On publication of the GCSE results, the centre is supplied with details of the final marks for the coursework component.

The candidates' work is returned to the centre after the examination with a report form from the Moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

Awarding and Reporting

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Grading, Shelf-Life and Re-Sits

19.1	Qualification Titles	The qualification based on this specification has the following title: AQA GCSE in History (Code 3041).
19.2	Grading System	The qualification will be graded on an 8 point grade Scale A*, A, B, C, D, E, F, G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.
19.3	Re-Sits	<p>Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.</p> <p>This does not preclude such candidates from resubmitting coursework in a modified form or from submitting completely new coursework.</p>
19.4	Minimum Requirements	Candidates will be graded on the basis of work submitted for assessment.
19.5	Carrying Forward of Centre-Assessed Marks	Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.
19.6	Awarding and Reporting	This specification complies with the grading, awarding and certification requirements of the current GCSE Code of Practice, and will be revised in the light of any subsequent changes for future years.

Appendices

A

Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (as in Section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

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.

Grade C Candidates recall, select, organise and deploy historical knowledge of the specification content to support, generally and 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 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.

B

Overlaps with other Qualifications

The AQA GCSE in History Specification A overlaps significantly, in terms of having common aims and assessment objectives, with AQA GCSE in History Specifications B and C. The latter are therefore deemed to be prohibited combinations with this specification.

The qualification listed below is not a prohibited combination with GCSE History A but its subject content overlaps to an extent with the subject content described in Section 9.8, Option D, on pages 27 and 28 of this specification. The qualification is an AQA specification; qualifications from other awarding bodies with the same or similar titles can be expected to have a similar degree of overlap.

AQA GCSE in Humanities: some content relating to Paper 2, Option D, Germany 1919-1945, Part 3, German Society and Economy, an issue may be studied which overlaps with Persecution and Prejudice in the Humanities specification (Key Idea 2, Section 11.1).

History A (Short Course)

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History A (Short Course)

20

Introduction

This Short Course is based on the full GCSE History A specification. To meet the specification requirements, a candidate must choose **either** Paper 1 **or** Paper 2 of the full GCSE History A course **and** complete **one** Coursework Assignment (based on the Model B approach described on pages 41 and 49 of this booklet).

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Specification at a Glance *History A (Schools History Project) (Short Course)*

GCSE (Short Course) 3046	
Written Paper 1¾ hours	75% of total marks Thematic or Depth Study
The candidate must complete either Paper 1 (Medicine and Public Health Through Time) or Paper 2 (one of the Options A to D) of the full GCSE History A specification described on pages 13 and 14 of this booklet.	
Coursework 1 Assignment	25 % of total marks 1250-1500 words in length (in total)
This coursework assignment may be based on:	
Either: Assignment 1 (The Modern World Study)	
Or: Assignment 2 (History Around Us) of the full GCSE History A specification (see page 14 of this booklet).	
The coursework assignment must be designed to meet the requirements of the Model B approach to assessment as described on pages 41 and 49 of this booklet. The coursework assignment must also be based on subject content which is different from that chosen for the written paper. It must not duplicate content taught for the chosen externally assessed examination paper.	

GCSE (Short Course)
3046



Availability of Assessment Units and Entry Details

22.1 Availability of Assessment Units

Examinations based on this Specification are available in the June examination series only.

22.2 Entry Codes

Normal entry requirements apply, but the following information should be noted.

The **Subject Code** for entry to the GCSE Short Course award in History A is 3046.

22.3 Prohibited Combinations

Candidates entering for this examination are prohibited from entering any other GCSE History specification in the same examination series.

Each 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 GCSE Short Course specification is 4010.

22.4 Private Candidates

This specification is available for private candidates.

Private candidates should write to AQA for a copy of “*Supplementary Guidance for Private Candidates*”.

22.5 Access Arrangements and Special Consideration

AQA pays due regard to provisions of the Disability Discrimination Act 1995 in its administration of this specification.

Arrangements may be made to enable candidate or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.

Further details can be found in the Joint Council for Qualifications (JCQ) document:

Access Arrangements and Special Considerations

Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination

GCE, VCE, GCSE, GNVQ, Entry Level & Key Skills

This document can be viewed via the AQA Website ()

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

22.6 Language of Examinations

All assessment will be through the medium of English. Assessment materials will not be provided in Welsh or Gaelige.

