

NOTE

This GCSE History specification is only offered to centres in Northern Ireland. CCEA will NOT accept entries from English or Welsh centres.

CCEA GCSE Specification in History

**Updated GCSE History specification for first
teaching from September 2014**

For first assessment from Summer 2015

For first award in Summer 2016

Subject Code: 4010

History

Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) History for first teaching from September 2014. We have designed this specification to meet the requirements of the following:

- GCSE Subject Criteria for History;
- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for History; and
- GCSE Controlled Assessment: Generic Regulations.

We will make the first full award based on this specification in summer 2016.

This is a unitised specification. This increases flexibility and choice for teachers and learners.

The first assessment for the following unit will be available in summer 2015:

- Unit 1: Studies in Depth.

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We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

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|---------------------------|------------|
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Contents

| | | |
|----------|---|-----------|
| 1 | Introduction | 3 |
| 1.1 | Aims | 4 |
| 1.2 | Key features | 4 |
| 1.3 | Prior attainment | 5 |
| 1.4 | Classification codes and subject combinations | 5 |
| 2 | Specification at a Glance | 6 |
| 3 | Subject Content | 8 |
| 3.1 | Unit 1: Studies in Depth | 8 |
| 3.1.1 | Option 1: Germany 1918-1939 | 8 |
| 3.1.2 | Option 2: Russia c1916-1939 | 13 |
| 3.1.3 | Option 3: United States of America c1920-1941 | 17 |
| 3.1.4 | Option 4: Peace, War and Neutrality: Britain, Northern Ireland and Ireland 1932-1949 | 22 |
| 3.1.5 | Option 5: Changing Relationships: Britain, Northern Ireland and the Republic of Ireland 1965-1985 | 24 |
| 3.2 | Unit 2: Outline Study | 26 |
| 3.2.1 | The Cold War 1945-1991 | 26 |
| 3.3 | Unit 3: Investigative Study - Controlled Assessment | 28 |
| 4 | Scheme of Assessment | 29 |
| 4.1 | Assessment opportunities | 29 |
| 4.2 | Assessment objectives | 29 |
| 4.3 | Assessment objective weightings | 29 |
| 4.4 | External assessment | 30 |
| 4.5 | Controlled assessment | 31 |
| 4.6 | Quality of written communication | 32 |
| 4.7 | Assessment of spelling, punctuation and the accurate use of grammar | 32 |
| 4.8 | Reporting and grading | 33 |
| 5 | Grade Descriptions | 34 |
| 6 | Guidance on Controlled Assessment | 36 |
| 6.1 | Controlled assessment review | 36 |
| 6.2 | Skills assessed by controlled assessment | 36 |
| 6.3 | Level of control | 36 |
| 6.4 | Task setting | 36 |
| 6.5 | Task taking | 37 |
| 6.6 | Task marking | 38 |
| 6.7 | Annotation of controlled assessment | 39 |
| 6.8 | Marking and internal standardisation | 39 |
| 6.9 | Moderation | 39 |
| 6.10 | Reusing marks | 39 |

| | | |
|----------|---|-----------|
| 7 | Links | 40 |
| 7.1 | Support | 40 |
| 7.2 | Curriculum objectives | 40 |
| 7.3 | Key Skills | 41 |
| 7.4 | Examination entries | 41 |
| 7.5 | Equality and inclusion | 42 |
| 7.6 | Contact details | 43 |
| | Appendix 1 | 44 |
| | Glossary of Terms for Controlled Assessment Regulations | |
| | Summary of Changes since First Issue | 46 |

1 Introduction

This specification sets out the content and assessment details for our GCSE History course. First teaching begins from September 2014, and we will make the first award for this specification in 2016. You can view and download the latest version of this specification on our website at www.ccea.org.uk

It builds on the broad areas of the Northern Ireland Curriculum. This specification helps students to progress to GCE Level by requiring them to:

- study historical content in various contexts;
- understand and explain issues; and
- develop a broad range of historical skills, including evaluation of contemporary and later interpretations.

This specification provides students with opportunities to explore key political, economic and social events that have helped shape today's institutions, governments and societies.

It contributes to the study of citizenship by offering opportunities for students to study and evaluate systems of government. Students are also given opportunities to learn how actions of government impact on individuals, groups and society as a whole.

This specification contributes to students' understanding of spiritual, moral and cultural issues by providing them with opportunities to explore the values, attitudes, perceptions and ideologies that have shaped human behaviour, endeavour and achievement in the past.

It contributes to environmental education by providing opportunities to study how men and women in the past have interacted with their environments and how the environment has contributed to and shaped historical events.

This specification prepares students for a range of careers, related to both the historical context and the wider employment context. It allows students to develop skills that are transferable and highly valued by employers.

1.1 Aims

This specification aims to encourage students to:

- develop their interest in and enthusiasm for history;
- develop an understanding of history's key value and significance for today's society;
- build on their knowledge of history by following a broad, coherent, satisfying and worthwhile course of study;
- develop an awareness of how the past has been represented, interpreted and given significance for different reasons and purposes;
- acquire an understanding of different identities within society and an appreciation of social, cultural, religious and ethnic diversity through the study of British and Irish history and aspects of European and world history;
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds;
- develop the ability to ask relevant and significant questions about the past, to carry out research and evaluate conclusions;
- acquire an understanding of the nature of historical study, for example that history is concerned with interpretations based on available evidence and that historical interpretations may be provisional;
- make links and draw comparisons with and/or across different periods and aspects of the past;
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements; and
- recognise that their historical knowledge and skills help them understand the present and also provide them with a basis for their role as responsible citizens, as well as for the possible further study of history.

1.2 Key features

The key features of the specification appear below:

- This is a unitised specification. This means that students have the opportunity to sit Unit 1 in the first year of teaching.
- The course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- The subject content is organised into a number of historical periods which provide contexts for teaching and learning.
- Students must complete:
 - **two Studies in Depth** (Unit 1);
 - **an Outline Study** (Unit 2); and
 - **an Investigative Study** (Unit 3).
- These assessments contribute to students' knowledge and understanding of historical developments in their own society against the wider background of the twentieth-century world.
- For the Studies in Depth, teachers should select from:
 - Option 1: Germany 1918–1939; **or**
 - Option 2: Russia c1916–1939; **or**
 - Option 3: United States of America c1920–1941; **and**
 - Option 4: Peace, War and Neutrality: Britain, Northern Ireland and Ireland 1932–1949; **or**

- Option 5: Changing Relationships: Britain, Northern Ireland and the Republic of Ireland 1965–1985.
- Options 1, 2 and 3 each consist of three Key Issues. Students must cover **two** of these.
- Additionally, all students must complete the following Outline Study: The Cold War 1945–1991. This is an outline study of the Cold War in the period after the Second World War in a variety of geographical locations and political contexts.
- The Investigative Study is taken as controlled assessment.
- The subject content of each unit requires students to:
 - study, in outline, developments that have influenced modern world history;
 - study, in detail, developments within individual countries or regions (during periods of transition and significant developments) and issues that have affected their own society; and
 - study key individuals, societies, events, developments and issues in the periods, themes or topics specified and make links between the issues specified and the present.
- The specification aims to provide an appropriate body of knowledge to promote understanding and develop skills. These provide a basis for progression directly into employment, to further learning opportunities within employment, to the further study of history at advanced level, or to vocational training.
- We have placed a greater emphasis on assessment of historical skills and independent study through controlled assessment in Unit 3. This represents progression from the Key Stage 3 Northern Ireland Curriculum.
- In addition, the subject content ensures that students study a substantial (minimum of 25 percent) and coherent element of British history and/or the history of England, Scotland, Ireland or Wales. Option 4 and Option 5 require students to follow a substantial and coherent period in the history of Northern Ireland and examine the impact of its relationship with Britain and Ireland.

