GCSE

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WJEC Eduqas GCSE in HISTORY

ACCREDITED BY OFQUAL

SPECIFICATION

Teaching from 2016
For award from 2018

Version 3 January 2020



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This Ofqual regulated qualification is not available for candidates in maintained schools and colleges in Wales.

SUMMARY OF AMENDMENTS

Version	Description	Page number
2	'Making entries' section has been amended to clarify resit rules.	32
3	The historic site study, for each Thematic Study, has been updated for assessment in 2022 and 2023.	8, 24, 26, 28 and 30

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WJEC Eduqas GCSE (9-1) in HISTORY

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GCSE HISTORY

SUMMARY OF ASSESSMENT

Component 1: Studies in Depth
Written examinations: 2 hours (split into two papers of 1 hour duration each)
50% of qualification

This component is in two parts and offers a choice of **eight** Studies in Depth - four British and four non-British. Centres choose **one** British Study in Depth from the following:

1A. Conflict and Upheaval: England, 1337-1381
1B. The Elizabethan Age, 1558-1603
1C. Empire, Reform and War: Britain, 1890-1918
1D. Austerity, Affluence and Discontent: Britain, 1951-1979

Centres choose **one** non-British Study in Depth from the following:

1E. The Crusades, c.1095-1149
1F. The Voyages of Discovery and Conquest of the Americas, 1492-1522
1G. Germany in Transition, 1919-1939
1H. The USA: A Nation of Contrasts, 1910-1929

The British and non-British Studies in Depth must be from different historical eras.

Each study will be assessed by compulsory questions focusing extensively on the analysis and evaluation of historical sources and interpretations. There will also be questions testing second order historical concepts.

Component 2: Studies in Breadth
Written examinations: 2 hours (split into two papers of 45 minutes for the Period Study and 1 hour 15 minutes for the Thematic Study)
50% of qualification

This component is in two parts and offers a choice of **four** Period Studies and **four** Thematic Studies. Centres choose **one** Period Study from the following:

2A. The Development of the USA, 1929-2000
2B. The Development of Germany, 1919-1991
2C. The Development of the USSR, 1924-1991
2D. The Development of the UK, 1919-1990

Centres choose **one** Thematic Study from the following:

2E. Changes in Crime and Punishment in Britain, c.500 to the present day
2F. Changes in Health and Medicine in Britain, c.500 to the present day
2G. The Development of Warfare in Britain, c.500 to the present day
2H. Changes in Entertainment and Leisure in Britain, c.500 to the present day

The requirement to study an historic site is part of the Thematic Study.

Each study will be assessed by compulsory questions focusing extensively on second order historical concepts including continuity, change, cause, consequence, significance, similarity and difference.

This linear qualification will be available in May/June each year. All assessments will be by examination. The qualification will be awarded for the first time in summer 2018.

Qualification Accreditation Number: 601/8239/8

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GCSE HISTORY

1 INTRODUCTION

1.1 Aims and objectives

The WJEC Eduqas GCSE in History encourages learners to:

develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance

develop and extend their knowledge and understanding of specific historical events, periods and societies

acquire an understanding of different identities, including their own, within a society and an appreciation of social, cultural, religious and ethnic diversity

build on their understanding of the past and the diversity of human experience through experiencing a broad and balanced course of study

improve as effective, independent and resilient learners and as critical and reflective thinkers through a process of historical enquiry

develop the ability to ask relevant and considered questions about the past and to investigate historical issues critically

acquire an understanding of the nature of historical study, for example, that history is concerned with judgements based on available evidence and that some historical judgements may be more valid than others

develop their use and understanding of historical terms, concepts and skills

develop the ability to construct valid and realistic historical claims by using a range of sources in context

develop a critical appreciation of the concept of historical significance and why some people, events and developments are seen as historically significant

develop a critical appreciation of how and why different interpretations have been constructed about historically significant people, events and developments

make links and draw comparisons within 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

create their own structured accounts, selecting organising and communicating their knowledge and understanding in written narratives

create their own balanced, reasoned and well substantiated extended responses.

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The WJEC Eduqas GCSE in History is attractive, giving learners the opportunity to study:

history from three eras: Medieval (500-1500), Early Modern (1450-1750) and Modern (1700-present day)

specific aspects of the past in depth (short term), and breadth (medium and long term)

history in three geographical contexts: local, British and European and/or Wider World settings

continuity, change, cause, consequence, significance and similarity and difference over different periods of time both short term, medium term and long term

the nature and purpose of history as a discipline.

The structure of the specification is distinctive, giving learners the opportunity to study history in depth and in breadth. The structure of the specification allows learners to make a clear distinction between the study of history in the short term and the medium and long term. It provides, therefore, a substantial programme of study. At the same time it actively encourages connections between different periods and eras in history, and as such represents a coherent programme of study.

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1.2 Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion.

This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of history at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.3 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications.*

This document is available on the JCQ website (www.jcq.org.uk). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

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2 SUBJECT CONTENT

This specification provides a broad and coherent course of study. The specification ensures the study of:

- history on three different timescales; short, medium and long-term
- history in three geographical contexts; local, British and European/ World
- history across three historical eras.

The breadth of the specification is, therefore, ensured by the features above.

This specification also provides a coherent and integrated study of history by fulfilling the agreed subject content. This specification offers an opportunity for teachers of history to approach the subject through a variety of options which will lead to a broad, balanced and coherent course. All permitted combinations of study provided by this specification allow centres to construct a course which is broad and coherent for learners. Each component offers a different perspective to the study of history and ensures breadth and coherence.

This specification will develop in learners the ability to construct balanced, reasoned and well substantiated extended responses to historical questions. This specification and its assessment provides opportunities for extended responses which allow learners to demonstrate the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

This specification will also develop in learners the ability to create written narratives in which they demonstrate chronological grasp, the ability to organise their historical knowledge and understanding, order points, make connections and explain consequences.

Component 1: Studies in Depth

Written examinations: 2 hours (comprising two papers of 1 hour duration each)
50% of qualification
100 marks (plus 6 marks for spelling, punctuation and grammar and use of specialist terms)

Learners study **two Studies in Depth**, **one British and one non-British**, from eight options in total. This component focuses study on substantial and coherent short time scales. Studies in Depth will provide learners with the opportunity to study history in greater depth and consequently understand the complexity of a society or historical situation more effectively. Studies in Depth will focus study on different historical eras and different geographical contexts. This component encourages learners to use a wide range of historical sources. Learners should also study different historical interpretations of specific events and issues.

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Component 2: Studies in Breadth

Written examinations: 2 hours (comprising two papers of 45 minutes for the Period Study and one hour fifteen minutes for the Thematic Study)
50% of qualification
100 marks (plus 4 marks for spelling, punctuation and grammar and use of specialist terms)

Learners study **one Period Study** and **one Thematic Study**, from eight options in total. This component focuses study on substantial and coherent medium and long timescales. Studies in Breadth will provide learners with the opportunity to study history over longer timescales and consequently understand the changing nature of developments and issues associated with particular periods and geographical contexts. Studies in Breadth will also allow learners to understand change and continuity and similarity and difference across long sweeps of history, as well as the most significant characteristics of different ages. Studies in Breadth will focus study on different historical eras and different geographical contexts. This component encourages learners to develop an understanding of second order historical concepts in particular, including continuity, change, cause, consequence, significance and similarity and difference.

Study of the historic environment

The requirement to study the historic environment should focus on one particular site in its historical context. Learners should examine the relationship between a place and historical events and developments. In this specification the study of the historic environment is an integrated part of the required content for each of the Thematic Studies. The following provides guidance on how centres should approach the study of an historic site.

The investigation of an historic site offers learners the opportunity to actively engage in the past. In doing so they will:

- develop their knowledge and understanding of an historic site
- ask relevant questions about an historic site and investigate them critically
- organise and communicate their knowledge and understanding of an historic site in order to reach substantiated judgements.

In studying an historic site, learners should consider the following:

- the key historic features of the historic site
- the significance of the historic site on a local, regional or national level
- the relevance of the historic site to the development of the chosen Thematic Study
- how the historic site contributes to a broader understanding of changes in the history of the chosen Thematic Study.

