

Paper 1: Thematic study and historic environment

Overview

The relevant pages of this section specify the content that must be taught for the chosen option. All of the content for the option is mandatory.

Each Paper 1 option is divided into two: a thematic study and a linked study of a historic environment. This linked structure promotes topic coherence across Paper 1 and aids teaching and learning by allowing the issues studied in the historic environment to be seen within a broader thematic context.

Both parts cover British history.

Thematic studies

The thematic studies require students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. They include people, events and developments and reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history.

Each thematic study begins with an introductory section called *The process of change*. This explains the focus and identifies the relevant concepts and factors that need to be understood and applied when teaching the content.

This content is then divided into four further sections, which run sequentially from medieval to the present day. The four sections provide a framework for understanding the option, but should not be taken in isolation from each other – students should appreciate developments across the option as a whole. Each section is divided into three strands, the third of which contains case studies that exemplify content outlined in strands 1 and 2 and provide opportunities to make detailed comparisons over time.

Assessment

Students will be assessed on their knowledge and understanding, with questions focusing on similarity and difference, and change and continuity. This may include turning points (significance), extent of, and causes or consequences of change.

Historic environments

Each historic environment is linked to a thematic study and focuses on that site in its historical context. It examines the relationship between a place and historical events and developments. Much of the content is linked to the thematic study, but additionally some of the content focuses on the place itself.

Assessment

The content is assessed through a question on features of the period and also through a historical enquiry. For the historical enquiry, students will need to develop the skills necessary to analyse, evaluate and use contemporary sources to make substantiated judgements, in the context of the historical events studied. To aid teaching, the content is divided into two sections: the first covers the site in its historical context; the second covers knowledge, selection and use of sources relevant to this historic environment for enquiries.

**Option 10: Crime and punishment in Britain, c1000–present
and
Whitechapel, c1870–c1900: crime, policing and the
inner city**

Crime and punishment in Britain, c1000–present

The process of change

- In studying the content defined below in strands 1 and 2, students should understand how key features in the development of crime and punishment were linked with the key features of society in Britain in the periods studied.
- They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: attitudes in society; individuals and institutions (Church and government); and science and technology.
- They should also understand how factors worked together to bring about particular developments at particular times.
- The selected case studies in strand 3 of each period exemplify, in context, the elements defined in strands 1 and 2. They provide opportunities to explore the operation of the key factors and to make detailed comparisons over time.

c1000–c1500: Crime and punishment in medieval England

| | |
|---|--|
| 1 Nature and changing definitions of criminal activity | <ul style="list-style-type: none"> • Crimes against the person, property and authority, including poaching as an example of 'social' crime. • Changing definitions of crime as a result of the Norman Conquest, including William I's Forest Laws. |
| 2 The nature of law enforcement and punishment | <ul style="list-style-type: none"> • The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable. • The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild. |
| 3 Case study | <ul style="list-style-type: none"> • The influence of the Church on crime and punishment in the early thirteenth century: the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending. |

| c1500–c1700: Crime and punishment in early modern England | |
|---|--|
| 1 Nature and changing definitions of criminal activity | <ul style="list-style-type: none"> • Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason. • New definitions of crime in the sixteenth century: vagabondage and witchcraft. |
| 2 The nature of law enforcement and punishment | <ul style="list-style-type: none"> • The role of the authorities and local communities in law enforcement, including town watchmen. • The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code. |
| 3 Case studies | <ul style="list-style-type: none"> • The Gunpowder Plotters, 1605: their crimes and punishment. • Key individual: Matthew Hopkins and the witch-hunts of 1645–47. The reasons for their intensity; the punishment of those convicted. |
| c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain | |
| 1 Nature and changing definitions of criminal activity | <ul style="list-style-type: none"> • Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling. • Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs. |
| 2 The nature of law enforcement and punishment | <ul style="list-style-type: none"> • The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID. • Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry. |
| 3 Case studies | <ul style="list-style-type: none"> • Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation. • Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force. |
| c1900–present: Crime and punishment in modern Britain | |
| 1 Nature and changing definitions of criminal activity | <ul style="list-style-type: none"> • Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling. • Changing definitions of crime, including driving offences, race crimes and drug crimes. |
| 2 The nature of law enforcement and punishment | <ul style="list-style-type: none"> • The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch. Changes within the police force: increasing specialisation, use of science and technology and the move towards prevention. • The abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison. |
| 3 Case studies | <ul style="list-style-type: none"> • The treatment of conscientious objectors in the First and Second World Wars. • The Derek Bentley case: its significance for the abolition of the death penalty. |