1.3 Prior attainment

There are no prior knowledge requirements for GCSE History.

1.4 Classification codes and subject combinations

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is 4010.

Progression to another school/college

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

2 Specification at a Glance

The table below summarises the structure of this GCSE course:

| Content | Assessment | Weighting | Availability |
|--|--|-----------|--------------|
| <p>Unit 1: Studies in Depth</p> <ul style="list-style-type: none"> • Option 1: Germany 1918–1939 <li style="text-align: center;">OR • Option 2: Russia c1916–1939 <li style="text-align: center;">OR • Option 3: United States of America c1920–1941 <p>AND</p> <ul style="list-style-type: none"> • Option 4: Peace, War and Neutrality: Britain, Northern Ireland and Ireland 1932–1949 <li style="text-align: center;">OR • Option 5: Changing Relationships: Britain, Northern Ireland and the Republic of Ireland 1965–1985 | <p>Externally assessed written exam</p> <p>2 hours</p> <p>There are two sections. Section A assesses Options 1, 2, and 3. Section B assesses Options 4 and 5.</p> <p>At Foundation Tier, the paper includes short answer, structured questions and source questions. Students must answer two Key Issue questions in Section A and all questions in Section B.</p> <p>At Higher Tier, the paper includes short answer questions, source questions and questions requiring extended writing. Students must answer two Key Issue questions in Section A and all questions in Section B.</p> <p><i>Please note that students may sit Unit 1 in the first year of teaching.</i></p> | 50% | Every Summer |

| Content | Assessment | Weighting | Availability |
|---|---|-----------|------------------------|
| <p>Unit 2: Outline Study</p> <ul style="list-style-type: none"> The Cold War 1945–1991 | <p>Externally assessed written exam</p> <p>1 hour 15 minutes</p> <p>In the Foundation Tier paper, students must answer two questions. One question requires the use of source material. The other is a structured question.</p> <p>In the Higher Tier paper, students must answer two questions. One question requires the use of source material. The other requires extended writing.</p> <p><i>Please note that students may only sit Unit 2 as part of terminal assessment.</i></p> | 25% | Summer Terminal |
| <p>Unit 3: Investigative Study</p> | <p>Controlled assessment</p> <p>Students are assessed through a single internally assessed, externally moderated task.</p> <p>There is one assignment common to both Foundation and Higher Tiers.</p> <p><i>Please note that students may only sit Unit 3 as part of terminal assessment.</i></p> | 25% | Summer Terminal |

At least 40 percent of the assessment (based on unit weightings) must be taken at the end of the course as terminal assessment.

3 Subject Content

The GCSE course is divided into **three** units. The content of Units 1 and 2 is set out below.

3.1 Unit 1: Studies in Depth

In this unit, students gain awareness of the characteristics, beliefs, values and attitudes of the people of the time studied and appreciate that individuals living in the period would have differed in their personal beliefs and attitudes. The unit presents **five options** for study. Teachers **select one option from** Options 1, 2 and 3 **and one option from** Options 4 and 5. Options 1, 2 and 3 each have three Key Issues which characterise the identified period. Students must cover **two** of the three Key Issues.

The following learning outcomes are generic and set out the skills to be developed within the unit using the content below as the context. Students should be able to:

- recall, select, organise and communicate knowledge and understanding of history (AO1);
- demonstrate their understanding of the past through explanation and analysis of:
 - key concepts: causation, consequence, continuity, change and significance within an historical context;
 - key features and characteristics of the periods studied and the relationships between them (AO2); and
- understand, analyse and evaluate:
 - source material as part of an historical enquiry; and
 - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (AO3).

3.1.1 Option 1: Germany 1918-1939

The focus of this study is on the Weimar Republic, the rise of Hitler and the impact of the Nazi State in both Germany and Europe up to the outbreak of the Second World War. Students must cover **two** of the three Key Issues.

The Aftermath of the First World War and the Weimar Republic

| Content Focus | Elaboration |
|---|---|
| Treaty of Versailles and Constitutional Change | <ul style="list-style-type: none">• The impact of the First World War, including armistice and abdication of the Kaiser and weaknesses in the new constitution• The terms of the Treaty of Versailles and reasons for opposition |

The Aftermath of the First World War and the Weimar Republic (cont.)

| Content Focus | Elaboration |
|--|---|
| Challenges to Weimar | <ul style="list-style-type: none"> • Political problems and challenges faced by the new Weimar government between 1919 and 1923 including attacks from the Left (the Spartacists) and the Right (the Kapp Putsch) |
| Economic and Social Problems, 1918–1923 | <ul style="list-style-type: none"> • French occupation of the Ruhr and impact of hyperinflation |
| The Recovery of the Republic 1924–1929 | <ul style="list-style-type: none"> • Stresemann’s policies to deal with the social and economic problems in Germany, including the Dawes and Young Plans and US loans • Stresemann’s successes in foreign policy, including the Locarno Treaties and Kellog–Briand |
| Rise of Hitler and the Nazis | <ul style="list-style-type: none"> • Early aims and ideas of Hitler and the Nazi Party • The Munich Putsch, 1923 • The change of tactics and actions of the Nazis, 1924–1928 |
| The Depression and the Fall of Weimar | <ul style="list-style-type: none"> • The impact of the Wall Street Crash on Germany • The impact of the Depression and the failure of successive Weimar governments to deal with this between 1929–January 1933 • The growth of the Nazi Party, 1929–1932, especially Nazi policies and promises, Hitler’s appeal and the weakness and division of Weimar governments, 1930–1933 • The roles of von Papen, von Schleicher and von Hindenburg in the years 1932–1933 |