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For each Thematic Study an historic site will be nominated which will emerge naturally from the required content. The nominated historic site for each Thematic Study will change every two years (see table below). The study of the historic environment is worth 10% of the overall specification. There is no requirement that learners visit the site.

Examination Dates	Thematic Study	Nominated historic site
2020 and 2021	Changes in Crime and Punishment in Britain, c.500 to the present day	Botany Bay: the settlement of criminals in New South Wales in the late eighteenth and nineteenth centuries
2022 and 2023	Changes in Crime and Punishment in Britain, c.500 to the present day	Pentonville Prison, 1842 to the present day.
2020 and 2021	Changes in Health and Medicine in Britain, c.500 to the present day	The British sector of the Western Front, 1914-1918 and the treatment and care of the wounded
2022 and 2023	Changes in Health and Medicine in Britain, c.500 to the present day	Scutari Hospital and the treatment and care of the wounded during the Crimean War, 1853-1856
2020 and 2021	The Development of Warfare in Britain, c.500 to the present day	The development of Kenilworth Castle, 1125-1660
2022 and 2023	The Development of Warfare in Britain, c.500 to the present day	The development of Dover Castle, 1066-1945
2020 and 2021	Changes in Entertainment and Leisure in Britain, c.500 to the present day	The development of Wembley Stadium in the twentieth century
2022 and 2023	Changes in Entertainment and Leisure in Britain, c.500 to the present day	The development of Butlins holiday camp, Skegness, 1936 to the present day.

Please note that new historic sites will be nominated for each Thematic Study after 2023

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SUMMARY OF OPTIONS

Component 1: Studies in Depth

Learners are required to study **one** option from **1A-D** and **one** option from **1E-H**. The two options studied **must be from different historical eras** (Medieval, 500-1500; Early Modern, 1450-1750; and Modern, 1700-present).

Medieval *
Early Modern **
Modern ***

British Studies in Depth

1A. Conflict and Upheaval: England, 1337-1381 *
1B. The Elizabethan Age, 1558-1603 **
1C. Empire, Reform and War: Britain, 1890-1918 ***
1D. Austerity, Affluence and Discontent: Britain, 1951-1979 ***

Non-British Studies in Depth

1E. The Crusades, c.1095-1149 *
1F. The Voyages of Discovery and Conquest of the Americas, 1492-1522 **
1G. Germany in Transition, 1919-1939 ***
1H. The USA: A Nation of Contrasts, 1910-1929 ***

Component 2: Studies in Breadth

Learners are required to study **one** option from **2A-2D** and **one** option from **2E-2H.**

Due to content overlap candidates are not permitted to combine the following options: 1D and 2D; 1G and 2B; and 1H and 2A. See Appendix A for a list of all permitted combinations of options.

Period Studies

2A. The Development of the USA, 1929-2000
2B. The Development of Germany, 1919-1991
2C. The Development of the USSR, 1924-1991
2D. The Development of the UK, 1919-1990

Thematic Studies

2E. Changes in Crime and Punishment in Britain, c.500 to the present day
2F. Changes in Health and Medicine in Britain, c.500 to the present day
2G. The Development of Warfare in Britain, c.500 to the present day
2H. Changes in Entertainment and Leisure in Britain, c.500 to the present day

British history must form a minimum of **40%** of the assessed content over the full course. This specification covers this requirement by including a British Study in Depth in Component 1 and a British-based Thematic Study in Component 2.

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PERMITTED COMBINATIONS OF OPTIONS

A list of all permitted combinations of options can be found in Appendix A of the specification.

Through the study of permitted combinations of options learners will develop and demonstrate the full range of historical knowledge, understanding and method required at GCSE as noted below:

- knowledge and understanding of the key features and characteristics of the periods studied: the chronology, individuals, events, developments and issues in the specified content

- understanding and appropriate use in context of historical terms including first order historical concepts such as ‘constitution’, ‘nation’, ‘revolution’, ‘society’

- the ability to create their own structured accounts, selecting organising and communicating their knowledge and understanding in written narratives, descriptions and analyses, reaching substantiated conclusions when appropriate

- understanding of the key features and characteristics of the periods studied in relation to second order historical concepts of continuity, change, cause, consequence, significance and similarity and difference within situations

- understanding of the relationships between different aspects within the periods studied, making connections, drawing contrasts and analysing trends. Examples of the related aspects include all or some of the following examples: between local, regional, national and international history; between cultural, economic, social, political, religious and military history; and between short and long term timescales

- the ability to understand and use critically and constructively a range of contemporary source material appropriate to the period (including written historical sources whose precise provenance is given) to frame their own valid historical questions and make their own valid historical claims

- understanding of how evidence is used rigorously to make historical claims, discerning how and why different interpretations of the past have been constructed.

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2.1 Component 1 Studies in Depth

British Studies in Depth Options 1A-1D

1A. CONFLICT AND UPHEAVAL: ENGLAND, 1337-1381 COMPONENT 1: BRITISH STUDY IN DEPTH

This option focuses in depth on selected themes and issues relating to the history of England in the period 1337-1381. Candidates will be required to consider the main political, social and economic issues of the time. Candidates should develop an awareness of the course and effects of the Hundred Years' War, the political, economic and social impact of the Black Death and the causes and events of the Peasants' Revolt. Candidates should develop an awareness of how these issues have been represented and interpreted, and how they have generated wider historical debate. They should also address the key questions in each topic area using a range of historical sources. *The required content in italics shows which key features and characteristics of the period must be studied.*

Key questions	***Required Content***
England in the fourteenth century **What were the main characteristics of life in fourteenth century England?**	*English society in the fourteenth century; importance of the church; importance of the wool trade; position of women*; *rich and poor*
The start of the Hundred Years' War **What factors contributed to the outbreak of the Hundred Years' War?**	*Overseas possessions of English kings; relations between France and Scotland; Isabella of France; Edward III's claim; role of Philip of France; confiscation of Aquitaine; Edward III's aims*
The course of the War **What events shaped the course of the Hundred Years' War?**	*Alliances; tactics – chevauchees, long-bow; battles of Crecy, Calais, Poitiers; role of the 'Black Prince'; Treaty of Bretigny*
The Black Death **What was the short term impact of the Black Death upon society?**	*Arrival of the Black Death; immediate impact; strains of plague; contemporary views; progress of the plague; factors aiding spread*
Legacy of the Black Death **How important were the longer term consequences of the Black Death?**	*Population decrease; labour shortages; the Statute of Labourers; effects on survivors – wages, rents; art and medicine*
Peasant discontent **What long and short-term factors led to the Peasants' Revolt of 1381?**	*Effects of the Black Death; the issue of serfdom; religious ideas; John Ball; French Wars; the Poll Tax; role of Wat Tyler; events of May - June 1381*
The Peasants' Revolt **What was the significance of the Peasants' Revolt?**	*Richard's broken promises; Poll Tax; control of wages; decline of serfdom and the position of peasants; effects on the Hundred Years' War*

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1B. THE ELIZABETHAN AGE, 1558-1603 — COMPONENT 1: BRITISH STUDY IN DEPTH

This option focuses in depth on selected themes and issues relating to the history of England during the Elizabethan Age, from 1558 to 1603. Candidates will be required to consider the major influences on political and social life during the period as well as the issue of religious controversy. Candidates should develop an awareness of how aspects of life in this period have been represented and interpreted, and how they have generated wider historical debate. They should also address the key questions in each topic area using a range of historical sources. *The required content in italics shows which key features and characteristics of the period must be studied.*