Scheme of Assessment

23

Introduction

23.1 National Criteria

This GCSE (Short Course) History A specification complies with many of the requirements of the following:

- The GCSE Subject Criteria for History;

It also complies with the requirements of:

- The GCSE, GCE, GNVQ, and AEA Code of Practice April 2007;
- The GCSE Qualification Specific Criteria;
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

23.2 Rationale

The specification provides opportunities for candidates to study history in a variety of ways: either in depth, or across a broad span of time, and either through a local context and a diversity of cultures or in the context of events in the modern world. All candidates must *either* be taught the Development Study, *or* one Enquiry in Depth and *either* the study of a locality in the context of History Around Us *or* a Modern World Study in the context of a contemporary issue.

The specification content satisfies many of the requirements of the GCSE Examinations Criteria for History (section 3.2) depending on the choices made for the written paper and the coursework assignment. Further details are also provided in Section 4.2, 4.3 and 4.4 on pages 9-11 of this booklet.

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Aims

The aims of this Short Course specification are identical to those for the full GCSE course given on page 12 of this booklet.

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Assessment Objectives

The assessment objectives of this Short Course specification are identical to those for the full GCSE course given on page 12 of this booklet.

Scheme of Assessment

26.1 Assessment Units

The Scheme of Assessment comprises two components.

Written Paper	1¾ hours
75.0% of the total marks	75 marks

Either: **Study in Development: Medicine and Public Health Through Time**

This paper is in three sections, A, B and C. Candidates must answer three questions – one from each of Sections A, B and C as follows.

Section A

Section A will assess knowledge and understanding of the development of medicine through time.

Question 1

This will comprise one compulsory source-based enquiry of four or five questions on four or five sources on a specified aspect of developments in medicine. The area of enquiry will be published annually in the Spring Term and posted on the Website:

For examination in 2009 the area of enquiry is:

The Development of the Germ Theory and its impact on the treatment of diseases in the nineteenth century

Section B

Questions 2 and 3

Candidates choose one of two questions on medicine through time, each of two sub-questions. One sub-question is based on a source; the second on an understanding of key concepts in the development of medicine.

Section C

Section C will assess knowledge and understanding of public health in Britain.

Questions 4 and 5

Candidates choose one question, each of which comprises three sub-questions. All three sub-questions assess an understanding of key features of the development of public health in Britain.

This is a common component with Paper 1 of the full GCSE History A specification.

Or: Enquiries in Depth

There are four Enquiries in Depth from which the candidate must choose **one** option. The options are as follows:

- Option A: The American West, 1840-1895
- Option B: Britain, 1815-1851
- Option C: Elizabeth England, 1558-1603
- Option D: Germany, 1919-1945

Each paper is in two sections, A and B.

Candidates must answer two questions – one from each section as described below:

Section A

Candidates must answer one compulsory source-based enquiry comprising about six sub-questions. This section will mainly assess the candidate's ability to use historical sources critically in their context.

Section B

Candidates must answer one question from a choice of two, each of which normally has three sub-questions testing the candidate's knowledge and understanding of the chosen Enquiry in Depth.

This is a common component with Paper 2 of the full GCSE History A specification.

Coursework	1 Assignment
25 % of the total marks	25 marks

The Coursework Assignment is weighted at 25.0% of total marks for the examination.

Either:

The assignment must be based on a 'Modern World Study' arising from subject content additional to that for Papers 1 and 2 and which will enable the candidate to make evident the connection between present day issues in the contemporary world and the past. This study must be selected to meet the aims set out on pages 29 and 30 of this booklet.

Or:

The assignment must be based on the study of 'History Around Us', i.e. of a locality or site through the visible remains of the past and in its historical context. No detailed content is prescribed for this study but it must be selected to meet the aims set out on pages 30 - 31 of this specification.

The assignment must be of a total length of 1250-1500 words. The coursework assignment is set and marked by the centre and will be monitored and moderated by AQA. Exemplar coursework assignments, set by AQA, are available for the centre's use on request from the Board.

26.2 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Component Weightings (%)		Overall Weighting of AOs (%)
	1	2	
Deployment of knowledge (6.1)	45	15	60
Use of Sources, Interpretations and Representations of the Past (6.2 and 6.3)	30	10	40
Overall Weighting of Components (%)	75	25	100

Candidates' marks for each component are scaled to achieve the correct weightings.

Subject Content

27

Summary of Subject Content

27.1 EITHER: PAPER 1:

Study in Development

Medicine and Public Health Through Time

Section A Study of a specified aspect of Medicine Through Time. For 2009 will be *The Development of the Germ Theory and its impact on the treatment of diseases in the nineteenth century*. (see also Section 9.2)

Section B Medicine Through Time: changing ideas and practices in the cause, prevention and cure of disease and infection; changes in the understanding and practices of anatomy and surgery.

Section C Developments in Public Health in Britain.

