



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# General Certificate of Secondary Education

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## History 3043 *Specification C* 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](http://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 28 and 29.

#### 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 30.

#### 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 C 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.

## Specification at a Glance

### *History C (British Social and Economic History)*

This is one of three GCSE History specifications offered by AQA. History A (Schools History Project) and History B (Modern World History) are also available separately. The Scheme of Assessment is not tiered.

GCSE (3043)	
<p><b>Studies in Depth: Social Protest, Social Reform and Social Improvements in the 18<sup>th</sup> and 19<sup>th</sup> Centuries</b></p> <p>Written Paper 1 <span style="float: right;">37.5% of total marks</span></p> <p>1¾ hours <span style="float: right;">History in depth</span></p> <p>Candidates must study 2 options chosen from the 3 Studies in Depth of Social Protest, Social Reform and Social Improvements and answer 3 questions as follows.</p> <p>This paper is in 2 sections, A and B.</p> <p>Section A: candidates must answer 1 question set on a chosen option.</p> <p>Section B: candidates must answer 2 structured questions chosen from different studies in Depth.</p>	
<p><b>Thematic Studies: Agriculture, Industry and Transport, 1700–1900</b></p> <p>Written Paper 2 <span style="float: right;">37.5% of total marks</span></p> <p>1¾ hours <span style="float: right;">Thematic history</span></p> <p>Candidates must study 2 of the 3 thematic studies on Agriculture, Industry and Transport, 1700-1900 and answer 3 questions as follows.</p> <p>This paper is in 2 sections, A and B.</p> <p>Section A: candidates must answer 1 structured question.</p> <p>Section B: candidates must answer 2 structured questions.</p> <p>In each of Sections A and B, a question will be set on each of the 3 Thematic Studies.</p>	
<p><b>Coursework</b></p> <p>2 Assignments <span style="float: right;">25 % of total marks</span></p> <p style="text-align: right;">2500–3000 words in length (in total)</p> <p>2 Assignments, each weighted at 12.5% of total marks, at least one of which will be based on a locality or local history.</p>	

GCSE
3043



**A summary of the subject content choices available in this specification is on page 14. Centres in Northern Ireland must refer to the statement in Section 8.4 on page 15.**

## 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** Normal entry requirements apply, but the following information should be noted.  
The **Subject Code** for entry to the GCSE award is 3043.
- 
- 3.3 Classification Codes** 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 specification is 4010.
- 
- 3.4 Private Candidates** This specification is available for private candidates.  
Private candidates should write to AQA for a copy of *“Supplementary Guidance for Private Candidates”*.
- 
- 3.5 Access Arrangements and Special Consideration** AQA pays due regard to the provision of the Disability Discrimination Act 1995 in its administration of this specification.  
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.  
Further details can be found in the Joint Council for Qualifications (JCQ) document:  
*Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCE, AEA, VCE, GCSE, GNVQ, Entry Level & Key Skills*  
This document can be viewed via the AQA Website ([www.aqa.org.uk](http://www.aqa.org.uk))  
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 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

This specification is distinct from History A and History B, also offered by AQA, in that History C is concerned primarily with British Social and Economic history from 1700. The subject content treats the study of history in different ways and in different scales.

The key issues of the specification are set out in the subject content. Paper 1 considers aspects of social protest, social reform and social improvements c.1738-1900 in depth. Paper 2 considers the themes of agriculture, industry and transport between 1700 and 1900. Candidates will be given the opportunity to consider the factors which have influenced change over time. Coursework considers, in depth, British Social and Economic history since 1700 in addition to aspects of local history.

The examination components include both thematic studies and studies in depth. The subject content of the specification lists the key issues as questions to stimulate and aid the teaching of the specification as well as making clear the key features to be studied. The content focus includes the key events, people, changes and issues that make up each topic and highlights the various perspectives – political, economic, social, technological, scientific, religious and cultural – that are contained in the specification.

The specification includes the study of British history in at least two different scales, national and local, as well as references to European and international perspectives, as threads running throughout the specification.