Key questions	***Required Content***
Elizabethan government **How successful was the government of Elizabeth I?**	*The coronation and popularity of Elizabeth; Royal Court, Privy Council and councillors; local government; the role of Parliament; taxation and freedom of speech*
Lifestyles of rich and poor **How did life differ for the rich and poor in Elizabethan times?**	*Contrasting lifestyles of rich and poor; homes and fashion; causes of poverty; issue of unemployment and vagrancy; government legislation including the 1601 Poor Law*
Popular entertainment **What were the most popular types of entertainment in Elizabethan times?**	*The importance of popular entertainment; cruel sports; entertainment enjoyed by the rich; the Elizabethan theatre; design, plays; attitudes towards the theatre*
The problem of religion **How successfully did Elizabeth deal with the problem of religion?**	*Religious problems in 1559; aims of the Religious Settlement; the 'Middle Way', Acts of Supremacy and Uniformity; reactions to the Settlement*
The Catholic threat **Why were the Catholics such a serious threat to Elizabeth?**	*Early toleration; excommunication in 1570; recusancy ; rebellion of Northern Earls; Catholic Plots – Ridolfi, Throckmorton, Babington; role of Mary, Queen of Scots*
The Spanish Armada **How much of a threat was the Spanish Armada?**	*Reasons for the Armada; war in the Netherlands; course of the Armada – events in the Channel, Calais, 'fireships' and return to Spain; results of the Armada*
The Puritan threat **Why did the Puritans become an increasing threat during Elizabeth's reign?**	*Puritanism; challenge to the Settlement; Puritan opposition in Parliament and Privy Council; measures taken to deal with the Puritan challenge*

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1C. EMPIRE, REFORM AND WAR: BRITAIN, 1890-1918 — COMPONENT 1: BRITISH STUDY IN DEPTH

This option focuses in depth on selected themes and issues relating to the history of Britain during the period 1890-1918. Candidates will be required to consider the main features of culture, political and social reform, problems with Empire and the effects of the First World War at home and on the Western Front. Candidates should develop an awareness of how aspects of life in this period have been represented and interpreted, and how they have generated wider historical debate. They should also address the key questions in each topic area using a range of historical sources. *The required content in italics shows which key features and characteristics of the period must be studied.*

Key questions	***Required Content***
The Second Boer War **Why was the Second Boer War so significant for Britain during this period?**	*Reasons for the war; early Boer success; relief of British garrisons; guerrilla warfare; scorched earth and concentration camps; changing attitudes in Britain*
Political developments **What political developments were there in Britain at the start of the twentieth century?**	*Liberal government and reform; 1909 Budget and the Constitutional Crisis; 1911 Parliament Act; power of the trade unions; growth of the Labour Party*
Social reform **Why was there a pressing need for social reform in this period?**	*Extent of poverty in the late nineteenth century; reports of Booth and Rowntree; educational reforms; Old Age Pensions 1908; National Insurance Act 1911*
Women's suffrage **How was the cause of women's suffrage advanced during this period?**	*Millicent Fawcett and the Suffragists; the Pankhursts and the Suffragettes; Emily Davison; tactics used; the Act of 1918*
Culture and fashion **What were the main features of culture and fashion during this period?**	*Literature – Hardy, Shaw, HG Wells, Beatrix Potter; changes in fashion; the music hall; development of cinema; sport*
The Western Front **What was life like on the Western Front during the First World War?**	*Tactics on the Western Front; new technology; case study of a major battle such as Ypres; Somme; Verdun; life in the trenches*
Impact of the First World War **What was the impact of the war upon life on the Home Front?**	*Recruitment and conscription; propaganda; role of women; role of government - DORA; growth of disillusionment; attitudes at the end of the war*

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1D. AUSTERITY, AFFLUENCE AND DISCONTENT: BRITAIN, 1951-1979 COMPONENT 1: BRITISH STUDY IN DEPTH

This option focuses in depth on selected themes and issues relating to the history of Britain from 1951-1979. Candidates will be required to consider the major influences on political, economic and social life during this period. Candidates should develop an awareness of how aspects of life in this period have been represented and interpreted, and how they have generated wider historical debate. They should also address the key questions in each topic area using a range of historical sources. *The required content in italics shows which key features and characteristics of the period must be studied.* **This option cannot be studied alongside Component 2, Option 2D: The Development of the UK, 1919-1990.**

Key questions	***Required Content***
Britain in the early 1950s **What were the main issues facing the people of Britain in the early 1950s?**	*Austerity and rationing; housing problems; debt; nationalised industries; cost of welfare budget; industrial decline*
The end of austerity **What factors contributed to the economic recovery in the 1950s and 1960s?**	*Town planning; wage rises and tax cuts; Macmillan- 'never had it so good'; Wilson- 'white heat'; motorway investment; the Beeching axe; comprehensive education*
Popular entertainment and fashion **What were the main changes in entertainment and fashion in this period?**	*Changing musical styles; listening to music; popular groups and artists; impact of TV; American culture; fashion – teddy boys, mini-skirts, Mods, Rockers, hippies and punk*
Changing lives of women **How far did the lives of women change in this period?**	*Labour-saving devices; family, marriage, divorce and abortion; education and employment; women's rights; impact of the pill; equal opportunities; women's liberation*
Changing attitudes to authority **How did attitudes to authority change in the 1950s and 1960s?**	*Permissive society; legalising homosexuality; drugs; abolition of the death penalty; Profumo Scandal; CND; student protest in 1968*
Immigration **What impact did immigration have on British society during this period?**	*Reasons for migration; British Nationality Acts 1948-65; Caribbean immigration - Windrush; race riots; Notting Hill 1958; Enoch Powell; right wing groups; race relations legislation*
Political and economic problems **What were the main political and economic problems in the 1970s?**	*Industrial decline; Heath, the miners and the three day week; the Winter of Discontent and the 1979 General Election; civil unrest in Northern Ireland; Bloody Sunday and internment; IRA bombing campaign*

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Non-British Studies in Depth Options 1E-1H

1E. THE CRUSADES, c.1095-1149 — COMPONENT 1: NON-BRITISH STUDY IN DEPTH

This option focuses in depth on selected themes and issues relating to the history of the Crusades in the period 1095-1149. Candidates will be required to consider the main political, military, social and cultural factors associated with the Crusading movement during this period. Candidates should develop an awareness of how aspects of the Crusades during this period have been represented and interpreted, and how they have generated wider historical debate. They should also address the key issues in each topic area using a range of historical sources. *The required content in italics shows which key features and characteristics of the period must be studied.*

Key questions	***Required Content***
The power of the papacy **What was the extent and power of the early medieval papacy?**	*Reform of the papacy; influence of Cluny; importance of pilgrimages; the Investiture Contest - papacy against kingship*
Birth of the Crusades **What factors led to the birth of the Crusading movement?**	*The rise of the Seljuk Turks; role of Urban II; the Council of Clermont; Papal Indulgences; the rise of a militant Christianity; Holy Places; individual motives*
The First Crusade **What factors contributed to the success of the First Crusade?**	*Leadership and the role of Byzantium; aims and early battles; the siege of Antioch; capture of Jerusalem; results*
The Crusader Kingdoms **What was life like for the Crusaders living in Outremer?**	*Establishment of the Crusader kingdoms – Edessa, Antioch, Tripoli, Jerusalem; difficulties encountered; integration with Muslims and Jews*
The Second Crusade **What were the main factors behind the failure of the Second Crusade?**	*Reasons for the Second Crusade; participants and problems; reasons for the failure of the Second Crusade*
Importance of the Crusades **Why were the Crusades important during this period?**	*The Crusading Orders; the development of castle technology**;** importance of the First and Second Crusades; interpretations of the Crusading movement*
Social and cultural effects of the Crusades **How did the Crusades affect European life during this period?**	*Religious intolerance; developments in trade, significance for science and language; political impact upon Europe*

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1F. THE VOYAGES OF DISCOVERY AND CONQUEST OF THE AMERICAS, 1492-1522 COMPONENT 1: NON-BRITISH STUDY IN DEPTH

This option focuses in depth on selected themes and issues relating to the voyages of discovery and the conquest of the Americas between 1492 and 1522. Candidates will be required to consider factors leading to the discovery of the Americas, the methods of conquest and the establishment of the Spanish Main. They should also consider the social, economic and cultural impact of the discovery and eventual conquest of the indigenous peoples, particularly the Aztecs. Candidates should develop an awareness of how aspects of the period have been represented and interpreted, and how they have generated wider historical debate. They should also address the key points of each topic area using a range of historical sources. *The required content in italics shows which key features and characteristics of the period must be studied.*