Key Issue 2

Nazi Germany, 1933–1939

| Content Focus | Elaboration |
|--|---|
| Nazi Consolidation of Power, 1933–1934 | <ul style="list-style-type: none"> • The removal of opposition by Hitler – the significance of: <ul style="list-style-type: none"> – The Reichstag Fire – The Enabling Act – The banning of other parties and trade unions – The threat from Röhm and the SA – The Night of the Long Knives – The death of von Hindenburg |
| Economic Policies, 1933–1939 | <ul style="list-style-type: none"> • Hitler’s policies to reduce unemployment including the Public works and the creation of the National Labour Service (RAD), rearmament and conscription • Actions to improve the lives of workers through the German Labour Front (DAF), Strength through Joy (KDF), prices and wages |
| Social Policies: Women, Young People and the Churches | <ul style="list-style-type: none"> • Nazi aims and changes in the role of women in the family and employment, and the impact of these changes on the lives of women • Nazi aims and policies towards young people, including control of education and youth movements and the impact of these policies on the lives of young people • Persecution of the Churches |
| Propaganda and Censorship | <ul style="list-style-type: none"> • Joseph Goebbels, the Ministry of Propaganda and the use of the radio, cinema, rallies, newspapers, books and censorship to spread Nazi ideas |
| The Creation of the Police State | <ul style="list-style-type: none"> • The role of the Gestapo, SS and concentration camps • Resistance to Nazi policies within Germany |
| The Persecution of Minorities | <ul style="list-style-type: none"> • The persecution of minorities, particularly Jews • Nazi policies towards the Jews, 1933–1939 and the impact of these policies on the lives of Jews |

Key Issue 3

Nazi Policies and Actions in Europe, 1933–1939

| Content Focus | Elaboration |
|--|---|
| <p>Foreign Policy Aims</p> <p>The Early Years, 1933–1936</p> <p>Increasing Ambitions, 1936–1937</p> <p>Austria, 1938</p> <p>The Sudetenland and Czechoslovakia, 1938–1939</p> | <ul style="list-style-type: none"> • Aims of Hitler’s foreign policy and the reasons for these • Actions from 1933 to 1936, including: <ul style="list-style-type: none"> – withdrawal from the League of Nations, 1933 – secret increases in military and rearmament between 1933–1934 – first attempt to bring about Anschluss with Austria, 1934 – non-aggression pact with Poland, 1934 – public announcement of conscription and creation of the Luftwaffe in 1935 – reaction of other states to Nazi actions • The significance of the remilitarisation of the Rhineland in 1936, including the actions and reactions of other states • The policy of appeasement by Britain and France, reasons and effects • The increase in tempo of foreign policy, 1936–1937 • Alliances with other states • Reasons for attempts to take over Austria and the response of the Austrian government • Nazi invasion and takeover, March 1938 • Events surrounding the Sudetenland and Czechoslovakia • Attempts to negotiate a solution, including the Munich Conference • The handover of the Sudetenland and Hitler’s reaction • The invasion of Czechoslovakia, March 1939 and the consequences |

Nazi Policies and Actions in Europe, 1933–1939 (cont.)

| Content Focus | Elaboration |
|--|--|
| Poland and the outbreak of the Second World War | <ul style="list-style-type: none">• The Nazi–Soviet Pact, August 1939, reasons for signing, its terms and significance• The invasion of Poland, September 1939 and the reaction of Great Britain and France |

3.1.2 Option 2: Russia c1916-1939

The focus of this study is on the impact of the end of autocratic rule in Russia, the rise to power of the Communist Party, the consolidation of communist power and totalitarian rule under Stalin. Students must cover **two** of the three Key Issues.

Key Issue 1

The End of Tsarism and the 1917 Revolutions

| Content Focus | Elaboration |
|---|--|
| The Effects of the First World War on Russia | <ul style="list-style-type: none"> • Effects of the First World War on the economy and the lives of peasants and city workers • The role of Tsar Nicholas II in the First World War • Military defeats |
| The Causes and Events of the February Revolution, 1917 | <ul style="list-style-type: none"> • Actions and influence of Tsarina Alexandra and Rasputin • Actions of Nicholas II, the army generals and the Duma • Events in Petrograd • The reaction of the Petrograd garrison |
| The Provisional Government | <ul style="list-style-type: none"> • The weaknesses and failures of the Provisional Government • Dual Authority: the relationship between the Provisional Government and the Petrograd Soviet • Actions of the Provisional Government on the issues of war and land • The role of key individuals |
| The Bolsheviks in Russia in 1917 | <ul style="list-style-type: none"> • The beliefs of the Bolsheviks • Lenin's personality and leadership • The return of Lenin and the growth in support for the Bolshevik Party • The causes of the July Days and its impact on the Provisional Government and the Bolsheviks • The significance of the Kornilov Revolt |

The End of Tsarism and the 1917 Revolutions (cont.)

| Content Focus | Elaboration |
|-------------------------------------|--|
| The October Revolution, 1917 | <ul style="list-style-type: none"> • The role of Lenin in persuading the Bolsheviks to organise a revolution • The actions of Trotsky and the Military Revolutionary Committee in planning revolution • The main events of the October Revolution |

Key Issue 2

The Establishment of the Bolshevik State, 1917–1924

| Content Focus | Elaboration |
|---|--|
| Early Months of Bolshevik Control Treaty of Brest–Litovsk, March 1918 The Civil War, 1918–1920 | <ul style="list-style-type: none"> • Early decrees of the Sovnarkom on social reform, October 1917 • Decree on Land and State Capitalism • The November election for the Constituent Assembly • Closure of the Constituent Assembly, January 1918 • The role of the Cheka • Censorship and attitudes towards other political parties • Reasons for signing the Treaty of Brest–Litovsk, its terms and effects • Attitudes of groups in Russia towards the Treaty of Brest–Litovsk • Reasons for the outbreak of the Civil War • The Reds and the Whites: their aims, the areas they controlled, the groups that supported them and their strengths and weaknesses • Foreign intervention in the Civil War • Reasons for the victory of the Reds and for the defeat of the Whites |

The Establishment of the Bolshevik State, 1917–1924 (cont.)

| Content Focus | Elaboration |
|--|---|
| <p>The Civil War, 1918–1920 (cont.)</p> <p>War Communism, 1918–March 1921</p> <p>The New Economic Policy (NEP), 1921–24</p> | <ul style="list-style-type: none"> • The Red Terror and the murder of the Tsar and his family • The role of Lenin and Trotsky in the Civil War • Reasons for the introduction of War Communism • Main features of War Communism • Impact and effects of War Communism • Reasons for ending War Communism • Reasons for the introduction of the NEP • Main features of the NEP • The impact and effects of the NEP • Attitudes of different groups in the USSR towards the NEP |

Key Issue 3

Stalin and the Union of Soviet Socialist Republics (USSR), 1924–1939

| Content Focus | Elaboration |
|---|---|
| Leadership Struggle, 1924–1929 | <ul style="list-style-type: none">• The death of Lenin, 1924• The leadership struggle within the Politburo and issues in the struggle• Strengths and weaknesses of Trotsky and Stalin• Reasons for the success of Stalin in the struggle for control by 1929 |
| Economic Modernisation and the Five Year Plans | <ul style="list-style-type: none">• The USSR's economic problems in 1928 and Stalin's reasons for ending the NEP• Main features of the Five Year Plans• Results of the Five Year Plans |
| Agriculture and Collectivisation | <ul style="list-style-type: none">• Problems with agriculture• The main features of collectivisation• The impact of collectivisation on agriculture and society |
| Stalin's Control of the USSR | <ul style="list-style-type: none">• Stalin's personality• Causes and effects of the Purges• The role of the secret police• Stalin's use of propaganda and the Cult of Personality |
| Stalin's Foreign Policy, 1929–1939 | <ul style="list-style-type: none">• Hostility of the West towards Stalin in the 1930s• The Nazi–Soviet Pact of August 1939, including the reasons for signing, its terms, effects and significance |

3.1.3 Option 3: United States of America c1920-1941

The focus of this study is on political, economic and social change in the United States of America in the 1920s, the reasons for and the consequences of the Wall Street Crash and the impact of the Great Depression. Students must cover **two** of the three Key Issues.