It is envisaged that centres will use a range of sources of information in their teaching of the subject content such as ICT, a variety of written and visual sources, artefacts, music, oral accounts and buildings and sites where appropriate. In the terminal examination, opportunities will be taken to use source material from different parts of Britain, when appropriate.

The use of relevant examples drawn from the histories of England, Scotland, Wales and Ireland, or relating to regional diversity, will also be credited by the examiners when appropriate. Similar opportunities should be provided in coursework.

The specification also allows candidates to build on their knowledge and understanding of British Social and Economic history acquired in overview at Key Stage 3, e.g. from Britain 1750-circa 1900:

- (i) industrial change and its impact on the way of life of people at different levels of society;
- (ii) political developments: the influence of personalities and events, including the extension of the franchise; popular protest and reform, as well as further opportunity to study in depth key events, developments and personalities.

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 15.

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#### 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.

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#### 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. 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:

- |  |   |
|--|---|
| <b>6.1</b> Deployment of Knowledge                         | recall, select, organise and deploy knowledge of the specification content to communicate it through description, analysis and explanation of : <ul style="list-style-type: none"> <li>• the events, people, changes and issues studied</li> <li>• the key features and characteristics of the periods, societies or situations studied;</li> </ul> |
| <b>6.2</b> Use of Sources                                  | use historical sources critically in their context, by comprehending, analysing, evaluating and interpreting them;  |
| <b>6.3</b> 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.<br><br>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.

Quality of written communication will be assessed in Paper 1, Paper 2 and Coursework and will be included in Assessment Objectives 6.1, 6.2 and 6.3 as appropriate.

**7**

**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

Studies in Depth: Social Protest, Social Reform and Social Improvements in the 18<sup>th</sup> and 19<sup>th</sup> Centuries.

This paper is in two sections, A and B. Candidates must answer three questions in total – one from Section A and two from Section B as follows.

**Section A**

Three four-part structured questions will be set – one on each Study in Depth. Each question will contain four historical sources and will require short and more extended written responses. Candidates must answer **one** question.

**Section B**

Six three-part structured questions will be set – two on each Study in Depth. Each question will contain one or two historical sources and will require short and more extended written responses. Candidates must answer **two** questions chosen from **different** Studies in Depth.

Written Paper 2	1¾ hours
37.5% of the total marks	75 marks

Thematic Studies: Agriculture, Industry and Transport, 1700–1900. Candidates must study two of the three thematic studies on Agriculture, Industry and Transport, 1700–1900, and answer **three** questions as follows.

This paper is in two sections, A and B.

### Section A

Three four-part structured questions will be set – one on each of the three thematic studies. Candidates will be required to answer **one** of these questions which will contain two historical sources and require short and more extended written responses

### Section B

Three three-part structured questions will be set – one on each of the three thematic studies. Candidates will be required to answer **two** of these questions, each chosen from **different** thematic studies. Each will contain three historical sources and require short and more extended written responses.

Coursework 2 Assignments

25 % of the total marks 50 marks

Candidates will complete **two** assignments for coursework, at least one of which will be based on a locality or local history. Coursework Assignment 2 may be based on any aspect of British Social and Economic history but the coursework must arise from the study of specified content which is additional to the content of Papers 1 and 2. The two assignments must also be based on different areas of subject content.

Each assignment must be weighted at 12.5%. The assignments must total 2500 – 3000 words in length.

## 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
<b>Overall Weighting of Components(%)</b>	37½	37½	25	<b>100</b>

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

# Subject Content

## 8

## Summary of Subject Content

### 8.1 Paper 1: Studies in Depth

#### **Social Protest, Social Reform and Social Improvements in the 18<sup>th</sup> and 19<sup>th</sup> Centuries.**

Candidates must study two of the three Studies in Depth. This subject content is assessed in Paper 1.

##### Option A: **Social Protest**

- Trade Unionism, 1750-1850
- Chartism, 1832-1860
- Trade Unionism, 1851-1900

##### Option B: **Social Reform**

- Poor Law and Poverty, 1750-1833
- Poor Law and Poverty, 1834-1900
- Public Health, 1750-1900

##### Option C: **Social Improvements**

- Education 1750-1869
- The Development of Education, 1870-1900
- Philanthropic and Religious Movements, c.1738-1900

### 8.2 Paper 2: Thematic Studies

#### **Agriculture, Industry and Transport, 1700-1900**

Candidates must study **two** of the three Thematic Studies. This subject content is assessed in Paper 2.