Key questions	***Required Content***
Reasons for the voyages of discovery **What factors contributed to the European voyages of discovery?**	*Power of Spain and Portugal; the search for new routes to Asia - south eastern, south western routes; trade and religious factors; technological advances*
Voyages of Columbus **Why were the voyages and discoveries of Columbus so significant?**	*Background to Columbus' expedition; 1492 and 1493 voyages and discoveries; settlement at Hispaniola; effects upon and treatment of native populations*
The explorers **What were the main developments in European exploration during this period?**	*The explorers: Bartholomew Diaz; Vasco de Gama; Amerigo Vespucci; the journey of Magellan 1519-22; Spanish settlement of Central America 1509-10*
The Aztec civilization **What were the main features of the Aztec civilization?**	*Methods of rule; payment of tribute; beliefs; codices; ritual of sacrifice; significance of Tenochtitlan*
Hernan Cortes **What role did Cortes play in the conquest of the Aztecs?**	*Relations with Velazquez; mission to Mexico; alliances with indigenous peoples – the Nahaus, Tlaxcaltec, Totonacs; massacre at Cholula*
Defeat of the Aztecs **How did the Spanish forces conquer the Aztec empire?**	*Ransom of Montezuma; expulsion of Spanish; siege of Tenochtitlan; defeat of Aztecs; establishment of Mexico City*
Effects of the Spanish conquest **What was the impact of the Spanish conquest of the Aztecs?**	*Impact of disease; treatment of natives; imposition of Christianity; cultural impact; increased trade; wealth; European inflation*

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1G. GERMANY IN TRANSITION, 1919-1939 — COMPONENT 1: NON-BRITISH STUDY IN DEPTH

This option focuses in depth on selected themes and issues relating to the history of Germany from 1919-1939. Candidates will be required to consider the impact of the First World War on Germany, the recovery of the Weimar Republic, the factors which led to the rise of the Nazis and the impact of the Nazi regime upon the lives of the German people. Candidates should develop an awareness of how aspects of life in Germany in this period have been represented and interpreted, and how they have generated wider historical debate. They should also address the key questions in each topic area using a range of historical sources. *The required content in italics shows which key features and characteristics of the period must be studied.* **This option cannot be studied alongside Component 2, Option 2B: The Development of Germany, 1919-1991.**

Key questions	***Required Content***
Impact of the First World War **What challenges were faced by the Weimar Republic from 1919-1923?**	*Impact of Versailles; weaknesses of Weimar government; political instability – Spartacist, Kapp, Munich Putsches; hyperinflation; events in the Ruhr 1923*
Recovery of Weimar **Why were the Stresemann years considered a 'golden age'?**	*Recovery from hyperinflation; Dawes and Young Plans; Locarno Pact; League of Nations; US investment; social and political developments*
End of the Weimar Republic **How and why did the Weimar Republic collapse between 1929 and 1933?**	*Social and political impact of the Depression on the Weimar Republic; Hitler's electoral appeal; role of the SA; propaganda; political extremism and scheming 1929-1932*
Consolidation of power **How did the Nazis consolidate their power between 1933 and 1934?**	*Hitler as Chancellor; Reichstag Fire; 1933 election and Enabling Act; trade unions and political parties; Night of the Long Knives; Hitler becomes Fuhrer*
Nazi economic, social and racial policy **How did Nazi economic, social and racial policy affect life in Germany?**	*Reducing unemployment; policy towards workers; women and the Three Ks; controlling education; the Hitler Youth Movement; treatment of the Jews*
Terror and persuasion **What methods did the Nazis use to control Germany?**	*Use of SS and Gestapo; control of legal system; Goebbels and propaganda; use of rallies, radio and cinema; censorship of newspapers and the arts*
Hitler's foreign policy **What factors led to the outbreak of war in 1939?**	*Hitler's foreign policy aims; rearmament and conscription; the Rhineland 1936; Anschluss 1938; Sudetenland 1938; Nazi-Soviet pact 1939*

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1H. THE USA: A NATION OF CONTRASTS, 1910-1929 — COMPONENT 1: NON-BRITISH STUDY IN DEPTH

This option focuses in depth on selected themes and issues relating to the history of the USA between1910 and 1929. Candidates will be required to consider the main problems and challenges facing American society during the period, the major economic problems and the development of American culture and society. Candidates should develop an awareness of how aspects of life in the USA in this period have been represented and interpreted, and how they have generated wider historical debate. They should also address the key questions in each topic area using a range of historical sources. *The required content in italics shows which key features and characteristics of the period must be studied.* **This option cannot be studied alongside Component 2, Option 2A: The Development of the USA, 1929-2000.**

Key questions	***Required Content***
Immigration **Why did immigration become such a major issue in American society?**	*The Open Door; demands for restriction; government legislation; xenophobia; anarchists – the Red Scare; Palmer Raids; Sacco and Vanzetti case*
Religion and race **Was America a country of religious and racial intolerance during this period?**	*Religious fundamentalism – the Bible Belt; the Monkey Trial; treatment of Native Americans; segregation, Jim Crow, KKK; black reaction, migration, NAACP, UNIA*
Crime and corruption **Was the 1920s a decade of organised crime and corruption?**	*Reasons for, life under and enforcement of prohibition; organised crime – Al Capone, St Valentine's Day Massacre; corruption – Harding, 'Ohio Gang', Tea Pot Dome scandal*
Economic boom **What were the causes of the economic boom experienced in the 1920s?**	*America's economic position in 1910 - assets and natural resources; economic impact of the First World War; hire purchase; electrification; mass production; laissez faire; individualism and protectionism*
The end of prosperity **What factors led to the end of prosperity in 1929?**	*Overproduction; falling consumer demand; boom in land and property values; over speculation; the Wall Street Crash – panic selling, Black Thursday, market crash*
Popular entertainment **How did popular entertainment develop during this period?**	*Advent of silent movies; popularity of the cinema and movie stars; advent of the talkies; popular music; jazz; impact of radio and gramophone; dancing and speakeasy culture*
Role of women **How did the lifestyle and status of women change during this period?**	*Role of women in the pre-war years; impact of the First World War; changing attitudes; influence of Jazz culture; flapper lifestyle and feminism; new fashions; opposition to the flapper lifestyle*

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2.2 Component 2 Studies in Breadth

Period Studies Options 2A- 2D

2A.THE DEVELOPMENT OF THE USA, 1929-2000 COMPONENT 2: PERIOD STUDY

This option focuses on the key trends and turning points that have affected the development of the USA between1929 and 2000. Candidates will be required to consider the developments, events and personalities which have shaped the recent history of the USA. Candidates will be required to examine the major political, social, economic and cultural perspectives which have affected the lives of the American people over the whole of this period. *The required content in italics shows which key features and characteristics of the period must be studied.* **This option cannot be studied alongside Component 1, Option 1H: The USA: A Nation of Contrasts, 1910-1929.**

Key questions	***Required Content***
Economic downturn and recovery **How was the USA affected by the Great Depression between 1929 and 1945?**	*The impact of the Wall St. Crash; Republican attempts to deal with the crisis; life during the Depression; Roosevelt and the New Deal*
The economic impact of the Second World War and post-war developments **How had the economy of the USA changed by the 1960s?**	*Industrial output; post-war affluence; consumerism and suburbanization; `poverty amidst plenty`*
The issue of Civil Rights 1941 - 1970 **Why was it difficult for black Americans to gain equal rights between 1941 and 1970?**	*The contribution of black Americans to the war effort; the issue of education –Brown vs Topeka, Little Rock High; Montgomery Bus Boycott; the roles of Martin Luther King and Malcolm X; Civil Rights legislation*
Political change 1960-2000 **What were the main political developments in the USA between 1960 and 2000?**	*The domestic policies of Kennedy; Nixon and Watergate; the Reagan Years; changes under Bush Senior and Clinton*
Social change 1950-2000 **How did American society change between 1950 and 2000?**	*Changes in music, entertainment, media and literature; changes in youth culture and student protest; the changing role of women*
Cold War rivalry **Why did relations between the USA and the USSR deteriorate between 1945 and 1973?**	*The Truman Doctrine and containment of Communism; Berlin Crisis 1948-49; Cuban Missile Crisis; US involvement in Vietnam*
The search for world peace since 1970 **What has been the USA`s role in the search for peace since 1970?**	*Détente and attempts to limit arms; changing relations with China; changing US relations with the USSR; the fall of Communism and the end of the Cold War; US involvement in Iran, Iraq and the Gulf War*

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2B.THE DEVELOPMENT OF GERMANY, 1919-1991 — COMPONENT 2: PERIOD STUDY

This option focuses on the key trends and turning points that have affected the development of Germany between 1919 and 1991. Candidates will be required to consider the developments, events and personalities which have shaped the recent history of Germany. Candidates will be required to examine the major political, social, economic and cultural perspectives which have affected the lives of the German people over the whole of this period. *The required content in italics shows which key features and characteristics of the period must be studied.* **This option cannot be studied alongside Component 1, Option 1G: Germany in Transition, 1919-1939**.