Key Issue 1

United States of America (USA) in the 1920s

| Content Focus | Elaboration |
|--|--|
| Minority Groups in America | <ul style="list-style-type: none">• Changing attitudes towards immigration• Immigration controls and Quota Acts• Hostility towards immigrants, including the Palmer Raids and the Sacco and Vanzetti case• Reasons for hostility towards black Americans• The Jim Crow Laws and civil rights in the southern states• The rise of the Ku Klux Klan (KKK) and its actions |
| Popular Entertainment and Social Change | <ul style="list-style-type: none">• The main features and popularity of jazz music, dance, radio and sport• The popularity of cinema and the rise of Hollywood and film stars• The impact of jazz and cinema on lifestyle• Differing attitudes towards jazz and cinema• The changing role of women in society• Flappers and attitudes towards them |

United States of America (USA) in the 1920s (cont.)

| Content Focus | Elaboration |
|--|---|
| <p>Economic Growth in the 1920s</p> <p>Prohibition</p> <p>Economic Problems in the USA in the 1920s</p> | <ul style="list-style-type: none"> • Reasons for rapid growth of the economy in the 1920s • Main features of economic growth, including consumer goods, cars, chemicals and the building boom • New methods of mass production, including electricity and the assembly line • The impact of these on industries and on lifestyle in the USA • The impact of mass marketing and credit • The policies of the Republican Presidents • Reasons for the introduction of Prohibition, 1920 • The Volstead Act and the introduction of Prohibition as a federal law, 1920 • Attitudes towards Prohibition • The failure of Prohibition • Growth of organised crime, corruption and violence and the rise and role of the Mafia • Problems behind the prosperity in the 1920s • The decline of older industries including coal and textiles • Agriculture and problems faced by farmers and sharecroppers • Groups that did not prosper in the 1920s • Unequal distribution of wealth • Overproduction and underconsumption |

Key Issue 2

The Wall Street Crash: Causes and Consequences

| Content Focus | Elaboration |
|--|---|
| Wall Street Crash, 1929 | <ul style="list-style-type: none">• Problems with the Wall Street Stock Exchange• The causes of the Wall Street Crash, October 1929• The immediate and longer term effects of the Wall Street Crash |
| Effect of the Great Depression on Industry and the Lives of Workers | <ul style="list-style-type: none">• The economic cycle of closure of firms and increased unemployment• Fall in demand for cars and consumer goods• The effect of the Great Depression on the lives of Americans• The Bonus Army |
| Effect of the Great Depression on Agriculture and Lives of Farmers | <ul style="list-style-type: none">• The continued fall in food prices• Effects of tariffs and overproduction• The hardship of farmers and sharecroppers• Evictions and migration• The Dust Bowl and effects on the Midwest |
| Hoover and the Great Depression | <ul style="list-style-type: none">• Hoover's beliefs, including Rugged Individualism and laissez-faire• Hoover's limited action to deal with the problems of agriculture and industry• The role of state governments in dealing with the Depression• Voluntarism• Work Schemes and the President's Organisation on Unemployment Relief (POUR)• Hawley–Smoot Act, 1930• Reconstruction Finance Corporation, 1932 |

The Wall Street Crash: Causes and Consequences (cont.)

| Content Focus | Elaboration |
|---|---|
| Hoover and the Great Depression (cont.) | <ul style="list-style-type: none"> • Farm Board • Evaluation of Hoover's policies and actions |

Key Issue 3

Roosevelt and the New Deal

| Content Focus | Elaboration |
|--|--|
| <p>1932 Presidential Election</p> <p>The New Deal Agencies: Industry and Unemployment</p> <p>New Deal Agencies: Agriculture, Farmers and Sharecroppers</p> <p>Opposition to the New Deal</p> | <ul style="list-style-type: none"> • The presidential election of 1932, including Hoover's campaign, Roosevelt's personality and campaign • The Hundred Days • Aims, methods and effects of New Deal agencies in dealing with unemployment, including the Civil Works Administration (CWA), the Public Works Administration (PWA), the Works Progress Administration (WPA) and the Civilian Conservation Corps (CCC) • Aims, methods and effects of the National Recovery Administration (NRA) on industry and workers' rights • The aims, methods and effects of the Farm Credit Administration (FCA) and the Agricultural Adjustment Act (AAA) on the lives of farmers and agriculture • The Tennessee Valley Authority (TVA) and its effects on the Tennessee Valley • The Farm Security Administration, 1937, and its help to sharecroppers and farm labourers • Reasons, methods and success of opposition by the Supreme Court, Republican Party and big business • Reasons, methods and success of opposition by key individuals, including Senator Huey Long, Dr Townsend and Fr Coughlin |

Roosevelt and the New Deal (cont.)

| Content Focus | Elaboration |
|-----------------------------------|--|
| Evaluation of the New Deal | <ul style="list-style-type: none">• The extent of recovery of the economy – evaluation of the successes and failures of the New Deal in achieving its aims by 1939, including the effects of the New Deal on different groups• The impact of the Second World War on the economy, 1939–1941 |

3.1.4 Option 4: Peace, War and Neutrality: Britain, Northern Ireland and Ireland 1932-1949

The focus of this study is the threat, effects and consequences of the outbreak of the Second World War on Northern Ireland and Éire and social and political change between 1945 and 1949.