Whitechapel, c1870–c1900: crime, policing and the inner city

The historic environment

| | |
|--|--|
| <p>1 Whitechapel, c1870–c1900: crime, policing and the inner city</p> | <ul style="list-style-type: none"> • The local context of Whitechapel. The problems of housing and overcrowding. Attempts to improve housing: the Peabody Estate. Provision for the poor in the Whitechapel workhouses. The lack of employment opportunities and level of poverty. Links between the environment and crime: the significance of Whitechapel as an inner city area of poverty, discontent and crime. • The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. The tensions arising from the settlement of immigrants from Ireland and Eastern Europe. Pressures caused by the increase in Jewish immigration during the 1880s and the tendency towards segregation. The growth of socialism and anarchism in Whitechapel. • The organisation of policing in Whitechapel. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. Problems caused by alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jews. The Whitechapel Vigilance Committee. • Investigative policing in Whitechapel: developments in techniques of detective investigation, including the use of sketches, photographs and interviews; problems caused by the need for cooperation between the Metropolitan Police, the City of London Police and Scotland Yard. Dealing with the crimes of Jack the Ripper and the added problems caused by the media reporting of the 'Ripper' murders. • The national and regional context: the working of the Metropolitan Police, the quality of police recruits, the role of the 'beat constable'. The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police. |
| <p>2 Knowledge, selection and use of sources for historical enquiries</p> | <ul style="list-style-type: none"> • Knowledge of local sources relevant to the period and issue, e.g. housing and employment records, council records and census returns, Charles Booth's survey, workhouse records, local police records, coroners' reports, photographs and London newspapers. • Knowledge of national sources relevant to the period and issue, e.g. national newspapers, records of crimes and police investigations, Old Bailey records of trials and Punch cartoons. • Recognition of the strengths and weaknesses of different types of source for specific enquiries. • Framing of questions relevant to the pursuit of a specific enquiry. • Selection of appropriate sources for specific investigations. |

Paper 2: Period study and British depth study

Overview

The relevant pages of this section specify the content that must be taught for the chosen option. All of the content for the option is mandatory.

Students are required to study **one** British depth study **and** one period study. The two parts are independent and so any depth study can be combined with any period study.

British depth studies (pages 18–25)

The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the depth study chosen, these may include social, economic, political, religious and military aspects.

The content is divided into three key topics. These provide a framework for teaching and understanding the option, but should not be taken in isolation from each other. For each depth study, there is some chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within society.

Assessment

Students will be assessed on their knowledge and understanding. Questions will target key features and causation, and may also target other second order concepts (change, continuity, consequence, similarity, difference, significance).

Period studies (pages 26–35)

The period studies focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period.

The content is divided into three key topics, which provide a framework for teaching and understanding the option. These run in chronological sequence, but should not be taken in isolation from each other – students should appreciate the narrative connections that run across the key topics.

Assessment

Students will be assessed on their knowledge and understanding. Questions will target: consequence; significance (of specified events in relation to situations and unfolding developments); and analytical narrative (requiring students not only to describe what happened, but also to analyse events to find connections that explain the way in which events unfolded).

Option B4: Early Elizabethan England, 1558–88

| Key topic 1: Queen, government and religion, 1558–69 | |
|--|---|
| 1 The situation on Elizabeth's accession | <ul style="list-style-type: none"> Elizabethan England in 1558: society and government. The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. Challenges at home and from abroad: the French threat, financial weaknesses. |
| 2 The 'settlement' of religion | <ul style="list-style-type: none"> Religious divisions in England in 1558. Elizabeth's religious settlement (1559): its features and impact. The Church of England: its role in society. |
| 3 Challenge to the religious settlement | <ul style="list-style-type: none"> The nature and extent of the Puritan challenge. The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers. |
| 4 The problem of Mary, Queen of Scots | <ul style="list-style-type: none"> Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. Relations between Elizabeth and Mary, 1568–69. |
| Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88 | |
| 1 Plots and revolts at home | <ul style="list-style-type: none"> The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70. The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. The reasons for, and significance of, Mary Queen of Scots' execution in 1587. |
| 2 Relations with Spain | <ul style="list-style-type: none"> Political and religious rivalry. Commercial rivalry. The New World, privateering and the significance of the activities of Drake. |
| 3 Outbreak of war with Spain, 1585–88 | <ul style="list-style-type: none"> English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'. |
| 4 The Armada | <ul style="list-style-type: none"> Spanish invasion plans. Reasons why Philip used the Spanish Armada. The reasons for, and consequences of, the English victory. |