Key questions	***Required Content***
Weimar Germany **How successful was the Weimar Government in dealing with Germany`s problems between 1919 and 1933?**	*The impact of war and impact of the Treaty of Versailles; opposition to the government; economic and political reform under Stresemann; improved foreign relations*
The Rise of the Nazi Party and its consolidation of power between 1933 and 1934 **How did the Nazis take total control of Germany by 1934?**	*Reasons for Nazi support; Hitler as Chancellor; steps to dictatorship; the creation of the police state*
Life under the Nazis **How were the lives of the German people affected by Nazi rule between 1933 and 1939?**	*Economic control; control of workers; the treatment of women; children and education; the treatment of Jews up to 1939*
Life during the Second World War **Why did life change for the German people during the Second World War?**	*Changing conditions on the Home Front; opposition to the Nazis; the treatment of Jews; the impact of defeat*
West and East Germany between 1949 and 1991 **Why were conditions in West and East Germany different after 1949?**	*The division of Germany; economic recovery in the West; control and repression in the East; the separation of Germany by 1961*
Cold War relations **How did relations between the two Germanies change between 1949 and 1991?**	*The emergence of the two Germanies; the Berlin Blockade and Airlift; the significance of the Berlin Wall; military alliances; Brandt and Ostpolitik*
Co-operation and reconciliation **What factors led to the reunification of Germany in 1990?**	*The collapse of communism in Eastern Europe; the role of Helmut Kohl; the end of the Cold War; the fall of the Berlin Wall and reunification*

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2C.THE DEVELOPMENT OF THE USSR, 1924-1991 COMPONENT 2: PERIOD STUDY

This option focuses on the key trends and turning points that have affected the development of the USSR between 1924 and 1991. Candidates will be required to consider the developments, events and personalities which have shaped the recent history of the USSR. Candidates will be required to examine the major political, social, economic and cultural perspectives which have affected the lives of the Soviet people over the whole of this period. *The required content in italics shows which key features and characteristics of the period must be studied.*

Key questions	***Required Content***
The rule of Stalin **How did Stalin achieve and maintain power in the USSR between 1924 and 1953?**	*The leadership contest; the `Cult of Stalin`; use of propaganda and censorship; use of control and terror*
Changing life under Stalin **How were the lives of the Soviet people affected under Stalin`s rule between 1924 and 1953?**	*Collectivisation and de-kulakisation; Five Year Plans and work practices; modernisation of industry; changing role of women*
Impact of the Second World War **How was the USSR affected by war, 1939-45?**	*Preparations for war; Operation Barbarossa; Leningrad and Stalingrad; post-war reconstruction*
Cold War relations, 1945-91 **Why did relations between the USSR and the USA change between 1945 and 1991?**	*Causes of post-war tensions; Warsaw Pact and NATO; the arms race; `hot-spots` - Berlin, Cuba and Afghanistan; relations in the 1980s- 'Second Cold War'*
Political developments, 1953-85 **How did the USSR develop politically between 1953 and 1985?**	*Khrushchev and de-Stalinisation; industrial change and agricultural reform; the Brezhnev years; leadership changes, 1982-85*
Political reform under Gorbachev **How did Gorbachev`s policies bring change to the USSR?**	*Economic reconstruction; perestroika; glasnost and democratisation; improved relations with the West*
The collapse of communism and the break-up of the USSR **What factors led to the collapse of Communism in the USSR?**	*Unrest in Eastern Europe; rise of nationalism within the USSR; the role of Yeltsin; the end of Communism*

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2D.THE DEVELOPMENT OF THE UK, 1919-1990 — COMPONENT 2: PERIOD STUDY

This option focuses on the key trends and turning points that have affected the development of the UK between 1919 and 1990. Candidates will be required to consider the developments, events and personalities which have shaped the recent history of the UK. Candidates will be required to examine the major political, social, economic and cultural perspectives which have affected the lives of the British people over the whole of this period. *The required content in italics shows which key features and characteristics of the period must be studied.* **This option cannot be studied alongside Component 1, Option 1D: Austerity, Affluence and Discontent: Britain, 1951-1979**

Key questions	***Required Content***
Britain in the Twenties **What was life like in the Twenties?**	*Post-war adjustment; expansion of the Welfare State; troubles in Ireland; General Strike; changes in the status of women*
Life during the Depression **How were the lives of people affected by the Depression?**	*Mass unemployment in staple industries; dole and the Means Test; marching for jobs; new industry, migration and emigration*
The Home Front **How were the lives of people on the Home Front affected by war?**	*Preparations for war; effects of the Blitzkrieg; evacuation and rationing; the role of women; media and propaganda*
Post-war Britain 1945-60 **How did the economic and social policies of the post-war governments change the UK between 1945 and 1960?**	*The establishment of the NHS; nationalization; changes in education; increasing affluence*
The `Swinging Sixties` **Why was the 1960s an important decade for the British People?**	*Changes in popular culture; consumerism and affluence; liberalisation and permissiveness; immigration and the race issue*
The `Stuttering Seventies` **Why was the 1970s a decade of problems?**	*Civil unrest in Northern Ireland; sovereignty and Europe; nationalist issues in Scotland and Wales; the Winter of Discontent*
The Thatcher Years **What impact did Margaret Thatcher have on the country between 1979 and 1990?**	*Recession and recovery; the Falklands War; the Miners` Strike 1984-85; privatisation of industry*

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Thematic Studies Options 2E-2H

2E. CHANGES IN CRIME AND PUNISHMENT IN BRITAIN, c.500 to the present day — COMPONENT 2: THEMATIC STUDY

This option focuses thematically on the main trends in the history of crime and punishment in Britain from c.500 to the present day. Candidates will be required to consider the causes and types of crime, law enforcement, combating and punishment of crime and changing attitudes towards crime and punishment over time. Candidates will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of both crime and punishment from c.500 to the present day. In this option, centres should ensure that they focus, where appropriate, on the issues of change, continuity, significance and turning points. As part of this option candidates will investigate an historic site connected with this theme. *The required content in italics shows which key features and characteristics of the period must be studied.*

Key questions	***Required Content***
Causes of crime **What have been the main causes of crime over time?**	*Problems in the medieval era: poverty, famine and warfare; the growth of economic pressures in the sixteenth century; the impact of religious change in the sixteenth and seventeenth centuries; the pressures of industrialisation and urbanisation in the eighteenth and nineteenth centuries; twentieth century pressures: changing technology, trend towards violent crime and anti-social behaviour*
Nature of crimes **How has the nature of criminal activity differed and changed over time?**	*Common crimes in the medieval era; vagrancy, heresy and treason in the sixteenth and seventeenth centuries; the growth of smuggling and highway robbery in the eighteenth century; crimes connected with urbanisation in the nineteenth century; industrial and agrarian disorder during the Industrial Revolution; the growth of crimes in the twentieth and twenty-first centuries associated with the development of the motor car, computers, hooliganism and terrorism*
Enforcing law and order **How has the responsibility of enforcing law and order changed over time?**	*Communal and family responsibility in Saxon and medieval times; the role of manorial, church and royal courts in the later medieval period; the growth of civic and parish responsibilities in the sixteenth century; the concept of state police forces in the nineteenth century; the changing nature of policing in the twentieth and twenty-first centuries*
Methods of combating crime **How effective have methods of combating crime been over time?**	*Communal methods of combatting crime in Saxon and medieval times; the role and effectiveness of Tudor Justices of the Peace (JPs) and other parish officers; the establishment and influence of the Bow St. Runners; Peel and the setting up of the Metropolitan Police in 1829; the extension of police forces in the nineteenth century; developments in policing in the twentieth century: transport and communication, specialisation and community policing*
Methods of punishment **How have methods of punishment changed over time?**	*The harsh nature of punishment in Saxon and medieval times; the treatment of vagabonds in Tudor times; the use of public punishment up to the nineteenth century: stocks, pillory and executions; the use of transportation from the 1770s to the 1860s; the need for prison reform: Howard, Paul and Fry; new prisons in the later nineteenth century: the silent and separate systems; alternative methods of dealing with prisoners in the twentieth century: borstals, open prisons, probation and parole, community service*
Attitudes to crime and punishment **Why have attitudes to crime and punishment changed over time?**	*The concepts of retribution and deterrence as purposes of punishment over time; the purpose of punishment in public over time, from humiliation to public execution; the concept of banishment in the eighteenth and nineteenth centuries; the use of prisons to punish and reform in the nineteenth century; changes in attitudes to punishment in the twentieth century: dealing with young offenders, abolition of the death sentence; attempts to rehabilitate and make restitution*

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A study of the historic environment connected with Changes in Crime and Punishment in Britain, c.500 to the present day

In studying the named historic site, learners should consider the key historic features of the historic site, the significance of the historic site on a local, regional and national level, and how the historic site contributes to a wider understanding of changes in crime and punishment in Britain, c.500 to the present day.

