



GCSE TEACHERS' GUIDE

History:

Teachers' Guide to the
Strengthened Examined Units 1, 2 and 3

Amended October 2013

Strengthened Course for first award in 2015



Contents

**GCSE in History
Teachers' Guide to the Strengthened Examined Units 1, 2
and 3.
Amended October 2013.**

Strengthened Course for first award in 2015

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INTRODUCTION

The strengthened WJEC GCSE History specification is available for teaching from September 2013. The first full GCSE awards for this specification will be made in summer 2015. The specification can be delivered and assessed in centres in Wales, England and Northern Ireland.

The WJEC GCSE History specification fully meets the demands of the subject criteria for History.

This Teacher's Guide is one of a number of ways in which WJEC provides assistance to teachers delivering this specification. Also essential are the Specimen Assessment Materials (question papers and marking schemes).

Other provision which you will find useful are:

- Easy access to specification and other key documents on the main website
- CPD advice available via the website.
- Additional resources on specific units available in Spring 2014 on the website.
- Easy access to both the Subject Officer and to administrative sections.

Contact points for GCSE History are as follows:

Phil Star (Subject Officer)	phil.star@wjec.co.uk	029 2026 5125
Greg Lewis (Subject Support Officer)	greg.lewis@wjec.co.uk	029 2026 5035
Subject page	www.wjec.co.uk/history	

WJEC GCSE HISTORY (strengthened)

TEACHERS' GUIDE TO THE EXAMINED UNITS 1, 2 and 3

Amended October 2013

This guide has been amended to give guidance and advice about the strengthened WJEC GCSE specification in History. **Major amendments to the specification and its assessment materials have been made following instructions and discussions with examinations regulators.**

There is an accompanying booklet which gives further advice on controlled assessment.

Strengthened WJEC GCSE History - the background:

In Spring 2012 the examination regulators decided to review a number of leading GCSE subjects to ensure that they were rigorous and fit for purpose. This included History. Consequently, all awarding organisations in England, Wales and Northern Ireland were required to revise their specifications to meet the new criteria.

WJEC's strengthened specification was the first to be accredited and the specification and sample assessment materials may be found on the GCSE History page of our website: www.wjec.co.uk/historygcse.

Continuing Professional Development

Plans to offer CPD training to explain the changes with regard to the strengthened GCSE specification had to be altered. Changes to the regulations for face to face CPD run by awarding organisations now mean that **nobody who has had access to confidential assessment materials can be present at live face to face CPD events**. This stipulation means that WJEC can not use subject officers and principal examiners to deliver any live training to teachers if they have access to confidential information. These planned events have been replaced by on-line tutorials explaining the changes. This move to pre-recorded tutorials means that these training materials will now be available to all teachers and can be accessible and utilised in different ways and at different times.

These tutorials have also been enhanced by this amended teacher guide which will hopefully help you understand the changes and to help you plan how best to deliver these changes.

FREQUENTLY ASKED QUESTIONS**Q. When should we start teaching the strengthened GCSE History specification?**

- A. The new specification is for first teaching in September 2013 (two-year courses) and September 2014 (one-year courses). The first award is summer 2015.

Q. When will the current specification be assessed for the last time?

- A. The last assessment opportunity for the current specification will be in summer 2014.

Q. We want to teach the history course in one year starting in 2013. Which specification should we use?

- A. The current specification should be followed for pupils certificating in summer 2014. Pupils certificating in 2015 must follow the revised strengthened specification.

Q. How long will the strengthened specification be available?

- A. For three years only for centres in England. Ofqual have recently published draft criteria for GCSE History courses for first teaching in September 2016 with first award in 2018. These will affect centres in England only. The position in Wales is less clear. Welsh government are also consulting on provision in regard to GCSE History but the timetable for change has not yet been announced. One area which has been proposed by the Cwricwlwm Cymreig task group is compulsory integration of Welsh history into GCSE courses for school in Wales.

Q. Is the strengthened course unitised?

- A. It depends on whether you teach in a school in Wales and England. If in England, the course is fully linear and all units must be taken at the end of the course. If in Wales, there will be an opportunity to enter candidates for units at the end of the first year of a two year course. This opportunity is limited to Unit 3 only in 2014, but will be available for all other units from 2015.