Key topic 3: Elizabethan society in the Age of Exploration, 1558–88

| | |
|---|--|
| 1 Education and leisure | <ul style="list-style-type: none">• Education in the home, schools and universities.• Sport, pastimes and the theatre. |
| 2 The problem of the poor | <ul style="list-style-type: none">• The reasons for the increase in poverty and vagabondage during these years.• The changing attitudes and policies towards the poor. |
| 3 Exploration and voyages of discovery | <ul style="list-style-type: none">• Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade.• The reasons for, and significance of, Drake's circumnavigation of the globe. |
| 4 Raleigh and Virginia | <ul style="list-style-type: none">• The significance of Raleigh and the attempted colonisation of Virginia.• Reasons for the failure of Virginia. |

Option 26/27: Superpower relations and the Cold War, 1941–91

| Key topic 1: The origins of the Cold War, 1941–58 | |
|---|--|
| 1 Early tension between East and West | <ul style="list-style-type: none"> • The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. • The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. • The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe. |
| 2 The development of the Cold War | <ul style="list-style-type: none"> • The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. • The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). • Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic. |
| 3 The Cold War intensifies | <ul style="list-style-type: none"> • The significance of the arms race and the formation of the Warsaw Pact. • Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. • The international reaction to the Soviet invasion of Hungary. |
| Key topic 2: Cold War crises, 1958–70 | |
| 1 Increased tension between East and West | <ul style="list-style-type: none"> • The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61. • Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident. • Opposition in Czechoslovakia to Soviet control: the Prague Spring. |
| 2 Cold War crises | <ul style="list-style-type: none"> • The construction of the Berlin Wall, 1961. • The events of the Cuban Missile Crisis. • The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. |
| 3 Reaction to crisis | <ul style="list-style-type: none"> • Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to Berlin in 1963. • The consequences of the Cuban Missile Crisis: the 'hotline', the Limited Test Ban Treaty 1963; the Outer Space Treaty 1967; and the Nuclear Non-Proliferation Treaty 1968. • International reaction to Soviet measures in Czechoslovakia. |

Key topic 3: The end of the Cold War, 1970–91

| | |
|---|---|
| 1 Attempts to reduce tension between East and West | <ul style="list-style-type: none">• Détente in the 1970s, SALT 1, Helsinki, and SALT 2.• The significance of Reagan and Gorbachev's changing attitudes.• Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty 1987. |
| 2 Flashpoints | <ul style="list-style-type: none">• The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.• Reagan and the 'Second Cold War', the Strategic Defence Initiative. |
| 3 The collapse of Soviet control of Eastern Europe | <ul style="list-style-type: none">• The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe.• The significance of the fall of the Berlin Wall.• The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact. |

Paper 3: Modern depth study

Overview

The relevant pages of this section specify the content that must be taught for the chosen option.

Students are required to study one modern depth study. All of the content for the option is mandatory.

The depth studies focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it. Depending on the depth study chosen, these may include social, economic, political, cultural and military aspects.

The main content is divided into four key topics. These provide a framework for teaching and understanding the option, but should not be taken in isolation from each other. For each depth study, there is some chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within society.

Assessment

Students will be assessed on all four Assessment Objectives. All questions may relate to any content specified in the four key topics.

Questions focusing solely on knowledge and understanding will target causation.

Other questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students should be aware that interpretations are based on evidence from their period of study. They should be aware of a range of evidence that can be used to reach conclusions. They should study examples of such evidence and consider ways in which it could give rise to and support different interpretations. Students should understand a range of reasons why interpretations may differ. They should be aware that differences based on conclusions drawn from evidence are legitimate and can be explained. They should be able to evaluate given interpretations using their own knowledge of the period.