| Content Focus | Elaboration |
|--|---|
| Dismantling of the Anglo–Irish Treaty | <ul style="list-style-type: none"> • De Valera and his role in the dismantling of the Anglo–Irish Treaty, including the 1937 Constitution |
| The Economic War | <ul style="list-style-type: none"> • Causes and effects of the Economic War on Britain, Northern Ireland and the Free State • The end of the Economic War |
| The Anglo–Irish Agreements, 1938 | <ul style="list-style-type: none"> • The terms of the Anglo–Irish Agreements of 1938 and reasons for signing • The significance of these agreements for relations between Britain, Northern Ireland and Éire |
| Responses to the Threat and Declaration of War | <ul style="list-style-type: none"> • Responses to the threat of war in Britain, Northern Ireland and Éire – rearmament and neutrality • Responses of Northern Ireland and Éire to the declaration of war • Reasons for Northern Ireland’s support, reasons for Éire’s neutrality and attitude of Britain to each |
| Northern Ireland’s Role in the Second World War | <ul style="list-style-type: none"> • The war effort in Northern Ireland • Northern Ireland’s industrial, agricultural, military and strategic contributions to the war |
| The Effects of the Second World War on the Lives of People in Northern Ireland and Éire | <ul style="list-style-type: none"> • The impact of war on Northern Ireland, including blackouts, rationing and evacuation • The issue of conscription in Northern Ireland and the enlistment of people from Northern Ireland and Éire |

| Content Focus | Elaboration |
|--|---|
| German Attacks and their Impact on Britain, Northern Ireland and Éire | <ul style="list-style-type: none"> • The events and significance of the Battle of Britain • The Blitz on Northern Ireland: reasons, effects and events |
| Éire's Neutrality | <ul style="list-style-type: none"> • Éire and the Blitz: the State of Emergency, banning of the Irish Republican Army (IRA) and the effects of the Second World War on the lives of the people in Éire • The neutrality of Éire – benevolent neutrality in practice, attempts to persuade Éire to enter the war • Northern Ireland's attitude towards Éire's neutrality |
| The Welfare State and its Impact | <ul style="list-style-type: none"> • The reasons for the establishment of the Welfare State in Britain and Northern Ireland • Attitudes in Northern Ireland to the introduction of the Welfare State • Impact of the Welfare State in Northern Ireland: family allowances, unemployment benefit, national assistance, housing and the NHS • The 1947 (Northern Ireland) Education Act and its social impact |
| Life in Éire, 1945–1949 | <ul style="list-style-type: none"> • Interparty government and its reforms • Social and economic developments in Éire after 1945 |
| Constitutional Changes and Effects on Relations | <ul style="list-style-type: none"> • Declaration of the Republic in 1949: reactions in Northern Ireland and Britain, effects on relationships between Britain, Northern Ireland and the new Irish Republic • The Ireland Act 1949: reactions in Northern Ireland and the Irish Republic, the immediate effects on the relationship between Britain, Northern Ireland and the Irish Republic |

3.1.5 Option 5: Changing Relationships: Britain, Northern Ireland and the Republic of Ireland 1965-1985

The focus of this study is on the changing relationships between Northern Ireland and the Republic of Ireland in the 1960s, the political and civil unrest in Northern Ireland between 1969–1972 and the search for a political solution up to 1985.

| Content Focus | Elaboration |
|---|---|
| O'Neill's Actions and Policies | <ul style="list-style-type: none"> • O'Neill's policies and actions to improve the economy: successes and failures • O'Neill's relations with the Republic of Ireland: his efforts to improve community relations in Northern Ireland, and the response of Unionists and Nationalists |
| The Civil Rights Movement | <ul style="list-style-type: none"> • The emergence of the Northern Ireland Civil Rights Association, including its influences, demands, and the attitudes of Unionists and Nationalists towards it • Early civil rights marches, including government and police responses, O'Neill's five point reforms, and the attitudes of Unionists and Nationalists • The People's Democracy: reasons, actions and impact • O'Neill's resignation |
| Violence in 1969: Causes, Events and Responses | <ul style="list-style-type: none"> • The breakdown of law and order, summer 1969 • Intervention of the British government: political and military response |
| The Emergence of Paramilitary Organisations | <ul style="list-style-type: none"> • The re-emergence of the Irish Republican Army (IRA), the split in the IRA and the objectives of the newly formed Provisional IRA • The re-emergence of the Ulster Volunteer Force (UVF) and its objectives; the setting up of the Ulster Defence Association (UDA) and its objectives |
| Internment | <ul style="list-style-type: none"> • Reasons for and effects of internment, escalation of violence, civil rights protests against internment, Bloody Sunday and the response of Unionists and Nationalists |

| Content Focus | Elaboration |
|------------------------------------|---|
| Direct Rule, 1972 | <ul style="list-style-type: none"> • The suspension of Stormont, increased paramilitary violence, Bloody Friday and the response of Unionists and Nationalists |
| Power-Sharing, 1973-1974 | <ul style="list-style-type: none"> • Reasons for introducing power-sharing, the setting up of the power-sharing assembly and Executive, Unionist opposition and the significance of the Ulster Workers' Council Strike, reasons for and impact of the failure of power-sharing |
| Hunger Strikes 1980-1981 | <ul style="list-style-type: none"> • The Hunger Strikes 1980-1981: the reasons for the Hunger Strikes, the rise of Sinn Féin, the impact on the Social Democratic Labour Party (SDLP), the reaction of the British government, Unionists and Nationalists |
| Anglo-Irish Agreement, 1985 | <ul style="list-style-type: none"> • The Anglo-Irish Agreement of 1985: the reasons for the agreement, its terms, the reactions among Unionists and Nationalists and the effect on their relationships |

3.2 Unit 2: Outline Study

In this unit, students acquire outline knowledge of the significant events, developments and personalities associated with the Cold War and its resolution, 1945–1991.

The content of this unit should not be taught in isolation. Instead, teachers should take a thematic approach. The following trends over the period covered by the Outline Study should be identified and studied:

- the actions taken by the USA and USSR over the expansion of communism from 1945–1991; and
- the attempts by the USSR to keep control, and eventually to relax control, of Eastern Europe, and the reaction of the USA to this, 1945–1991.

The following learning outcomes are generic and set out the skills to be developed within the unit using the content below as the context. Student should be able to:

- recall, select, organise and communicate knowledge and understanding of history (AO1);
- demonstrate their understanding of the past through explanation and analysis of:
 - key concepts: causation, consequence, continuity, change and significance within an historical context; and
 - key features and characteristics of the periods studied and the relationships between them (AO2); and
- understand, analyse and evaluate:
 - source material as part of an historical enquiry; and
 - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (AO3).

3.2.1 The Cold War 1945-1991

| Content Focus | Elaboration |
|-------------------------------|--|
| From Allies to Enemies | <ul style="list-style-type: none">• Breakdown of the wartime alliance between the USA and the USSR – Yalta and Potsdam• The ideological differences between the USA and the USSR: the ‘superpowers’ |

| Content Focus | Elaboration |
|---|--|
| <p>The USSR and the Expansion of Communism in Eastern Europe</p> <p>Confrontation and Containment</p> <p>Challenges to the Control of the USSR in Eastern Europe</p> <p>Détente</p> <p>The Collapse of Communism and the End of the Cold War</p> | <ul style="list-style-type: none"> • The spread of communism into the states of Eastern Europe by the USSR, 1945–1949 • The development of the ‘iron curtain’ and the response of the USA – the Truman Doctrine and the Marshall Plan • Early confrontation between the superpowers – the Berlin Blockade and Airlift, 1948–1949 and the impact on superpower relations • The USA: Containment and the ‘Domino Theory’ – reasons for US involvement in the Korean War 1950–1953 and the Vietnam War 1950–1973 – the impact on superpower relations in Korea and Vietnam. • Confrontation in Cuba, 1959–1962 – causes of the Cuban Missile Crisis and its impact on superpower relations • Challenges to the control of the USSR in Eastern Europe and the response of the USA to the following: <ul style="list-style-type: none"> – Hungary, 1956: causes of the uprising, crushing of dissent by the USSR and its impact on superpower relations – The Berlin Wall, 1961: construction of the wall and its impact on relations between the superpowers – Czechoslovakia, 1968: the causes of the Prague Spring, the Soviet response and its impact on superpower relations • The reasons for détente • The achievements of détente up to 1979 • The breakdown of détente – the effects of the Soviet invasion of Afghanistan and the response of the USA • The revival of détente under Gorbachev, Reagan and Bush, 1985–1991 • Gorbachev’s policies and their impact in Eastern Europe, including the dismantling of the Berlin Wall and the collapse of communism in Eastern Europe, 1989–1991 • The end of the Cold War and the collapse of the Soviet Union |

3.3 Unit 3: Investigative Study - Controlled Assessment

In this unit, students investigate an element of history and apply their historical skills in responding to the controlled assessment task.