Q. Has the weighting of controlled assessment changed?

- A. No. The weighting of controlled assessment is still 25%. The remaining 75% is covered by the externally assessed units 1, 2 and 3.

Q. When can we complete the controlled assessment task?

- A. As now, this can be completed at any point during the course. Please ensure that tasks are valid for the year of submission. Exemplar tasks for 2015-2016 certification are on the History pages of the WJEC website

What remains the same in the strengthened course?

The following aspects of the current specification are largely unchanged:

- The specification still has two routes - A and B. Route A enables centres to focus mostly on modern history topics; Route B enables centres to focus mostly on social developments in Wales and England.
- Candidates must still study four units; three leading to external assessment and one assessed by internal assessment;
- The content of most options is unchanged.
- Weightings of controlled assessment (25%) and examination units (75%) remain the same.
- The format of the Unit 3 examination papers is only slightly changed.
- The controlled assessment tasks are only slightly changed.
- Assessment of spelling, punctuation and grammar remains in the examined units.
- 1 hour 15 minutes is allowed for each examination paper.
- Schools in England have to follow the linear course, with all examinations sat at the end of the course.
- Schools in Wales can choose to follow a unitised course where units can be sat at the end of the first year of the course.

What are the main changes in the strengthened course?

There are three main structural changes to the strengthened GCSE course:

- The style of the examination papers for Unit 1 and Unit 2 is now different. This affects both Route A and Route B and is further explained in this guide.
- The change in style of the examination papers for Units 1 and 2 has meant that the studies in depth for Route A have had to be split into two columns, each examined in different way which will in some cases, require centres to reconsider their choice of options in these units.
- It is no longer possible in Route A to teach the study in depth on the USA 1910-1929 with the outline study on the USA 1930-2000. This ensures comparability of demand across all combinations of options on the specification. (See page 14 in the strengthened specification for other prohibited combinations.)

THE STRENGTHENED COURSE AT A GLANCE

UNIT	Route A (Strengthened GCSE)
1	A Study in-depth Choice of 5 options 25% of marks 1 hour 15 minutes exam Answer all 3 questions
2	A Study in-depth Choice of 5 options 25% of marks 1 hour 15 minutes exam Answer all 3 questions
3	An Outline Study Choice of 4 options 25% of marks 1 hour 15 minutes examination Answer 2 out of 3 questions + one essay
4	Controlled assessment 2 tasks Exercises have to be set or approved by WJEC Titles / questions have to change every year Marked internally / externally moderated
UNIT	Route B (Strengthened GCSE)
1	A Study in-depth Choice of 3 options 25% of marks 1 hour 15 minutes exam Answer all 3 questions
2	A thematic study Choice of 2 options 25% of marks 1 hour 15 minutes exam Answer all 3 questions
3	A Development Study Choice of 2 options 25% of marks 1 hour 15 minutes examination Answer 2 out of 3 questions + one essay Controlled assessment 2 tasks Exercises have to be set or approved by WJEC Titles / questions have to change every year Marked internally / externally moderated
4	

ROUTE A - HOW HAS THE CONTENT CHANGED?

UNIT 1 (Route A)	
Option	Changes to content
Popular movements in Wales and England, 1815-1848	None
Wales and England in the early twentieth century, 1890-1919	The start date has been moved to allow consideration of the impact of the Boer War on the need for social reform
The USA: a nation of contrasts, 1910-1929	None
Germany in transition, 1919-1947	The start date has been moved to allow consideration of the effects of the economic problems of the 1920s
China under Mao Zedong, 1949-1976	None

UNIT 2 (Route A)	
Option	Changes to content
The Elizabethan Age, 1558-1603	None
Depression, war and recovery in Wales and England, 1930-1951	None
Russia in transition, 1905-1924	The start date has been moved to allow consideration of the longer term causes of the 1917 revolution namely the impact of the 1905 revolution and the growth of opposition groups
Changes in South Africa, 1948-1994	None
Austerity, Affluence and Discontent in the United Kingdom, 1951-1979	This is a new study in depth with completely new content

UNIT 3 (Route A)	
The development of Germany, 1919-1991	None
Developing relations in Palestine, Israel and the Middle East, 1919-2000	None
The development of the USA, 1930 – 2000	The start date was moved to avoid overlap with study in depth at the accreditation stage.
The development of Wales, 1900-2000	None

ROUTE B - HOW HAS THE CONTENT CHANGED?