Option 31: Weimar and Nazi Germany, 1918–39

| Key topic 1: The Weimar Republic 1918–29 | |
|---|---|
| 1 The origins of the Republic, 1918–19 | <ul style="list-style-type: none"> The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution. |
| 2 The early challenges to the Weimar Republic, 1919–23 | <ul style="list-style-type: none"> Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles. Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. |
| 3 The recovery of the Republic, 1924–29 | <ul style="list-style-type: none"> Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. |
| 4 Changes in society, 1924–29 | <ul style="list-style-type: none"> Changes in the standard of living, including wages, housing, unemployment insurance. Changes in the position of women in work, politics and leisure. Cultural changes: developments in architecture, art and the cinema. |
| Key topic 2: Hitler's rise to power, 1919–33 | |
| 1 Early development of the Nazi Party, 1920–22 | <ul style="list-style-type: none"> Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA. |
| 2 The Munich Putsch and the lean years, 1923–29 | <ul style="list-style-type: none"> The reasons for, events and consequences of the Munich Putsch. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926. |
| 3 The growth in support for the Nazis, 1929–32 | <ul style="list-style-type: none"> The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. |
| 4 How Hitler became Chancellor, 1932–33 | <ul style="list-style-type: none"> Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. |

| Key topic 3: Nazi control and dictatorship, 1933–39 | |
|---|---|
| 1 The creation of a dictatorship, 1933–34 | <ul style="list-style-type: none"> • The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. • The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance. |
| 2 The police state | <ul style="list-style-type: none"> • The role of the Gestapo, the SS, the SD and concentration camps. • Nazi control of the legal system, judges and law courts. • Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat. |
| 3 Controlling and influencing attitudes | <ul style="list-style-type: none"> • Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. • Nazi control of culture and the arts, including art, architecture, literature and film. |
| 4 Opposition, resistance and conformity | <ul style="list-style-type: none"> • The extent of support for the Nazi regime. • Opposition from the Churches, including the role of Pastor Niemöller. • Opposition from the young, including the Swing Youth and the Edelweiss Pirates. |
| Key topic 4: Life in Nazi Germany, 1933–39 | |
| 1 Nazi policies towards women | <ul style="list-style-type: none"> • Nazi views on women and the family. • Nazi policies towards women, including marriage and family, employment and appearance. |
| 2 Nazi policies towards the young | <ul style="list-style-type: none"> • Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. • Nazi control of the young through education, including the curriculum and teachers. |
| 3 Employment and living standards | <ul style="list-style-type: none"> • Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. • Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. |
| 4 The persecution of minorities | <ul style="list-style-type: none"> • Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities. • The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. |

3 Assessment information

| Paper 1: Thematic study and historic environment | (Paper codes: 1HI0/10–12) |
|---|---------------------------|
| <ul style="list-style-type: none">• First assessment: May/June 2018• The assessment is 1 hour and 15 minutes.• The question paper is out of 52 marks.• It comprises two sections: A and B. | |
| <p>Section A: historic environment</p> <p>This section is worth 10%* of the total qualification.</p> <p>It is marked out of 16. Both questions are compulsory.</p> <ul style="list-style-type: none">• Question 1: this focuses on describing features (AO1). <p>Question 2 is a two-part question, targeting AO3. It uses two contemporary sources. One of them may be visual, but at least one will be written.</p> <ul style="list-style-type: none">• Question 2 (a): students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context.• Question 2 (b): students suggest a follow-up enquiry relating to one of the sources. | |
| <p>Section B: thematic study</p> <p>This section is worth 20%* of the total qualification.</p> <p>It is marked out of 36.</p> <p>Of the 36 marks, up to 4 marks in Question 5/6 will be awarded for spelling, punctuation, grammar and use of specialist terminology (SPaG).</p> <p>All questions target AO1/AO2.</p> <p>Questions 3 and 4 are compulsory. Students then select either Question 5 or Question 6.</p> <ul style="list-style-type: none">• Question 3: this focuses on similarity or difference over time. Questions will cross sections of the specification and will normally span at least a century (and may span much longer periods).• Question 4: this focuses on the process of change (e.g. why there was a rapid change/slow change/why change continued). Questions will normally span at least a century and may span much longer periods.• Questions 5/6: requires a judgement and may focus any of the following: the <i>nature</i> or <i>extent</i> of change (change/continuity); <i>patterns</i> of change (turning points, i.e. significance); the <i>process</i> of change (factors bringing it about, i.e. causation); or the <i>impact</i> of change (i.e. consequence). Questions will normally span at least two centuries and may span much longer periods. | |

*This weighting relates to assessed content, before including marks for SPaG.

Paper 2: Period study and British depth study

(Paper codes: 1H10/20–29)

- First assessment: May/June 2018.
- The assessment is 1 hour and 45 minutes.
- The question paper is out of 64 marks.
- It comprises two sections: A and B.