Assessment in 2020 and 2021

The nominated historic site connected to changes in Crime and Punishment in Britain, c.500 to the present day is **Botany Bay: the settlement of criminals in New South Wales in the late eighteenth and nineteenth centuries.**

Required Content

- the historical context: the need to find new destinations for the transportation of criminals after 1780; overcrowding in gaols; the creation of a colonising labour force in Botany Bay; varying terms of sentences;
- the main features of the historic environment of Botany Bay; the treatment of convicts on arrival in Botany Bay; living and working conditions; categorisation on arrival into supply labour force, craftsmen and educated; allocation of appropriate work; the use of convict labour, working for free-settlers and land holders; female factories and the treatment of single women; punishment of offenders; treatment of 'bolters';
- the significance of the penal colony as a form of punishment; experiments with the separate and silent systems; changes in the treatment of convicts; the differing experiences of convicts in Botany Bay including opportunities for self-improvement; reasons for its decline as a penal colony.

Assessment in 2022 and 2023

The nominated historic site connected to changes in Crime and Punishment in Britain, c.500 to the present day is **Pentonville Prison, 1842 to the present day.**

Required Content

- the historical context: the state of prisons in the early 19th century and pressures from reformers to improve conditions; the need for prisons to accommodate the increase in prison numbers as a result of the reform of the “Bloody” Code together with the decline in the use of transportation;
- the main features of the historic environment of Pentonville Prison: the building of Pentonville as a model prison, design and construction; conditions for prisoners; the use of the Separate and Silent Systems; moves to introduce harsher measures for prisoners; methods of punishment; executions at Pentonville;
- the significance of the prison as a form of punishment: changing attitudes to the treatment of prisoners; how Pentonville changed and adapted as a result of parliamentary legislation; changes in the second half of the 19th century; improvements made in the 20th and early 21st centuries; recent criticisms about conditions and management of the prison.

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2F. CHANGES IN HEALTH AND MEDICINE IN BRITAIN, c.500 to the present day — COMPONENT 2: THEMATIC STUDY

This option focuses thematically on the main trends in the history of health and medicine in Britain from c.500 to the present day. Candidates will be required to consider the causes, treatment and prevention of illness and disease, advances in medical knowledge, developments in patient care and advances in public health and welfare over time. Candidates will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of health and medicine from c.500 to the present day. In this option, centres should ensure that they focus, where appropriate, on the issues of change, continuity, significance and turning points. As part of this option candidates will investigate an historic site connected with this theme. T*he required content in italics shows which key features and characteristics of the period must be studied.*

Key questions	***Required Content***
Causes of illness and disease **What have been the causes of illness and disease over time?**	*Problems in the medieval era: poverty, famine, warfare: lack of hygiene in the medieval and early modern eras with reference to the Black Death of the fourteenth century and the Great Plague of the seventeenth century; the effects of industrialisation and the incidence of cholera and typhoid in the nineteenth century; the spread of bacterial and viral diseases in the twentieth century*
Attempts to prevent illness and disease **How effective were attempts to prevent illness and disease over time?**	*Early methods of prevention of disease with reference to the Black Death: alchemy, soothsayers and medieval doctors; the application of science to the prevention of disease in the late eighteenth and early nineteenth centuries: the work of Edward Jenner and vaccination; the influence and spread of inoculation since 1700; the discovery of antibodies and developments in the field of bacteriology*
Attempts to treat and cure illness and disease **How have attempts to treat illness and disease changed over time?**	*Traditional treatments and remedies common in the medieval era: herbal medicines, barber surgeons, use of leeches; Joseph Lister and the use of antiseptics in the later nineteenth century; James Simpson and the development of anaesthetics ; twentieth century developments: Marie Curie and the development of radiation; the roles of Fleming, Florey and Chain regarding antibiotics; Barnard and transplant surgery; modern advances in cancer treatment and surgery; alternative treatments*
Advances in medical knowledge **How much progress has been made in medical knowledge over time?**	*Common medical ideas in the medieval era: the influence of alchemy, astrology and the theory of the four humours; the influence of the medical work of Vesalius, Pare and Harvey in the sixteenth and seventeenth centuries; nineteenth century advances in medical knowledge: improved knowledge of the germ theory: Pasteur and Koch; the development of scanning techniques in the twentieth century: X-rays, ultrasound and MRI scans; the discovery of DNA and genetic research in the later twentieth century*
Developments in patient care **How has the care of patients improved over time?**	*The role of the church and monasteries from medieval times up to the mid sixteenth century; the roles of voluntary charities in patient care after the mid sixteenth century; science and the development of endowed hospitals in the late eighteenth century; Florence Nightingale and the professionalisation of nursing in the nineteenth century; the impact of the early 20th century Liberal reforms; the Beveridge Report of 1944 and provision under the NHS after 1948*
Developments in public health and welfare **How effective were attempts to improve public health and welfare over time?**	*Public health and hygiene in medieval society; public health and hygiene in the sixteenth and seventeenth centuries ; the impact of industrialisation on public health in the nineteenth century; the work of Edwin Chadwick leading to Victorian improvements in public health; efforts to improve housing and pollution in the twentieth century; local and national government attempts to improve public health and welfare in the twenty-first century: campaigns, fitness drives, healthy eating*

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A study of the historic environment connected with Changes in Health and Medicine in Britain, c.500 to the present day

In studying the named historic site, learners should consider the key historic features of the historic site, the significance of the historic site on a local, regional and national level, and how the historic site contributes to a wider understanding of changes in health and medicine in Britain, c.500 to the present day.

Assessment in 2020 and 2021

The nominated historic site connected to changes in Health and Medicine in Britain, c.500 to the present day is **the British sector of the Western Front, 1914-1918 and the treatment and care of the wounded.**

Required Content

- the historical context relating to warfare on the Western Front, 1914-1918; trench warfare; infantry strategy and tactics; mass assaults; different types of wounds, injuries and diseases: wounds caused by rifle and machine gun fire; shelling and shrapnel injuries; the effects of gas attacks; shell shock;
- main features of the treatment and care of the wounded: processing and treating casualties; Field Ambulances and the work of stretcher bearers; front line aid posts; Royal Army Medical Corps (RAMC) and the set-up of triage; dressing stations; casualty clearing stations; base hospitals and demarcation for `Blighty`; the role of the nursing corps;
- development of surgical methods and medical innovation; treating wounds and injuries; the Thomas splint; the giving and storage of blood; developments in aseptic surgery; the use of radiography; significance of treatment and care of the wounded on the Western Front for changes in health and medicine.

Assessment in 2022 and 2023

The nominated historic site connected to changes in Health and Medicine in Britain, c.500 to the present day is **Scutari Hospital and the treatment and care of the wounded during the Crimean War, 1853-1856.**

Required Content

- the historical context: the nature of war in the Crimea; difficulties in transporting wounded soldiers to Balaclava and then to the hospital at Scutari; conditions in the hospital; poor care and lack of medical supplies; high mortality rates and the main causes of death; coverage of the war in British newspapers prompting the government to propose changes;
- main features of the historic environment of Scutari Hospital: the work of the Royal Commission in improving conditions; Florence Nightingale and the role of the individual in bringing about change; measures introduced leading to improved standards of patient care;
- the significance of the Crimean War: the war as a catalyst for change in improving conditions in hospitals; the work of Nightingale in campaigning for the reform of nursing; the push for cleaner hospitals; changes in the design and running of hospitals in Britain.