UNIT 1 (Route B)	
Option	Changes to content
Popular movements in Wales and England, 1815-1848	None
Westward migration: the American west, 1840-1895	None
Germany in transition, 1919-1947	The start date has been moved to allow consideration of the effects of the economic problems of the 1920s
Depression War and Recovery, 1930-1951	This option has been removed from Route B. It is now only available in Route A.

UNIT 2 (Route B)	
Option	Changes to content
The changing role and status of women in Wales and England 1900 to the present day	None
Developments in sport, leisure and tourism in Wales and England 1900 to the present day.	None

UNIT 3 (Route B)	
Option	Changes to content
Changes in crime and punishment in Wales and England 1530, to the present day	None
Changes in health and medicine, 1345 to the present day	None

UNIT 4 CONTROLLED ASSESSMENT (Route A and B)

- Question (a) has not changed. Question (b) has been altered to focus more on the issue of explaining how and why historical interpretations differ. Here is an example:
Some historians argue that the British generals in World War I were completely incompetent. How valid is this interpretation of the British generals during World War I?
- The mark schemes for both parts have been amended slightly although the weighting of assessment objectives remains the same.
- Examples of tasks may be found in the specification. The complete controlled assessment tasks for 2015 and 2016 are on the History pages of the WJEC website. Centres may amend tasks using the WJEC examples as a guide but please remember that the questions set must follow the same style and have the same level of challenge.
- As at present, teachers must make it clear how much support - if any - has been given to pupils for the Unit 4 controlled assessment. There is now a specific instruction to this effect on the cover sheet, and such support must clearly be taken into account in the assessment.

RESOURCES

WJEC appreciates that the changes that some centres will have to make to teaching from September will have resource implications. Preparatory work has begun to produce electronic resources on the following options:

- Depression, war and recovery in Wales and England, 1930-1951
- Changes in South Africa, 1948-1994
- Austerity, Affluence and Discontent in the United Kingdom, 1951-1979
- The development of Germany, 1919-1991

It is anticipated that these resources will be available in the spring of 2014. They will be available bilingually.

Publishers, Hodder Education, are revising the popular series of textbooks on the USA, Germany and Russia options. Hodder also produces two very useful revision guides which are highly relevant and will also be revised each year.

Text books are now available for most of the options in Route B. These have been produced by CAA in Aberystwyth. Their contact is caa-archeb@aber.ac.uk

There is also excellent material on the resources section of the WJEC website to support the role and status of women and sport, leisure and tourism options.

PLANNING YOUR COURSE

Do I have to study any Welsh / English / British history?

Yes. The GCSE History subject criteria insist that all courses must ensure coverage of a minimum of 25% British history. This coverage must be '**substantial and coherent.**' There are several studies in depth and thematic studies which ensure this coverage, plus an outline unit on the history of Wales from 1900-2000. This regulation has most impact on those centres that choose all non-British history for their examined options. This has a major effect on their controlled assessment choices which must focus on Welsh/English topic areas.

In what order should I do units?

It is your decision. There is no 'official' line on this. It is whatever suits your school best.

Will there be resits?

1. For schools in England, all assessments for the strengthened specification will be sat for the first time **at the end of the course** in summer 2015. This will remain the situation in 2016 and 2017.
2. For schools in Wales, an element of staged assessment is available in 2014. Unit 3 is the only assessment that will be available in the summer of 2014. Candidates will **sit the strengthened Unit 3 examination papers**, examples of which are outlined in the specimen assessment materials. The examination codes for these strengthened optional papers are different and will be as follows:

4373/01	The development of Germany, 1919-1991
4373/02	Developing relations in Palestine, Israel and the Middle East, 1919-2000
4373/03	The development of the USA, 1930-2000
4373/04	The development of Wales, 1900-2000
4383/01	Crime and punishment in Wales and England, 1530-present
4383/02	Changes in Health and medicine in Wales, 1345-present

3. Examination papers for the strengthened Units 1 and 2 will not be offered until the summer of 2015 to schools in Wales.