##### Option A: **Agriculture 1700-1900**

- The Agrarian Revolution, 1700-1815
- The Corn Laws and their Repeal, 1815-1846
- The Golden Age, c1850-c1870
- The Depression, c1870-c1900

##### Option B: **Industry, 1700-1900**

- The Industrial Revolution, 1700-1850
- The Steel Industry, 1850-1900
- Working Conditions and Improvements, 1700-1850

##### Option C: **Transport 1700-1900**

- Road Transport, 1700-1850
- Water Transport, 1700-1850
- Railways 1800-1900

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**8.3 Coursework****The History of a Locality or Local History** (see pages 32-33)  
**AND Changing British Society** (see page 33)

In both cases, the centre makes its own choice of subject content, which must be different from that selected for Papers 1 and 2.

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**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 their Local History Coursework Assignment specifically in the context of Northern Ireland and the second assignment specifically in the context of Europe. Topics with a European dimension could include:

- Aspects of, and the reasons for, the growth of the European Union;
- A comparative study of an aspect of the impact of the Industrial Revolution in Northern Ireland and in one or more European countries;
- Aspects of the themes of Social Protest, Social Reform or Social Improvements in one or more European countries.

## Subject Content

### *Paper 1: Studies in Depth: Social Protest, Social Reform and Social Improvements in the 18<sup>th</sup> and 19<sup>th</sup> Centuries*

Candidates must study two of the three Studies in Depth. This subject content is assessed in Paper 1.

9.1	Option A: Social Protest Parts 1-3	Key Issues	Content Focus
Part 1: Trade Unionism 1750-1850	What problems faced early attempts at forming trade unions?	Industrialisation and factories; government fears; Combination Acts; Friendly Societies; early attempts at unionism.	
	Why was the GNCTU formed?	Influence of Robert Owen; formation of the GNCTU.	
	How successful was Trade Unionism before 1850?	Lack of support from some unions; limited funds; opposition from employers; Tolpuddle Martyrs; the Co-operative Movement.	
	Part 2: Chartism 1832-1860	Why did many people become Chartists in the 1830s and 1840s?	Disappointment with 1832 Reform Act; opposition to the Poor Law; collapse of the GNCTU; economic and social conditions.
How was the Chartist campaign conducted?		The Charter and Petitions to Parliament; the Newport Rising; Moral v. Physical Force Chartists, including the roles of Lovett, O'Connor and Attwood.	
To what extent was the Chartist Movement a failure?		Government firmness; apathy of many workers; distraction of other movements; bogus signatures; economic conditions; gradual (later) achievement of most of the aims; contribution to political and social change.	

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**Part 3: Trade Unionism  
1851-1900****Key Issues****Content Focus**

What were the key features of the New Model Unions?

Skilled workers; demand for their labour; high subscriptions; A.S.E.

How successful were New Model Unions?

Problems, 1866-67; the Sheffield Outrages; London Trades Council; need to improve legal position; Congress in 1868; aims of the TUC; government legislation.

To what extent were the New Unions successful?

Features of New Unionism; opposition from unions of skilled workers; Arch and the Agricultural Labourers Union; Gas Workers' Strike; Match-girls Strike; Dockers Strike; encouragement for other workers.