The following learning outcomes are generic and set out the skills to be developed within the unit. Students should be able to:

- recall, select, organise and communicate knowledge and understanding of history (AO1);
- demonstrate their understanding of the past through explanation and analysis of:
 - key concepts: causation, consequence, continuity, change and significance within an historical context; and
 - key features and characteristics of the periods studied and the relationships between them (AO2); and
- understand, analyse and evaluate:
 - source material as part of an historical enquiry; and
 - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (AO3).

Students should adopt an investigative approach for the controlled assessment task, and teachers should provide them with opportunities to carry out independent research.

The assessment focuses on an issue which is an extension of the specification's content giving students the opportunity to explore and conduct further research.

For more details on the controlled assessment task, see Section 6.

4 Scheme of Assessment

4.1 Assessment opportunities

The availability of examinations and controlled assessment appears in Section 2 of this specification.

Candidates may enter different units at different tiers. Candidates may choose to resit individual assessment units once only. Candidates may resit the unit at a different tier if they wish. The better result for each assessment unit counts towards the GCSE qualification; however, if a unit forms part of the terminal requirement then the most recent result must be used.

Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2 Assessment objectives

Below are the assessment objectives for this specification. Candidates must:

- recall, select, organise and communicate knowledge and understanding of history (AO1);
- demonstrate their understanding of the past through explanation and analysis of:
 - key concepts: causation, consequence, continuity, change and significance within an historical context; and
 - key features and characteristics of the periods studied and the relationships between them (AO2); and
- understand, analyse and evaluate:
 - source material as part of an historical enquiry; and
 - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (AO3).

4.3 Assessment objective weightings

The tables below and overleaf set out the assessment objective weightings for each assessment unit and the overall GCSE qualification:

| Assessment Objective | Foundation Tier Unit Weighting | | | Overall Weighting |
|----------------------|--------------------------------|------------|---------------------------------|-------------------|
| | Unit 1 | Unit 2 | Unit 3 Controlled Assessment | |
| AO1 | 25% | 6.5% | 3.5% | 35% |
| AO2 | 19.5% | 5.5% | 3.5% | 28.5% |
| AO3 | 5.5% | 13% | 18% | 36.5% |
| Total | 50% | 25% | 25% | 100% |

| Assessment Objective | Higher Tier Unit Weighting | | | Overall Weighting |
|----------------------|----------------------------|------------|------------------------------|-------------------|
| | Unit 1 | Unit 2 | Unit 3 Controlled Assessment | |
| AO1 | 21.5% | 5.5% | 3.5% | 30.5% |
| AO2 | 22.5% | 7% | 3.5% | 33% |
| AO3 | 6% | 12.5% | 18% | 36.5% |
| Total | 50% | 25% | 25% | 100% |

4.4 External assessment

The assessment units that make up the GCSE award are described below:

UNIT 1: STUDIES IN DEPTH – 2 Hours (50%)

In GCSE History, candidates must complete **two** Studies in Depth through Unit 1. This paper is available at Foundation or Higher levels. The questions within the Foundation and Higher Tier papers cover the same content but vary in type (those at Foundation Tier provide more structure for candidates' answers). The papers are set out in two sections.

Section A

In Section A candidates are required to answer **two** out of three questions, each related to one of the three Key Issues identified within the following content:

- Option 1 Germany 1918–1939; or
- Option 2 Russia c1916–1939; or
- Option 3 United States of America c1920–1941.

Section B

In Section B candidates are required to answer **all** questions within the following content:

- Option 4 Peace, War and Neutrality: Britain, Northern Ireland and Ireland 1932–1949; or
- Option 5 Changing Relationships: Britain, Northern Ireland and the Republic of Ireland 1965–1985.

Through the Studies in Depth, candidates describe, analyse and explain the key features and characteristics of the periods and societies that they have studied. This includes their social, cultural, religious and ethnic diversity, and the experiences of men and women over a relatively short period of time. By accurately reconstructing the factual framework of the period, candidates become aware of the characteristic beliefs, values and attitudes of the people of the time and appreciate that individuals living in the period would have differed in their personal beliefs and attitudes.

UNIT 2: OUTLINE STUDY – 1 Hour 15 Minutes (25%)

As part of Unit 2, GCSE History candidates must complete an Outline Study. This paper requires candidates to use and evaluate a range of source material.

The paper is available at Foundation or Higher Tier. The questions within the Foundation and Higher Tier papers cover the same content but vary in type (those at Foundation Tier provide more structure for candidates' answers).

The paper is set out in two sections:

Section A

Candidates must use **four** sources related to the Cold War and respond to **one** four-part question, which increases in difficulty. Where necessary, we modify the language of written source material to ensure that it is accessible for candidates who are undertaking the Foundation Tier paper.

Section B

More extended writing is required. Candidates must answer one question from a choice of two. In the Foundation paper, we support candidates in answering the question by including a writing frame and identifying points that they should cover in their answer.

The Outline Study contributes to candidates' understanding of the contemporary world by allowing them to examine some of the most significant events and developments in the post-1945 period. They acquire knowledge and understanding of history at both European and global scales. Through the Outline Study, candidates engage in historical enquiry by investigating change and/or development of an historical period of time that is sufficient to demonstrate understanding of the process of both long and short term change.

Throughout the course, teachers should give their candidates the opportunity to evaluate historical evidence for its utility and reliability in order to prepare them for the examination.

4.5 Controlled assessment

UNIT 3: INVESTIGATIVE STUDY (25%)

In GCSE History, assessment of Unit 3 takes the form of an Investigative Study. This is a **controlled assessment**, and we replace the task and context every year.

Through the Investigative Study, candidates apply their historical skills and knowledge to an issue that is an extension of the specification's content. This should enhance and broaden the candidate's knowledge and understanding of the content.

By using and investigating a range of appropriate media, they come to understand, analyse and evaluate how the past has been interpreted and represented in different ways. The task presents an opportunity for them to investigate specific questions, problems or issues and to review and reflect on the progress being made on these questions, problems or issues.