Should I enter candidates at the end of Year 10 for a unit/units? [Welsh centres only]

Again it is your choice. You can enter all your candidates at the end of the course for all the examinations if you wish. But remember that the only strengthened examination available for 2014 is **UNIT 3**. All units will be available for assessment in 2015.

Do I need to give all the units the same amount of time?

In theory, each unit is worth 25% of the marks and should therefore be worth 25% of the teaching time. Also for many WJEC centres, the controlled assessment is their only study of British history and, according to the new regulations, this has to be 'substantial' and 'coherent' and worth at least 25% of teaching time. In practice, the controlled assessment unit will probably take less time as centres won't have to build in revision, exam practice or much homework time.

Examples of how centres may wish to organise the course [based on c.60 weeks teaching over 2 years]

First Example (Route B)

This centre wants to continue with examinations at the end of the course
(In 2015, this will apply to all centres in England, with the same opportunity available to centres in Wales and Northern Ireland.)

Term 1	Crime and punishment outline	16 weeks
Term 2	Germany in transition (in-depth)	16 weeks
Term 3		
Term 4	Controlled assessment	10 weeks
Term 5	Sport, leisure and tourism (theme)	16 weeks
Term 6	Revision	3 x exams

Second Example (Route A)

This centre wants to sit one examination at the end of Year 10
(From 2014, this will only apply to all centres in Wales and Northern Ireland.)

Term 1	USA Outline study	15 weeks
Term 2	Controlled Assessment	10 weeks
Term 3	Revision	1x exams
Term 4	The Elizabethan Age	15 weeks
Term 5	Germany in transition (in-depth)	15 weeks
Term 6	Revision	2 x exams

TEACHING UNIT 1

What is the purpose of Unit 1?

Unit 1 involves completing a study in depth in both Route A and Route B. This will focus on selected themes and issues from the chosen area. This fulfils the GCSE subject criteria which insist that students must demonstrate knowledge and understanding of the past depth and also look at key features and characteristics. Unit 1 will focus mainly on the evaluation of historical sources and interpretations of the past.

Why are there three topic areas in Unit 1?

All content has been arranged in three large topic areas. The number of topic areas is consistent for each of the studies in depth offered in Unit 1. This makes the content of the course more manageable and attempts to achieve some element of equivalence with other GCSE and Level 2 qualifications.

What does the layout of each topic area mean?

The content to be studied is laid out in three topic areas, each with a title. Here is an example of a section from *Russia in transition, 1905-1924*.

Topic area 3:	The development of the Communist state, 1921-1924
Key question	Content exemplification
Why did Lenin introduce the New Economic Policy and how successful was it? Did Lenin succeed in establishing a Communist state in Russia? What was Lenin's legacy to Russia?	• The reasons for the introduction of the New Economic Policy (the condition of Russia in 1921; the effects of War Communism; the Kronstadt mutiny) • The New Economic Policy (the main features of the NEP; its impact on Russia) • Creation of the organs of the Communist state (the organisation of the CPSU; the Comintern; the Cheka and Red Terror) • The growth of centralisation (extension of government control of key aspects of the economy: industry, banking, transport, foreign trade) • Life under Communist rule (changes for women; control over education, culture and religion; propaganda and censorship) • The power struggle to succeed Lenin (Lenin's declining health and influence; possible successors: Trotsky and Stalin; Stalin's scheming to assume the leadership) • Lenin's contribution (as party leader; as political theorist; his prestige and determination)

The left hand column identifies key questions that should form the basis of the teaching of the section. The content exemplification has reference to content that should help explain the key question. The references in italics give further advice and guidance over what to teach. *[Please note that this is only meant as a guide to teachers and that centres will wish to include other material in their lessons.]*

How long should Unit 1 take to teach?

Each topic area should take around 5-6 weeks to teach. Each key question is designed to be covered in approximately two weeks of lessons. In theory, with source practice and revision, the whole study in-depth should take around 35-40 hours of teaching *[around 15-18 weeks]*

Will all the sections be examined?