9.2	Option B: Social Reform Parts 1-3	Key Issues	Content Focus
Part 1: Poor Law and Poverty 1750-1833	How did local government deal with the problem of poverty?	Effects of the Elizabethan Poor Law; Gilbert's Act; increasing urbanisation; allowance systems including Speenhamland and Roundsman.	
	Why was there increasing dissatisfaction with the Old Poor Law?	Impact of French Wars and post war distress; changing economic and social conditions; growth of population; discontent among the poor, e.g. Swing Riots, increasing costs of poor relief. Setting up of the Royal Commission.	
Part 2: Poor Law and Poverty 1834-1900	What was the Poor Law Amendment Act of 1834?	The findings of the Royal Commission; less eligibility; indoor relief; Workhouse Test; Workhouse 'Unions'.	
	Was the New Poor Law successful?	Costs reduced; conditions in workhouses; effects of trade slumps; difficulty of implementing the law; changes in the second half of the century; government legislation.	
Part 3: Public Health 1750-1900	How did the Industrial Revolution affect Public Health?	The impact of: population changes within Britain and the effects of migration to industrial areas; economic and social change; rapid urbanisation.	
	What factors led to changes in Public Health?	Developing medical knowledge; increasing public awareness; changing attitudes; epidemics and their control, e.g. smallpox and Jenner, cholera and John Snow; impact of individuals, e.g. Chadwick.	
	How effective were local and national responses to Public Health?	Laissez-faire; state intervention; Chadwick and the 1842 Report; 1848 and 1875 Public Health Acts; other legislation; problems of living conditions in both towns and countryside; local responses to Public Health issues.	

9.3	<b>Option C: Social Improvements</b> Parts 1-3	<b>Key Issues</b>	<b>Content Focus</b>
Part 1: Education 1750-1869	Was educational provision in the eighteenth century inadequate?	Charity Schools; Dame Schools; Ragged schools; Sunday schools; no government involvement; Public Schools; Grammar Schools; Dissenting Academies; education at home.	
	What attempts were made to improve elementary education in the first half of the nineteenth century?	Voluntary schools; monitorial schools; increasing government involvement; government grants; Newcastle Commission; Revised Code; payment by results.	
Part 2: The development of Education 1870-1900	Why, and to what extent, did the 1870 Act provide education for the working class?	1870 Act; reasons for introduction; filling the gaps; Board schools; funding; conscience clause.	
	How was educational provision extended in the period 1870-1900?	Spread of Board Schools; expansion of the Voluntary system; gradual raising of the school leaving age; compulsory attendance; abolition of fees; spread of secondary and technical education.	
Part 3: Philanthropic and religious movements c1738-1900	Did John Wesley and the Methodists improve the lives of the working class?	Methodism; Wesley's ideas and preaching; influence of Methodism on working class life.	
	How successful were attempts to improve prison conditions?	Prison conditions; Elizabeth Fry and her views on reform; changes in the treatment of women prisoners; John Howard and his influence.	
	What contributions did Barnardo and William Booth make to improving working class life?	Problem of poverty in towns and cities; William Booth; Salvation Army; Barnardo; children's homes.	

## ***Paper 2: Thematic Studies: Agriculture, Industry and Transport, 1700 – 1900***

Candidates must study two of the three Thematic Studies. This subject content is assessed in Paper 2.

<b>9.4</b>	<b>Option A: Agriculture Parts 1-4</b>	<b>Key Issues</b>	<b>Content Focus</b>
	Part 1: The Agrarian Revolution, 1700-1815	How was the land organised in 1700?	The Open Field System; ownership of land; regional differences.
		Why did changes take place in farming during the eighteenth century?	Defects of the Open Field System; increase in demand for food from growth of population and towns; profit motive; French Wars; propagandists, including Arthur Young; transport improvements.
		How did farming change during the eighteenth and early nineteenth centuries?	New tools, crops, breeds, crop rotation, including the work of Tull, Townshend, Bakewell and Coke; Enclosure; large farms; effects of transport improvements.
		How did the changes in farming affect eighteenth and early nineteenth century Britain?	Social and economic effects; riots; regional variations.
	Part 2: The Corn Laws and their Repeal, 1815-1846	Why were the Corn Laws introduced in 1815 and repealed in 1846?	Effects of the French Wars; landowners and Parliament; Corn Laws, 1815-46; sliding scales; Peel and Huskisson; Anti-Corn Law League; Irish Potato Famine; poor harvest; Peel.
	Part 3: The Golden Age, c1850-c1870	Why and how did farming enjoy a period of prosperity between 1850 and 1870?	New crops and machinery; science; steam; railways; economic factors; lack of overseas competition.
	Part 4: The Depression, c1870-c1900	Why did some aspects of farming suffer a period of depression between 1870 and 1900?	Competition; economic factors, including transport, the weather, machinery and technical developments.
		How far was farming affected?	Farm labourers; market gardening; changes in farming practices.