Teachers should enable their candidates to investigate motive and bias as they work with source material during this assignment. Teachers should also encourage them to conduct independent research in order to give their work individuality. It is important that candidates understand that this is a significant piece of written work worth **25 percent** of their total mark and that, therefore, they should give careful consideration to its preparation.

The primary objective of controlled assessment is to assess AO3. We encourage teachers to deliver the content using a range of historical sources, critically and in their context, to deploy appropriate information and so that candidates can reach reasoned conclusions. Historical sources may include written and visual sources, artefacts, films, ICT, paintings, photographs, music, oral accounts, buildings and historical sites. We will provide **all** sources to accompany the task.

4.6 Quality of written communication

In GCSE History, candidates must demonstrate their quality of written communication. In particular, they must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to their purpose and to complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Examiners assess the quality of candidates' written communication in their responses to questions or tasks that require extended writing. The examiners assess the quality of written communication within all assessment objectives and assessment units. The quality of written communication will only be applied to adjust marks within a level, it cannot be used to move a candidate from one level to another.

4.7 Assessment of spelling, punctuation and the accurate use of grammar

The subject criteria require marks to be allocated for accuracy in spelling, punctuation and the use of grammar. In assessing spelling, punctuation and the use of grammar the following rules will apply:

- Marks for spelling, punctuation and the accurate use of grammar will be allocated to written and externally assessed units where there is a requirement for sufficient extended writing to enable the accurate application of the Performance descriptions (see overleaf). The marks allocated will equal a total weighting of 5% of the total marks for the qualification.
- Marks for spelling, punctuation and the accurate use of grammar will be allocated to individual questions. These marks will be identified to candidates on the question papers.
- No fewer than three marks for spelling, punctuation and grammar will be allocated to any single question.

Performance descriptions

Threshold performance

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

Intermediate performance

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

High performance

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

4.8 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks that candidates obtain on individual assessment units.

We award GCSE qualifications on an eight grade scale from A*– G, with A* being the highest. For candidates who fail to attain a grade G, we report their results as unclassified (U).

Foundation tier units are targeted at grades C– G. Higher tier units are targeted at grades A*– D. We provide an allowed grade E as a ‘safety net’ for higher tier candidates just failing to secure a grade D.

The grades we award match the grade descriptions published by the regulatory authorities (see Section 5).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

| Grade | Description |
|----------|---|
| A | <p>Candidates recall, select, organise and deploy detailed historical knowledge effectively and with consistency. They show thorough understanding of the historical periods, themes and topics studied. They communicate their ideas using historical terms accurately and appropriately.</p> <p>They demonstrate their understanding of the past through developed, reasoned and well-substantiated explanations. They make perceptive analyses of the key concepts, features and characteristics of the periods studied, and the interrelationships between them.</p> <p>They evaluate and use critically a wide range of sources of information in an historical context to investigate historical questions, problems or issues independently, and to reach reasoned and substantiated conclusions.</p> <p>They recognise and provide reasoned comments on how and why events, people and issues have been interpreted and represented in different ways, and provide a well-developed consideration of their value in relation to their historical context.</p> |
| C | <p>Candidates recall, select, organise and deploy historical knowledge with accuracy and relevance. They show sound understanding of the historical periods, themes and topics studied. They communicate their ideas using historical terminology appropriately.</p> <p>They demonstrate their understanding of the past through structured descriptions and explanations of the main concepts, features and characteristics of the periods studied. Their descriptions are accurate and their explanations show understanding of relevant causes, consequences and changes.</p> <p>They evaluate and use critically a range of sources of information in an historical context to investigate historical questions, problems or issues, and, with some limited guidance, to reach reasoned conclusions.</p> <p>They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, and provide an appropriate consideration of their value in the historical context.</p> |

| Grade | Description |
|-------|--|
| F | <p>Candidates recall, select and organise some relevant historical knowledge to show some basic understanding of historical periods, themes and topics studied. They communicate their ideas using everyday language.</p> <p>They demonstrate their understanding of the past through description of reasons, results and changes in relation to the events, people and issues studied. They provide limited descriptions of events, issues or periods, including characteristic ideas, beliefs and attitudes.</p> <p>They understand sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions.</p> <p>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.</p> |

6 Guidance on Controlled Assessment

6.1 Controlled assessment review

Candidates must complete a single controlled assessment unit (Unit 3: Investigative Study). We replace our controlled assessment tasks every year to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating.

The following sections offer details on the controlled assessment for this subject.

6.2 Skills assessed by controlled assessment

The following skills are assessed through controlled assessment:

- the candidate's ability to recall, select, organise and communicate knowledge and understanding of history (AO1);
- the candidate's ability to demonstrate their understanding of the past through explanation and analysis of:
 - key concepts: causation, consequence, continuity, change and significance within an historical context;
 - key features and characteristics of the periods studied and the relationships between them (AO2);
- the candidate's ability to understand, analyse and evaluate a range of source material as part of an historical enquiry; and
- how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (AO3).

In addition, elements of these skills may be assessed externally.

6.3 Level of control

Regulations for controlled assessment in GCSE History are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

6.4 Task setting

The level of control for the setting of the Investigative Study is high. This means that we set the task.

The controlled assessment unit has one assignment with two questions. We provide the context of the controlled assessment task and the questions. This unit differs from the external examinations for Units 1 and 2 in that candidates have the opportunity to pursue independent research and respond to the task set using this material. Candidates may only take the controlled assessment unit as a terminal unit.

We release the tasks to centres in June of every year.

Candidates with special requirements

Modified assessment units are available for candidates with visual and hearing impairments. Centres should inform us of any requirements for these when they make their entries. You can find more information about this in Section 7.

6.5 Task taking

The level of control for research within task taking is limited. The level of control for preparation for writing and analysis and evaluation within task taking is high.

| Areas of Control | Detail of Control |
|---------------------|--|
| Authenticity | <p>We expect candidates to carry out independent research.</p> <p>The research completed by candidates must be done under limited supervision.</p> <p>The materials they use in this research may be oral, written, visual, or primary and secondary sources.</p> <p>Candidates should include this research in their responses to the controlled assessment task.</p> <p>Candidates must have controlled access to their notes and plans when writing their response to the questions.</p> <p>When candidates are working on Part (c) the Preparation for Writing and Part (d) the Communication of Analysis and Evaluation of Findings elements of the task, they must be in direct sight of the supervisor at all times. All work must be completed under formal supervision. Interaction with other candidates is not allowed.</p> <p>Candidates must sign a declaration stating that the work they submit is their own.</p> <p>Teachers must countersign this declaration to verify each candidate's statement.</p> |
| Feedback | <p>Teachers can advise their candidates of where to locate suitable research material.</p> |

| Areas of Control | Detail of Control | |
|----------------------|--|---|
| Time Limit | Part (a) Introduction to the Investigative Study and Class Discussion | Led by: Teacher Time allocated: 12 hours Level of Control: low, limited supervision |
| | Part (b) Independent Investigative Research | Led by: Candidate Time allocated: 6 hours Level of Control: low, limited supervision |
| | Part (c) Preparation for Writing | Led by: Candidate Time allocated: 6 hours Level of Control: high, formal supervision |
| | Part (d) Communication of Analysis and Evaluation of Findings | Led by: Candidate Time allocated: 3 hours (total) This does not have to be completed in one sitting. Level of Control: high, formal supervision |
| Collaboration | <p>The work of individual candidates may be informed by working with others in Part (a) Introduction to the Investigative Study and Class Discussion.</p> <p>Candidates must complete Part (c) Preparation for Writing and Part (d) Communication of Analysis and Evaluation of Findings independently within controlled conditions and the time specified.</p> | |
| Resources | <p>CCEA provide all sources to accompany the task.</p> <p>Candidates may use ICT (including the internet) to conduct their research and to present their findings. However, no additional marks are awarded for the use of ICT or the internet.</p> | |

6.6 Task marking

The level of control for task marking is medium. Controlled assessment is internally marked and standardised. We request a sample of candidates' work for moderation purposes. We send out instructions annually to this effect.