Yes. The structure of each question paper with three compulsory questions ensures that every topic area will be examined on every paper every year. **It is essential that you teach all three sections.**

GENERAL ASSESSMENT OF UNIT 1

There is considerable change to the structure of the assessment of Unit 1. This change affects BOTH Routes A and B. In particular, the examination papers for Unit 1 are now written in a style which enables WJEC to assess discrete aspects of candidate performance, in this case, evaluation of historical sources and interpretations of the past. This is detailed below.

Papers for Unit 1 will focus mainly on the evaluation of historical sources and interpretations of the past. All questions must be answered.

UNIT 1		
Question	New style of question	Mark
1(a)	Selection of information from two sources	4
1(b)	Use of source material and own knowledge to explain a development	6
1(c)	Utility of two sources	8
2(a)	Deployment of knowledge of an historical event	4
2(b)	Purpose of creation of a primary source	6
2(c)	Discussion of different historical interpretations	10
3	Evaluative essay with additional marks for spelling, punctuation and grammar	12 +3
Total		53

How do I use sources in teaching Unit 1?

Unit 1 will focus mainly on the evaluation of historical sources and interpretations of the past. History teachers always use source material in their lessons. In particular, sources used should be looked at in a variety of ways:

- for comprehension
[what does this source show / tell you/suggest about]
- for utility
[how useful is this source]
- for support
[does this source support]
- to discuss the forming of opinions / interpretations
[why do these sources say different things about]
- to give candidates the opportunity to learn how the historian works.
- to put source material in its historical context, seeing its contribution to the bigger picture

TEACHING UNIT 2

What is the purpose of Unit 2?

Unit 2 involves completing a further study in depth in Route A or a thematic study in Route B. This will focus on selected themes and issues from the chosen area. This fulfils the GCSE subject criteria which insist that students must demonstrate knowledge and understanding of the past in depth and also look at key features and characteristics. Unit 2 in Route A will focus mainly on key features and key concepts of history. Unit 2 in Route B will also focus on key features and key concepts of history but also will focus on change and continuity over the twentieth century.

Why are there three topic areas in each in Unit 2?

All content has been arranged in three large topic areas. The number of topic areas is consistent for each of the options offered in Unit 2 in both routes. This makes the content of the course more manageable and attempts to achieve some element of equivalence with other GCSE and Level 2 qualifications.

What does the layout of each topic area mean?

The content to be studied is laid out in three topic areas, each with a title. Here is an example of a section from *The Changing Role and Status of Women, 1900-present day*.

Topic area 3:	The changing role of women in political life in Wales and England
Key question	Content exemplification
How much success did women achieve in the fight for political rights in Wales and England in the early twentieth century?	• Suffragists and Suffragettes (<i>Millicent Fawcett and the NUWSS; peaceful protest; the Pankhursts, Emily Davison and the WSPU' violent protest</i>) • Votes for women (<i>the 1918 and 1928 Acts and their consequences; women MPs</i>)
Have women benefitted from UK government legislation since the 1960s?	• The growth of feminism (<i>the feminist movement; Women's Liberation</i>) • Moves towards equality (<i>legislation: the Equal Pay Act 1970; the Sex Discrimination Act, 1975; the work of the Equal Opportunities Commission from the 1970s; the impact of this legislation</i>)
How successful have women been in achieving important political roles in Wales and England?	• The UK Parliament (<i>the achievement of women at Westminster; MPs and ministers</i>) • The Welsh Assembly Government (<i>women in the WAG; attempts to ensure equality of representation</i>) • The achievements of a woman in modern life (<i>the achievements of an individual such as Margaret Thatcher, Harriet Harman or a local AM, MP or councillor</i>)

The left hand column identifies key questions that should form the basis of the teaching of the section. The content exemplification has reference to content that should help explain the key question. The references in italics give further advice and guidance over what to teach. *[Please note that this is only meant as a guide to teachers and that centres will wish to include other material in their lessons.]*

How long should Unit 2 take to teach?

Each topic area should take around 5-6 weeks to teach. Each key question is designed to be covered in approximately two weeks of lessons. In theory, with source practice and revision, the whole study in-depth should take around 35-40 hours of teaching [around 15-18 weeks]

Will all the sections be examined?