9.5	Option B: Industry, 1700-1900 Parts 1-3	Key Issues	Content Focus
	Part 1: The Industrial Revolution, 1700-1850, with reference to coal, iron, steel, textiles and developments in the use of power	How was industry organised in 1700?	Organisation and location of coal, iron, steel and textiles industries in 1700; regional variations.
		Why did each industry grow?	Increased demand as a result of the increase in population and the inter-dependence of the industries; transport improvements.
		What problems resulted from this growth?	Problems relating to coal, iron, steel, textiles and power.
		How did the organisation and methods of production change in each industry?	<p><i>Coal:</i> solutions to problems.  <i>Iron:</i> Ironmasters, including the Darby family, Wilkinson and Cort; location and regional developments.  <i>Steel:</i> the work of Huntsman; early uses of steel.  <i>Textiles:</i> development of cotton and decline of wool; new machinery, including the work of Kay, Hargreaves, Arkwright, Crompton and Cartwright; changes in the location of the industries.  <i>Power:</i> water and steam including the work of Newcomen, Boulton and Watt; uses.  <i>Transport:</i> effects of transport developments on each industry.</p>
	Part 2: The Steel Industry, 1850-1900	How and why did the steel industry change between 1850 and 1900?	The work of Bessemer, Siemens and Gilchrist-Thomas; inadequacies of iron; uses of steel; growth of railways.
	Part 3: Working Conditions and Improvements, 1700-1850	How appalling were working conditions in factories and coal mines?	Conditions relating to health, hours of employment, pay; cruelty, especially amongst children.
		How far were improvements to working conditions in factories and coal mines brought about by legislation and/or by the work of individuals?	Legislation, 1833-1850, relating to factories and mines; attitudes to change; Owen and New Lanark; the campaigns of Oastler and Shaftesbury.

9.6	<b>Option C: Transport, 1700-1900</b> <b>Parts 1-3</b>	<b>Key Issues</b>	<b>Content Focus</b>
Part 1: Road Transport, 1700-1850	How and why did road transport develop between 1700 and 1830?	The state of roads across Britain in 1700. Turnpike trusts, road engineers, including the work of Wade in Scotland, Metcalfe in the north of England, Telford and Macadam in Wales, central and southern England; the coaching age.	
Part 2: Water Transport, 1700-1850	Why did road transport fall into decline after 1830?	Disadvantages of road transport; railway development.	
Part 2: Water Transport, 1700-1850	How and why did water transport develop between 1700 and 1830?	Navigable and unnavigable rivers across Britain, the problems of constructing canals and the work of canal engineers; the development of a canal network; canal mania; coastal transport.	
Part 3: Railways 1800-1900	What were the effects of water transport on trade and industry between 1700 and 1830?	Economic effects of water transport.	
Part 3: Railways 1800-1900	Why did canal transport decline after 1830?	Disadvantages of canal transport; railway development.	
Part 3: Railways 1800-1900	How and why did Britain's railways develop between 1800 and 1850?	Demand for improved transport; opposition to early railways; problems and solutions involved in railway construction; the contribution of early engineers; the growth of a national railway network, including the work of Stephenson and Brunel; 'railway mania'; regional variations.	
Part 3: Railways 1800-1900	What were the effects of railway construction on Victorian Britain?	Social and economic effects of railways.	

# 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 (<http://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 C (3043) can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Application of Number, 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 C