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2G. THE DEVELOPMENT OF WARFARE IN BRITAIN, c.500 to the present day — COMPONENT 2: THEMATIC STUDY

This option focuses thematically on the main trends in the development of warfare in Britain from c.500 to the present day. Candidates will be required to consider the causes of war, developments in tactics and strategy, training and recruitment, warfare and technology, naval warfare and to the role of women in warfare over time. Candidates will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of warfare from c.500 to the present day. In this option, centres should ensure that they focus, where appropriate, on the issues of change, continuity, significance and turning points. As part of this option candidates will investigate an historic site connected with this theme. *The required content in italics shows which key features and characteristics of the period must be studied.*

Key questions	***Required Content***
Causes of war **Have wars always had the same causes over time?**	*Causes of war in general with reference to specific wars as exemplification; religion: its role in causing the Crusades of the medieval period; politics: its role in causing the English Civil War; nationalism and expansionism: their role in causing the Second World War; ideology: its role in causing the Cold War*
Changes in tactics and strategy **How have tactics and strategy changed over time?**	*Saxon and Viking battle methods; medieval battle tactics and strategy; the use of linear tactics up to the mid nineteenth century; the development of entrenched warfare in the First World War; the development of guerilla methods and their impact on British soldiers fighting in wars in the nineteenth and twentieth centuries*
Training and recruitment **How far did methods of training and recruiting troops change over time?**	*Feudal duties and chivalrous codes; the creation of Tudor armies; the New Model Army of the 1640s and the beginning of professionalism; press gangs and recruiting parties in the eighteenth and nineteenth centuries; the use of propaganda for recruitment in the First World War; conscription, National Service and career soldiers in the twentieth century*
Changes in technology **How important was technology in changing the nature of warfare over time?**	*Medieval siege warfare; the development of bows and firearms as British weapons up to the seventeenth century; the impact of industrialisation on British weaponry in the nineteenth century; developments in machinery during First and Second World Wars: tanks and aircraft; the British development of nuclear warfare in the 1950s; computerisation and hi-tech weaponry in the modern British armed forces*
Development of naval warfare **What have been the main developments in naval warfare over time?**	*The use of Viking and Norman longboats; the development of the Tudor navy and the defeat of the Armada; the growth of the British navy from the mid seventeenth century; the role of the of the Royal Navy in the defeat of Napoleon by 1815; the role of the Royal Navy during the First and Second World Wars; the function of the Royal Navy in the twenty-first century*
The role of women in war **How has the role of women in warfare changed over time?**	*The role of women in medieval battles; women and their role in British armies 1500-1815: nursing, support, prostitution; the role of women as nurses and auxiliaries in the nineteenth century; women and their role on the Home Fronts in the First and Second World Wars; women on the front line in the twentieth century as soldiers and medics: Flora Sandes, Dorothy Lawrence, Sarah Bushbye*

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A study of the historic environment connected with the Development of Warfare in Britain, c.500 to the present day

In studying the named historic site, learners should consider the key historic features of the historic site, the significance of the historic site on a local, regional and national level, and how the historic site contributes to a wider understanding of changes in the development of warfare in Britain, c.500 to the present day.

Assessment in 2020 and 2021

The nominated historic site connected to the Development of Warfare in Britain, c.500 to the present day is **the development of Kenilworth Castle, 1125-1660.**

Required Content

- the historical context: choice of location; early development of Kenilworth as a motte and bailey castle; reasons for the major building begun in 1125 by Geoffrey de Clinton; acquisition of the castle by Henry II and the creation of a royal garrison; improvements made by King John between 1210 and 1215;
- the main defensive features of the castle; lakes; dams; pools; ditches; the building of the Norman Great Tower, the Keep, Mortimer`s Tower, Lunn`s and the Water Tower with outer curtain walls; the Great Mere, Lower Pool and causeway; the significance of these features in the castle;
- significant events related to the castle in war; the siege of Kenilworth Castle, June-December 1266 during the Barons' War; the use of siege machinery and the failed attempt to use barges; the use of the castle as a base for Lancastrian operations during the Wars of the Roses; use as a garrison by both Royalists and Parliamentarians during the Civil War; Cromwell`s slighting of the castle in 1649; the significance of the castle in showing changes in warfare during this period.

Assessment in 2022 and 2023

The nominated historic site connected to the Development of Warfare in Britain, c.500 to the present day is **the development of Dover Castle, 1066-1945.**

Required Content

- the historical context: early development of Dover Castle; location and strategic importance; early siting of an Iron Age hillfort and a Saxon fortified settlement; the strengthening of the castle`s defences after 1066; the creation of a royal garrison by Henry II; improvements by King John and Henry III; decline in importance in the 16th century; the strengthening of the castle in the 18th century; the castle during the First and Second World Wars;
- the main defensive features of the castle: the building of a wall enclosed wooden tower with earthworks by William the Conqueror; extensive work under Henry II with the addition of the inner ward, stone keep and curtain wall; the addition of D-shaped towers to the outer wall by King John; Henry II`s building of concentric towered walls; the building of tunnels to improve the castle`s defensive capabilities; how the castle was adapted for artillery warfare from the 1740s and further strengthening during the Napoleonic Wars; use by the military during the First and Second World Wars;
- significant events related to the castle in war: the sieges of 1216-17 and 1265; the importance of Dover harbour during the First World War and as a command centre during the Second World War; how the castle`s buildings and defences have been adapted to meet the changing demands of warfare over time.

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2H. CHANGES IN ENTERTAINMENT AND LEISURE IN BRITAIN, c.500 to the present day — COMPONENT 2: THEMATIC STUDY

This option focuses thematically on the main trends in the history of entertainment and leisure in Britain from c.500 to the present day. Candidates will be required to consider developments in sport, holidays and travel, theatre, stage and screen, music and dance, childrens` entertainment and cruelty in sport and entertainment over time. Candidates will be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of entertainment from c.500 to the present day. In this option, centres should ensure that they focus, where appropriate on the issues of change, continuity, significance and turning points. As part of this option candidates will investigate an historic site connected with this theme. *The required content in italics shows which key features and characteristics of the period must be studied.*

Key questions	***Required Content***
Development of sport **What have been the main developments in sport over time?**	*Sports for ordinary people in the medieval and early modern eras: tests of strength, agility and endurance; sports for upper classes: medieval jousts and tournaments, hunting in the sixteenth and seventeenth centuries; reasons for the growth of spectator sport from the late nineteenth century; the growth of professionalism in sport in the twentieth century; the influence of sponsorship and the media on sport since the 1950s; opportunities for participation and recreation in the later twentieth century*
Holidays and travel **How have holiday patterns and travel changed over time?**	*Feast days and holy days in the medieval and early modern eras; the development of the Grand Tour in the eighteenth century; the growth of the railways after the 1840s and and their impact on seaside towns; greater holiday time: Bank Holiday Act of 1871, holiday pay; new holiday opportunities in the mid twentieth century: holiday camps, national parks and day trips; holiday patterns after 1970: package holidays, air travel, impact on British holiday resorts by the end of the twentieth century*
Popular entertainment (theatre, stage and screen) **How was society affected by developments in theatre, stage and screen over time?**	*Viking and Saxon sagas; medieval mystery plays and mummers; the popularity of the Elizabethan theatre; the music halls and glee clubs of the Victorian age; the impact of cinema in the 1920s and 1930s; the development of television as entertainment from the 1950s; developments in entertainment technology in the later twentieth century*
Popular entertainment (sound and music) **How have musical tastes and dance patterns changed over time?**	*Traditional and religious music of the medieval era; courtly entertainment in the medieval and Tudor periods; the development of orchestral and classical music in the eighteenth century; the growth of choirs and brass bands in the nineteenth century; the impact of the radio as entertainment after the 1920s; trends in popular music in the twentieth century: jazz, rock and roll, pop music in the 1960s; changes in listening to music in the twentieth century: live performance, record players, transistor radios, digital music players*
Childrens` entertainment **How have changing patterns in entertainment affected the lives of children over time?**	*The nature of children's games and toys in the medieval era; the nature of children's games and toys in the sixteenth and seventeenth centuries; the development of games and toys in Victorian times; the popularity of girls and boys comics in the early twentieth century; the growth of radio and television programmes aimed at children; the popularity of computer generated games in the late twentieth century; the decline of playing outdoors by the start of the twenty-first century*
Cruelty in sport and entertainment **Why have blood sports and other forms of cruelty been seen as entertainment over time?**	*Medieval hunting as sport; punishments and public executions as forms of entertainment; bull-baiting and cockfighting as popular entertainment in the sixteenth and seventeenth centuries; unregulated bare-knuckle fighting in the eighteenth and nineteenth centuries; the introduction of rules and regulations into sport from the late nineteenth century; the development of the debate over the legality of fox hunting from the 1960s; the role of animal rights and welfare groups in the twenty-first century*