Yes. The structure of each question paper with three compulsory questions ensures that every topic area will be examined on every paper every year. **It is essential that you teach all three sections.**

GENERAL ASSESSMENT OF UNIT 2

There is considerable change to the structure of the assessment of Unit 2. This change affects BOTH Routes A and B. In particular, the examination papers for Unit 2 are now written in a style which enables WJEC to assess discrete aspects of candidate performance, in this case, **key features and key concepts of history**. This is detailed below.

Papers for Unit 2 will focus mainly on key features and key concepts of history
All questions must be answered.

UNIT 2		
Question	New style of question	Mark
1(a)	Use of source material and own knowledge to describe an aspect of history	3
1(b)	Explanation of an historical development	6
1(c)	Discussion of different viewpoints of an historical development	8
2(a)	Deployment of knowledge of an historical event	4
2(b)	Explanation of an historical development	6
2(c)	Evaluation of an historical concept including cause / consequence / change / importance / significance	8
3(a)	Outline of main features of an historical development	4
3(b)	Evaluative essay with additional marks for spelling, punctuation and grammar	12 +3
Total		54

How do I use sources in teaching Unit 2?

- To enhance knowledge about the past
[Use this source to describe the main features of...]
- to discuss the forming of opinions / interpretations
[Why do these sources have different views about...]

These suggestions will be utilised on examination papers and regular practice of these kind of questions in class will hopefully provide familiarity and confidence. WJEC past papers will give plenty of suitable source material which can be adapted to fit these types of questions.

TEACHING UNIT 3

What is the purpose of this unit?

The outline / development studies focus on issues such as change and continuity; significance and importance; turning points and pace of change. They look at the events and personalities that have shaped the history of the period / countries. They look at major PESC perspectives. This fulfils the GCSE subject criteria that students must study change and development over time in the long term and the short term; make connections and comparisons across the period; describe, analyse and evaluate change, development and turning points.

What does the layout of each topic area mean?

TITLE: Changing methods of punishment in Wales and England	
Content focus	Content exemplification
How were criminals punished in Wales and England in the sixteenth and seventeenth centuries?	• The use of corporal punishment (purpose of this punishment; whipping/flogging; stocks and pillory) • The use of public executions (the need for punishment in public; the Marian persecution; treatment of individuals such as Mary, Queen of Scots and John Penry) • The use of imprisonment (use of houses of correction; Bridewells; debtors' prisons)
What were the main turning points in methods of punishment in Wales and England in the eighteenth and nineteenth centuries?	• The development of transportation (reasons for transportation; the hulks; destinations; the voyage to Australia and the punishment there) • Changes in public execution (the reform of the Criminal Code, 1823; problems with public execution; the end of public execution) • The need for prison reform (the work of John Howard, G O Paul and Elizabeth Fry; the separate and silent systems)
How successful have methods of punishment in Wales and England been in the twentieth and twenty first centuries?	• Changing attitudes to punishment (abolition of corporal and capital punishment; punishment as retribution or rehabilitation) • Changes to imprisonment (the use of borstals; young offenders institutes; open prisons; prisons today) • Alternative methods to imprisonment (suspended sentences; probation and parole; community service; tagging; current initiatives)

Each outline/development study has three topic areas, on separate themes. The left hand column provides focus questions which are supported by the content exemplification sections. These questions are designed to ensure reflection on developments over a longer period.

How long should each outline / development study take?

As this is an outline / development study the main emphasis has to be on the content focus questions. The bullet points in the content exemplification section are designed to provide support. Each content focus question should take a maximum of three weeks. With source practice and revision, the whole outline study should take around 35 hours of teaching *[around 15 weeks]*

Will all the sections be examined?

Yes. The structure of each study with three topic areas ensures that every topic area will be examined on every paper every year.

How much emphasis should there be on change?

The issue of change is very important. Teachers have to focus on the issues of change, development and turning points. Each content focus question should be summarised with a session looking at how and why things changed / stayed the same. There is a question on each exam paper which looks at the issue of change. *[Sub-question (b) in each question]*

GENERAL ASSESSMENT OF UNIT 3

Papers for Unit 3 will continue to focus mainly on change and development over time. The same choice will remain on the paper as at present – answer two from questions 1 / 2 / 3 and answer one from questions 4 / 5 / 6.