This subject content is assessed in Paper 1 of the full GCSE History A specification which will be a shared component with the Short Course.

27.2 OR: PAPER 2:
Enquiry in Depth

One Enquiry in Depth chosen from the following option choices:

Option A: The American West, 1840-1895
Option B: Britain, 1815-1851
Option C: Elizabethan England, 1558-1603
Option D: Germany, 1919-1945.

This subject content is assessed in Paper 2 of the full GCSE History A specification which will be a shared component with the Short Course

27.3 Coursework:

EITHER A **'Modern World Study'**: an issue in the contemporary world linked to the past.

OR: 'History Around Us': the study of a chosen locality or site in historical context.

This subject content is assessed by coursework.

27.4 Use in Wales and Northern Ireland

Candidates entering for this GCSE in Northern Ireland and Wales must be taught all the material required by the National Curriculum in their own country.

Specifications are required to take account of curriculum differences between England, Wales and Northern Ireland. All aspects of this specification are available to candidates in England and Wales.

However, candidates in Northern Ireland are required to include **both** a European **and** Northern Irish dimension in their study of History at Key Stage 4. Consequently, candidates **must** base their Coursework Assignment specifically in the context of Europe (if choosing the Modern World Study and not choosing Option D, Germany c1919-c1945, for the written paper) or Northern Ireland (if choosing History Around Us as the content focus).

Subject Content

Depending on the choice of subject content focus for the written paper, reference should be made to the following pages of this booklet:

EITHER: Study in Development – Medicine and Public Health Through Time	18
OR: Enquiry in Depth – one of Options A to D	
Option A: The American West, 1840-1895	21
Option B: Britain, 1815 – 1851	23
Option C: Elizabethan England, 1558-1603	25
Option D: Germany, c1919-c1945	27
and	
EITHER: The Modern World Study	29
OR: History Around Us	30

Key Skills and Other Issues

Key Skills – Teaching, Developing and Providing Opportunities for

For information on ‘Key Skills and Other Issues’ reference should be made to Section 10 of the full GCSE History A specification on pages 32 to 36 of this booklet.

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

For information on ‘Spiritual, Moral, Ethical, Social, Cultural and Other Issues’ reference should be made to Section 11 of the full GCSE History A specification on pages 37 to 39 of this booklet.

Centre-Assessed Component

31

Nature of the Centre-Assessed Component

31.1 Introduction

Centres are referred to Sections 12-18 of the full course GCSE History A specification for information relating to relevant aspects of the coursework requirements for the Short Course. Details of the relevant sections and pages are provided overleaf.

Coursework will be assessed by the candidate's teacher and subject to the monitoring and moderation procedures of the AQA. It is weighted at 25% of the total assessment for the GCSE History A (Short Course) examination.

To be eligible for maximum marks, candidates must submit **one** Coursework Assignment, which will normally be written, of about **1250 – 1500** words in length.

The Coursework Assignment must be based on **either** a Modern World Study (see pages 29-30 and 42-43) **or** on History Around Us (see pages 30-31 and 43-44).

31.2 Assessment Focus for the Coursework Assignment

The Coursework Assignment must be designed to meet the requirements of **Model B** as described on pages 41 and 49 of this booklet.

The 25 marks for the Coursework Assignment must therefore be deployed as follows:

AO 6.1:	15 marks
AO 6.2 and 6.3:	10 marks.

Information Common to Full and Short Course

Centres are referred to the following sections and pages of the full course specification for additional information:

Section	Page
13 Guidance on Setting the Centre-Assessed Component	46
14 Assessment Criteria	48
15 Supervision and Authentication	56
16 Standardisation	57
17 Administrative Procedures	58
18 Moderation	59
19 Grading, Shelf-Life and Re-Sits	60
A Grade Descriptions	61

Appendices

C

Overlaps with other Qualifications

The AQA GCSE in History Specification A (Short Course) overlaps significantly, in terms of having common aims and assessment objectives, with AQA GCSE in History Specifications B and C and the History B (Short Course). The latter are therefore deemed to be prohibited combinations with this specification.

The qualification listed below is not a prohibited combination with GCSE History A but its subject content overlaps to an extent with the subject content described in Section 9.8, Option D, on pages 27 and 28 of this specification. The qualification is an AQA specification; qualifications from other awarding bodies with the same or similar titles can be expected to have a similar degree of overlap.

AQA GCSE in Humanities: some content relating to Paper 2, Option D, Germany 1919-1945, Part 3, German Society and Economy, an issue may be studied which overlaps with Persecution and Prejudice in the Humanities specification (Key Idea 2, Section 11.1).