### Application of Number Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content		
	Paper 1	Paper 2	Coursework
<b>N1.1</b> Interpret information from different sources	✓	✓	✓
<b>N1.2</b> Carry out Calculations	✓	✓	✓
<b>N1.3</b> 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
<b>N2.1</b> Interpret information from different sources	✓	✓	✓
<b>N2.2</b> Carry out calculations			
<b>N2.3</b> 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
<b>C1.1</b> Take part in discussions	✓	✓	✓
<b>C1.2</b> Read and obtain information	✓	✓	✓
<b>C1.3</b> 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
<b>C2.1a</b> Contribute to discussions	✓	✓	✓
<b>C2.1b</b> Give a short talk	✓	✓	✓
<b>C2.2</b> Read and summarise information	✓	✓	✓
<b>C2.3</b> 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
<b>IT1.1</b> Find, explore and develop information	✓	✓	✓
<b>IT1.3</b> 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
<b>IT2.1</b> Search for and select information	✓	✓	✓
<b>IT2.2</b> Explore and develop information and derive new information	✓	✓	✓
<b>IT2.3</b> 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
<b>WO1.1</b> Confirm what needs to be done and who is to do it	✓	✓	✓
<b>WO1.2</b> Work towards agreed objectives	✓	✓	✓
<b>WO1.3</b> 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
<b>WO2.1</b> Plan work and confirm working arrangements	✓	✓	✓
<b>WO2.2</b> Work cooperatively towards achieving identified objectives	✓	✓	✓
<b>WO2.3</b> 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
<b>LP1.1</b> Confirm short-term targets and plan how these will be met	✓	✓	✓
<b>LP1.2</b> Follow plan to meet targets and improve performance	✓	✓	✓
<b>LP1.3</b> 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
<b>LP2.1</b> Help set short-term targets and plan how these will be met	✓	✓	✓
<b>LP2.2</b> Use plan and support from others, to meet targets	✓	✓	✓
<b>LP2.3</b> 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
<b>PS1.1</b> Confirm understanding of given problems	✓	✓	✓
<b>PS1.2</b> Plan and try out ways of solving problems	✓	✓	✓
<b>PS1.3</b> 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
<b>PS2.1</b> Identify problems and come up with ways of solving them	✓	✓	✓
<b>PS2.2</b> Plan and try out options	✓	✓	✓
<b>PS2.3</b> 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 social and economic history in the eighteenth and nineteenth centuries will provide opportunities for candidates to reflect on key events and issues, such as the agricultural and industrial revolutions in Paper 2, and place human achievements in a broader context. This study will enable candidates to appreciate the role of individuals and communities in history and to be aware of the social, cultural, religious and ethnic diversity of the societies they have studied.

### Moral and Ethical Issues

Approaching study through consideration of the social and economic issues will encourage candidates to discern, consider and discuss ethical issues such as the treatment of individuals, communities or groups by governments and others. Study of the early days of the factory system, 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 poverty and the poor, for example, 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 poignant in the chosen Study in Depth for Paper 1.

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**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 the history of the chosen locality for Coursework Assignment 1, 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.

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**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.

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**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 is particularly the case for a study of social and economic history. This may be fostered through consideration of great events such as the growth of towns and cities associated with the industrial revolution, or with the construction and rapid expansion of road, canal and railway transport networks.

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**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 the history of a locality 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 increasingly democratic governments and their relationship with individuals, groups or communities within them – particularly in regard to such key concepts as the freedom of movement, association or speech. Candidates will have an ideal opportunity with the study of social and economic history to develop a knowledge and understanding of rights, responsibilities, legal and democratic institutions and processes, issues of diversity, roles of pressure groups, conflict resolution and economic development.

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**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.

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**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 studying the chosen locality for coursework (e.g. a school visit to an industrial museum or site) for coursework where the appropriate health and safety requirements would have to be observed.

**11.7 ICT**

The study of British Economic and Social History 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 etc) and of web sites on the Internet (e.g. the excellent ones at [www.spartacus.schoolnet.co.uk/FWWsome.htm](http://www.spartacus.schoolnet.co.uk/FWWsome.htm) for material on railways in the Nineteenth Century (for Part 3 of Paper 2) or at [www.bbc.co.uk/history/wwwtwo.shtml](http://www.bbc.co.uk/history/wwwtwo.shtml) for information on a range of topics, such as a virtual tour of the history of industry and machines), 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 and scanners). There may even be opportunities to present and analyse simple statistical data, such as information on public health in Britain (Option B of Paper 1), census returns (as part of a coursework assignment on a chosen locality), or the urbanisation of the country in the Nineteenth Century (Option B, 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 each from a different area of subject content. Assignments are normally written and must have the assessment and subject focuses described later in this section.