UNIT 3		
Question	Proposed style	Mark
1 / 2 / 3 (a)	Deployment of knowledge of an historical event	5 x 2
1 / 2 / 3 (b)	Extent of change in an issue	7 x 2
1 / 2 / 3 (c)	Conceptual question focusing on issues such as turning points or significance	8 x 2
4 / 5 / 6	Synoptic essay with additional marks for spelling, punctuation and grammar	12 +3
Total		55

WHY ARE MARKS FOR SPELLING, PUNCTUATION AND GRAMMAR ADDED TO UNITS 1, 2 AND 3?

The examination regulators ruled that from 2013 marks would be awarded for spelling, punctuation and grammar in GCSE History examinations. Teachers need to be aware of this compulsory assessment component. Marking schemes now require examiners to make use of the following chart in awarding these marks.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
Threshold performance 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate performance 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where, required, they use a wide range of specialist terms adeptly and with precision.

In GCSE History, these marks will be awarded to the answers to these questions:

Unit 1 – question 3

Unit 2 – question 3

Unit 3 – either question 4, 5 or 6

THE FUTURE FOR GCSE HISTORY (as of October 2013)

There are more changes planned for GCSE History over the next few years. In September, the Department of Education closed its consultation on its plans for GCSE History in English schools. Hopefully many of you took the opportunity to feedback on these very radical proposals.

The original Westminster government intention was to launch the new GCSE courses in History in September 2015 in England, but Ofqual have advised the government that this is too soon and it is likely that the launch will be put back to start in September 2016.

Once the finalised criteria for England are announced, WJEC will plan and prepare a new GCSE course for schools in England.

Wales is retaining GCSEs but the extent of any change to content and assessment is less certain. The Task Group on the Cwricwlwm Cymreig has recently (September 2013) recommended that 'a proportion of Welsh history should be an integrated and compulsory part of every GCSE specification offered in Wales.

Once the finalised criteria for Wales are announced, WJEC will plan and prepare a new GCSE course for schools in Wales.

STUDENT ADVICE

Why study GCSE History?

History is one of the most popular options at GCSE and is one in which students of all abilities do very well. There are many good reasons to opt for History at GCSE level:

- You enjoy history lessons and you understand the subject
- You do well in history. Colleges, universities, employers are all interested in seeing you study a range of subjects and getting decent grades
- You will gain a deeper understanding of the world in which you live. The topics studied in GCSE history will help you explain the problems and opportunities facing people in the world today
- You will develop valuable skills. You study real people and real situations and discuss why people did what they did. You will develop your ability to judge what is true and whether you can always trust what you see, hear and read.

What will I learn?

- You will look at some countries and topics in depth. These will help you understand how people in another time and place thought about their lives
- You will look at one country / issue over a longer period of time, seeing how people's lives changed or didn't change
- You will learn about how people use sources to find out about what happened
- You will learn about why people hold different views about an issue

How will I be assessed?

For units 1, 2 and 3 you will sit an examination. For Unit 4 you will research a task and write up your findings in the classroom.

- There will be lots of questions on the exam papers which you can practice in class with your teacher.
- The examiners will be looking to reward what you know and can do rather than spotting gaps or mistakes in your work
- The controlled assessment gives you the opportunity to demonstrate your ability in History without the pressure of an exam.

UNIT	%	MARK	TIME	EXAM AVAILABILITY	DESCRIPTION
1	25	53 (50+3 spg)	1 hour 15 mins	Summer 2015	Answer all questions Question 1 (a) Selection of information from two sources (b) Use of source material and own knowledge to explain a development. (c) Utility of two sources Question 2 (a) Deployment of knowledge of an historical event. (b) Purpose of creation of a primary source. (c) Discussion of different historical interpretations. Question 3 Evaluative essay + SPG
2	25	54 (50+3 spg)	1 hour 15 mins	Summer 2015	Answer all questions Question 1 (a) Use of source material and own knowledge to describe an aspect of history. (b) Explanation of an historical development. (c) Discussion of different viewpoints of an historical development. Question 2 (a) Deployment of knowledge of an historical development. (b) Explanation of an historical development (c) Evaluation of an historical concept Question 3 a) Outline of main features of an historical development b) B) Evaluative essay +SPG.
3	25	53 (50+3 spg)	1 hour 15 minutes	Summer 2014 (Wales only) Summer 2015 (English centres)	Answer 2 questions in Section A (a) Deployment of knowledge of an historical event. (b) Extent of change in an issue (c) Conceptual question focusing on issues such as turning points or significance. Section B Answer 1 from choice of 3 Synoptic Essays + SPG
4	25	50	Controlled assessment	Can be done at any time but can only be entered at end of course	Two exercises on a linked topic: (a) use and analysis of source material (b) explanation of historical interpretations