The marking criteria for controlled assessment can be found in the Specimen Assessment Materials that accompany this specification.

Teachers must submit their marks and samples to us usually by May 1 each year. This should be checked each year as it may vary.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website at www.jcq.org.uk

6.7 Annotation of controlled assessment

Teachers must annotate, in detail, the controlled assessment assignments in order to ensure fairness for candidates and to assist with the moderation process. Annotation should take the form of:

- summative comments on the work, usually at the end, and on the Candidate Record Sheet; and
- identification throughout the work of key pieces of evidence, either in the margin or in the text.

6.8 Marking and internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the controlled assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when making assessments. It may be necessary to adjust individual teachers' marking. This is to bring the assessment of candidates' work into line with other teachers in the centre and to match the standards established at the agreement trial. Where adjustment is necessary, the total/final mark recorded on the Candidate Record Sheet should be amended.

We issue full instructions about the details of the moderation procedures and the nature of the sample we require at the appropriate time.

6.9 Moderation

Each year we conduct agreement trials before the submission date. At agreement trials, we brief teachers on how to apply the assessment criteria, and they engage in trial marking.

At any stage during the course, teachers may contact us if they require advice about, assistance with or support for any aspect of controlled assessment. We provide a moderator to support groups of centres. In addition to agreement trial support, we can arrange for staff to visit individual centres to discuss issues arising from the Investigative Study or to speak with teachers in person.

We may adjust a centre's marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions about the details of the moderation procedures and the nature of the sample we require well in advance of submission.

6.10 Reusing marks

We allow candidates to carry forward marks from moderated controlled assessments until we withdraw the specification.

See Appendix 1 for a glossary of terms for controlled assessment regulations.

7 Links

7.1 Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers and mark schemes;
- controlled assessment guidance for teachers;
- controlled assessment guidance for students, and
- controlled assessment tasks and mark scheme.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- guidance on progression from Key Stage 3;
- schemes of work for each option;
- centre support visits;
- support days/events for teachers;
- portfolio support service;
- agreement trials;
- a resource list;
- exemplification of examination performance; and
- a dedicated textbook.

You can find our Annual Support Programme of events and materials for History on our website at www.ccea.org.uk

7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland. In particular, it enables students to:

- develop as individuals and in their roles as contributors to society, the economy and the environment by investigating aspects of the past and relating them to the world they live in today (all students must study British or Irish history; this facilitates an understanding and appreciation of how the institutions and governments of Britain or Ireland have evolved to the present day);
- develop as informed citizens in a local, national and global context with the ability to question, challenge and evaluate social and political attitudes, actions and behaviours;
- address moral, ethical and social issues as they investigate the motives and impacts of individuals', countries' and governments' decisions and actions in the Studies in Depth, the Outline Study and, in particular, the Investigative Study;
- investigate economic and cultural aspects of the society or issues studied;

- adopt a skills-based approach to their study of the content of all three units as set out in the assessment objectives, developing and displaying the following skills:
 - the ability to analyse and evaluate evidence and reach conclusions and judgements;
 - the ability to present arguments or debates in a logical and clear manner; and
 - the ability to think and research critically, drawing rational conclusions based on evidence;
- make use of ICT and a range of sources of information appropriate to the period, for example written and visual sources, artefacts, music, oral accounts, and buildings and historical sites – this study of source materials should support students’ knowledge, understanding and insight into the key issues, events and developments set out within each historical period; and
- develop transferable skills that can be adapted to all work-related contexts and are highly valued by employers and useful for further study of the subject.

For further guidance on how this specification enables progression from the Northern Ireland Curriculum at Key Stage 3, go to our subject microsite, which you can access at www.ccea.org.uk

7.3 Key Skills

This specification provides opportunities for students to develop and generate evidence for assessing the following nationally recognised Key Skills:

- Application of Number;
- Communication;
- Improving Own Learning and Performance;
- Information and Communication Technology;
- Problem-Solving; and
- Working with Others.

You can find details of the current standards and guidance for each of these skills on the Ofqual website at www.ofqual.gov.uk

7.4 Examination entries

Entry codes for this subject and details on how to make entries are available on our Examinations Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare students for a wide range of occupations and higher level courses.

The revised GCSE and qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability and equality groups and with people with disabilities.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment. However, some students with visual impairments may have difficulty accessing some source material. Nevertheless, this should not form a barrier to assessment because a range of source material can be provided.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **Information on reasonable adjustments is found in the Joint Council for Qualifications document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.**

7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Arlene Ashfield
(telephone: (028) 9026 1200, extension 2291, email: aashfield@ccea.org.uk)
- Officer with Subject Responsibility: Clare McAuley
(telephone: (028) 9026 1200, extension 2906, email: cmcauley@ccea.org.uk)
- Examination Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution (past papers and support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (appeals)
(telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk)

Appendix 1

Glossary of Terms for Controlled Assessment Regulations

(Most recent changes are indicated in red on the latest version)

| Term | Definition |
|--|--|
| Component | <p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks</p> <p>May contain one or more tasks</p> |
| Controlled assessment | A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking |
| External assessment | A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body |
| Formal supervision (High level of control) | The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed. |
| Informal supervision (Medium level of control) | <p>Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p> |
| Limited supervision (Low level of control) | Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes. |

| Term | Definition |
|---------------------|--|
| Mark scheme | <p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p> |
| Task | <p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p> |
| Task marking | <p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding body</p> |
| Task setting | <p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations. Teacher-set tasks must be developed in line with awarding body specified requirements.</p> |
| Task taking | <p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.</p> |
| Unit | <p>The smallest part of a qualification that is formally reported and can be separately certificated</p> <p>May comprise separately assessed components</p> |

Summary of Changes since First Issue

| Revision History Number | Date of Change | Page Number | Change Made |
|-------------------------|----------------|-------------|---|
| Version 2 | 07 July 2015 | 27 | Amendment to date and an additional date added in the Confrontation and Containment section. Sentence also extended in section. |