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A study of the historic environment connected with Changes in Entertainment and Leisure in Britain, c.500 to the present day

In studying the named historic site, learners should consider the key historic features of the historic site, the significance of the historic site on a local, regional and national level, and how the historic site contributes to a wider understanding of changes in entertainment and leisure in Britain, c.500 to the present day.

Assessment in 2020 and 2021

The nominated historic site connected to changes in Entertainment and Leisure in Britain, c.500 to the present day is **the development of Wembley Stadium in the twentieth century.**

Required Content

- the historical context: the evolution of Wembley stadium in the early twentieth century; the building of the Empire Stadium for the British Empire Exhibition of 1924; access and transport links to Wembley Park; design and construction; the iconic Twin Towers; the development of the stadium in the 1950s and 1960s; changes following the Taylor Act and Football Spectator`s Act of 1989; demolition and the design and construction of the new stadium in 2007;
- key events associated with Wembley in the twentieth century; the `White Horse` cup final of 1923; the `Matthews` final of 1953; the World Cup final of 1966; the impact of Wembley stadium on national consciousness;
- the significance of Wembley stadium as a venue for other sports and forms of entertainment in the twentieth century; summer 1948 Olympic Games; Rugby League Cup Finals; Greyhound Racing; boxing; American Football; musical concerts; how the development of Wembley stadium in the later twentieth century shows changes in the leisure industry.

Assessment in 2022 and 2023

The nominated historic site connected to changes in Entertainment and Leisure in Britain, c.500 to the present day is **the development of Butlins holiday camp, Skegness, 1936 to the present day.**

Required Content

- the historical context: holiday trends in Britain in the early 20th century; Billy Butlin`s experiences in holiday venues in Canada and Britain in shaping his vision for a new holiday experience; his creation of an amusement park on the future site of the Skegness camp;
- the development of Butlin`s Skegness: the construction and opening of the camp in 1936 with living accommodation, dining and recreational facilities such as dance halls and sports fields; the advertising push with a focus on the appeal of an “all-inclusive” family holiday package; military occupation during the Second World War; post-war development with the addition of swimming pools, events and competitions; improvements in the 1980s and rebranding in the 1990s;
- the significance of Butlin`s Skegness: how Butlin`s pioneered the British family holiday in terms of enjoyment and service; the key role of the Redcoats; how Butlin`s adapted to changes in holiday patterns in the late 20th and early 21st centuries with changing accommodation, catering and dining facilities together with the introduction of outdoor pursuits.

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3 ASSESSMENT

3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must demonstrate their ability to:

AO1
Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2
Explain and analyse historical events and periods studied using second-order historical concepts.

AO3
Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4
Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

The table below shows the weighting of each assessment objective for each component and for the qualification as a whole.

	AO1	AO2	AO3	AO4	Total
Component 1	15%	8%	12%	15%	50%
Component 2	20%	27%	3%	-	50%
Overall weighting	35%	35%	15%	15%	100%

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4 TECHNICAL INFORMATION

4.1 Making entries

This is a linear qualification in which all assessments must be taken at the end of the course. All assessments will be by examination. Assessment opportunities will be available in May/June each year, until the end of the life of this specification. Summer 2018 will be the first assessment opportunity.

A qualification may be taken more than once. Candidates must resit all examination components in the same series.

All learners taking this GCSE History qualification must be entered for four options in total: 2 options for Component 1 (from British Studies in Depth and Non-British Studies in Depth) and 2 options for Component 2 (from Period Studies and Thematic Studies). In addition, all learners must be entered for the qualification cash-in.

The entry code for each option appears below.

COMPONENT 1: STUDIES IN DEPTH

Entry code	British Studies in Depth
C100UA	1A. Conflict and Upheaval: England, 1337-1381
C100UB	1B. The Elizabethan Age, 1558-1603
C100UC	1C. Empire, Reform and War: Britain, 1890-1918
C100UD	1D. Austerity, Affluence and Discontent: Britain, 1951-1979

Entry code	Non-British Studies in Depth
C100UE	1E. The Crusades, c.1095-1149
C100UF	1F. The Voyages of Discovery and Conquest of the Americas, 1492-1522
C100UG	1G. Germany in Transition, 1919-1939
C100UH	1H. The USA: A Nation of Contrasts, 1910-1929

COMPONENT 2: STUDIES IN BREADTH

Entry code	Period Studies
C100U1	2A. The Development of the USA, 1929-2000
C100U2	2B. The Development of Germany, 1919-1991
C100U3	2C. The Development of the USSR, 1924-1991
C100U4	2D. The Development of the UK, 1919-1990

Entry code	Thematic Studies
C100U5	2E. Changes in Crime and Punishment in Britain, c.500 to the present day
C100U6	2F. Changes in Health and Medicine in Britain, c.500 to the present day
C100U7	2G. The Development of Warfare in Britain, c.500 to the present day
C100U8	2H. Changes in Entertainment and Leisure in Britain, c.500 to the present day

QUALIFICATION CASH-IN

C100QS	WJEC Eduqas GCSE History Qualification cash-in

A list of all permitted combinations of options appears in Appendix A.

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

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4.2 Grading, awarding and reporting

GCSE qualifications are reported on a nine point scale from 1 to 9, where 9 is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).

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APPENDIX

WJEC Eduqas GCSE History: list of permitted combinations of options

Component 1		Component 2	
British Study in Depth	**Non-British Study in Depth**	**Period Study**	**Thematic Study**
Conflict and Upheaval: England, 1337-1381	The Voyages of Discovery and the Conquest of the Americas, 1492-1522	The Development of the USA, 1929-2000	Changes in Crime and Punishment in Britain, c.500 to the present day
			Changes in Health and Medicine in Britain, c.500 to the present day
			The development of Warfare in Britain c.500 to the present day
			Changes in Entertainment and Leisure in Britain, c.500 to the present day
		The Development of Germany, 1919-1991	Changes in Crime and Punishment in Britain, c.500 to the present day
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			Changes in Entertainment and Leisure in Britain, c.500 to the present day

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Component 1		Component 2	
British Study in Depth	**Non-British Study in Depth**	**Period Study**	**Thematic Study**
Conflict and Upheaval: England, 1337-1381	Germany in Transition, 1919-1939	The Development of the USA, 1929-2000	Changes in Crime and Punishment in Britain, c.500 to the present day
			Changes in Health and Medicine in Britain, c.500 to the present day
			The development of Warfare in Britain c.500 to the present day
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Component 1		Component 2	
British Study in Depth	**Non-British Study in Depth**	**Period Study**	**Thematic Study**
Conflict and Upheaval: England, 1337-1381	The USA: a nation of contrasts 1910-1929	The Development of Germany, 1919-1991	Changes in Crime and Punishment in Britain, c.500 to the present day
			Changes in Health and Medicine in Britain, c.500 to the present day
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Component 1		**Component 2**	
British Study in Depth	**Non-British Study in Depth**	**Period Study**	**Thematic Study**
The Elizabethan Age, 1558-1603	The Crusades, c.1095-1149	The Development of the USA, 1929-2000	Changes in Crime and Punishment in Britain, c.500 to the present day
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