Section A: period study

This section is worth 20%* of the total qualification.

It is marked out of 32.

All questions target AO1/AO2.

Students answer three compulsory questions:

- **Question 1:** this focuses on consequence.
- **Question 2:** this focuses on analytical narrative, in which students write an account that not only describes what happened, but also involves analysis to find connections and make sense of events and their impact to explain why events unfolded in the way that they did. This is likely to involve a mix of second order concepts (i.e. causation, consequence, change).
- **Question 3:** students select two from a choice of three parts. Each focuses on the importance of an event/person/development in terms of what difference they made in relation to situations and unfolding developments (i.e. their consequence and significance).

Section B: British depth study

This section is worth 20%* of the total qualification.

It is marked out of 32.

The question number will either be **4** or **5** depending on which depth study option is chosen, but for each option the question will have the same structure:

- **Part (a):** this is compulsory and targets AO1. It focuses on describing features.
- **Part (b):** this is compulsory and targets AO1/AO2. It focuses on causation.
- **Part (c):** students have a choice of two questions: (i) or (ii). These target AO1/AO2 and require a judgement. They may focus on any of the following: similarity, difference, change, continuity, causation or consequence.

*This weighting relates to assessed content, before including marks for SPaG.

Paper 3: Modern depth study

(Paper codes: 1HI0/30–33)

- First assessment: May/June 2018.
- The assessment is 1 hour and 20 minutes.
- The question paper is out of 52 marks.
- It comprises two sections: A and B.

Section A

This section is worth 10%* of the total qualification.

It is marked out of 16 marks.

Students answer two compulsory questions:

- **Question 1:** this targets AO3, and focuses on making inferences from a source.
- **Question 2:** this targets AO1/AO2, and focuses on causation.

Section B

This section is worth 20%* of the total qualification.

It is marked out of 36 marks.

Of the 36 marks, up to 4 marks in Question 3 (d) will be awarded for spelling, punctuation, grammar and use of specialist terminology (SPaG).

All question parts are compulsory.

- **Question 3 (a):** this targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context.
- **Question 3 (b):** this targets AO4 and uses two later written interpretations. Students explain *how* the two interpretations differ.
- **Question 3 (c):** this targets AO4 and uses the same interpretations as part (b). Students suggest *why* the two interpretations differ.
- **Question 3 (d):** this targets AO4 and re-uses the interpretations. It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context

*This weighting relates to assessed content, before including marks for SPaG.

Assessment of extended writing in Papers 1, 2 and 3

All GCSEs must provide opportunities for students to write responses which are of sufficient length to allow students to demonstrate the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

In this GCSE, these abilities are rewarded in the mark schemes of questions which target AO2 and which carry 8 or more marks (the precise mix of these abilities rewarded will vary depending on the nature and length of the answer expected).

Stimulus points

Many of the questions that reward extended writing provide stimulus points, which students may (but are not required to) use in their answer. Students must, however, use additional points of their own; failure to do so will be penalised in the mark schemes.

Stimulus points may be taken directly from words that appear in the specified topic content; other stimulus points may not be directly specified where these are central to, and indicated by, the specified topic content.

Assessment Objectives

| Students must: | | % in GCSE |
|----------------|---|------------|
| AO1 | Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. | 35 |
| AO2 | Explain and analyse historical events and periods studied using second-order ¹ historical concepts. | 35 |
| AO3 | Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. | 15 |
| AO4 | Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. | 15 |
| Total | | 100 |

Breakdown of Assessment Objectives

| Paper | Assessment Objectives | | | | Total for all AOs |
|---|-----------------------|-----------|-----------|-----------|-------------------|
| | AO1 % | AO2 % | AO3 % | AO4 % | |
| Paper 1: Thematic study and historic environment | 11.25 | 11.25 | 7.5 | - | 30 |
| Paper 2: Period study and British depth study | 20 | 20 | - | - | 40 |
| Paper 3: Modern depth study | 3.75 | 3.75 | 7.5 | 15 | 30 |
| Total for GCSE | 35 | 35 | 15 | 15 | 100 |

Sample assessment materials

Sample papers and mark schemes can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History Sample Assessment Materials (SAMs)* documents.

¹ Second order concepts are defined by the DfE's *History GCSE subject content* (April 2014) as: causation, consequence, similarity, difference, change, continuity and significance.