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 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 35 and 36 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

**12.3 Subject Focus for Models A and B**

The coursework assignments must have the following subject focus:

Coursework Assignment 1 – based on a locality or local history (History Around Us)

Coursework Assignment 2 – based on changing British society.

**Coursework Assignment 1 (12.5%): The History of a Locality or Local History (History Around Us)**

This must be based on British social and economic history which is significantly different from, but complementary to, the subject content chosen for the written papers.

The study of history from its visible remains provides a vivid and immediate way of encouraging and helping candidates to learn how to use and evaluate sources of evidence. It is also important for itself in

making them more aware of the aspects of historical development of the environment in which they live, providing opportunities to relate the investigation of a site or locality to the wider context of changes in British history.

This assignment is 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:
  - identify the visible remains
  - study and interpret them
  - place them in their wider historical context;
- learn about the lives and purposes of people associated with historical sites or locality at particular periods in the past;
- understand why there may have been different interpretations 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 beyond their school life.

#### **Coursework Assignment 2 (12.5%): Changing British Society**

No detailed subject focus is prescribed for this assignment but the course of study must be significantly different from the subject content chosen for the written papers. There must be no duplication of subject content.

In being different from the subject content chosen for the written papers, centres should consider basing this assignment, for example, on the Study in Depth not covered as part of the preparation of candidates for Paper 1 or on the Thematic Study not chosen for Paper 2.

Alternatively, centres may wish to base the assignment on a different chronological context, e.g. on an issue in the twentieth century.

The following are suggested as suitable topics for consideration:

Assignment based on an aspect of the themes of:

Social Protest, e.g. The Emancipation of Women or General Strike.

Social Reform, e.g. The Welfare State

Social Improvements, e.g. Education in the twentieth century

Multi-cultural Britain

Medicine

A comparable topic or issue of the centre's choice

**N.B. Centres in Northern Ireland are referred to Section 8.4 on page 15 for further information relating to the subject focus of the coursework assignment.**

## 12.4 Other Coursework Issues

### The Presentation of Coursework

For each of Coursework Assignments 1 and 2, 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 course work 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 46. 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 in 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.

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### 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 pages 11 and 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
<b>Assignment 1:</b>	The deployment of knowledge to describe, analyse and explain	25 marks	-----	25 marks
<b>Assignment 2:</b>	The evaluation of sources, interpretations and representations	5 marks	20 marks	25 marks
<b>Total</b>		30 marks	20 marks	50 marks

Model B

		AO6.1	AO6.2, & AO6.3	Total
<b>Assignment 1:</b>	The deployment of knowledge to describe, analyse and explain	15 marks	-----	
	The evaluation of sources, interpretations and representations	-----	10 marks	25 marks
<b>Assignment 2:</b>	The deployment of knowledge to describe, analyse and explain	15 marks	-----	
	The evaluation of sources, interpretations and representations	-----	10 marks	25 marks
<b>Total</b>		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
<b>Level of Response</b>					
<b>Level 1</b>	1	1-2	1-3	1-4	1-5
<b>Level 2</b>	2	3-5	4-7	5-10	6-12
<b>Level 3</b>	3-4	6-8	8-12	11-16	13-20
<b>Level 4</b>	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](http://www.aqa.org.uk/admin/p_course.php)

**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.

## 16.1 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 Sheets are available in the Administration area.

They can be accessed via the following link

[http://www.aqa.org.uk/admin/p\\_course.php](http://www.aqa.org.uk/admin/p_course.php)

## 17

**Administrative Procedures****17.1 Recording Assessments**

The candidates' work must be marked according to the assessment criteria set out in Sections 14.2–14.6. 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 shelf-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 5 May 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 of 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

## 19

## 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 3043).

### 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

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. This does not preclude such candidates from resubmitting coursework in a modified form or from submitting completely new coursework.

### 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 C 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 C but its subject content overlaps to an extent with the subject content described in Section 9.1, Option A, on page 16 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 Trade Unionism (1750-1900), Part I, may appear in the Humanities specification in People and Work, Key Idea (para. 14.1).