DETAILED ASSESSMENT GUIDE FOR TEACHERS AND STUDENTS

UNIT 1- ROUTE A AND ROUTE B

A STUDY IN-DEPTH

How does the paper work?

This paper will be in booklet style and each exam will last for 1 hour 15 minutes. From 2015 onwards centres in Wales and Northern Ireland can choose to sit the exam early in the first summer of a two year course. In 2015, for the first full assessment of the strengthened GCSE History course, it is hoped that there will be a separate examination slot for Unit 1.

How does Unit 1 work?

Unit 1 is based largely on the evaluation of historical sources and interpretations of the past. Candidates will answer all questions. These will be focussed on the three topic areas of each unit.

What do the examiners look for?

Each question has a clear mark scheme. The mark scheme in this student section is written to aid **assessment for learning**. The mark schemes in this section are directed at the candidates to demonstrate what they have to do to gain certain marks. There is a generic statement in bold which is followed by some indicative content.

What do the questions look like?

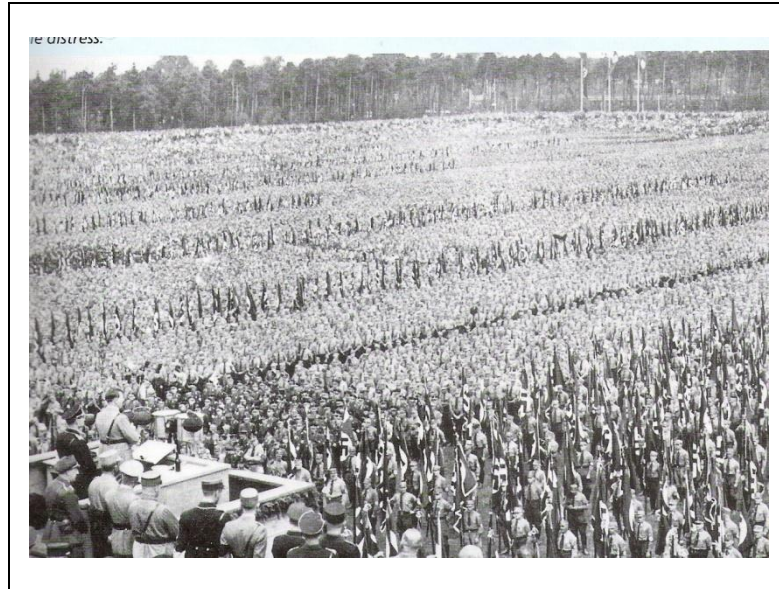
Each question follows a similar style and each part has a mark scheme with a similar structure. Each overall question is introduced by a bold statement identifying the focus of the broad topic for the question. Generic language is used to introduce each sub-question and to ensure comparability across optional papers.

FOLLOWING ARE EXAMPLES OF QUESTIONS FROM THE UNIT 1 SPECIMEN PAPERS

Some advice regarding application of the marking scheme for each question follows.

Rationale for Question 1(a)

This question will contain two sources [A and B] connected with an issue that will have been studied. This question is worth 4 marks. The question will ask candidates to outline what Sources A and B suggest / show about an issue. The focus of this question is being able to understand and extract from a variety of source material. There are no marks awarded for own knowledge in this question.

Source A

[A photograph of Hitler addressing a mass rally of Nazi Party members in 1932]

Source B

Several of my meetings have been disrupted and a considerable section of the audience had to be taken away badly injured. I urgently request the cancellation of the meeting with me as speaker. As things are, there is obviously no longer any police protection able to stop the aggressive actions of the SA.

A report written by a member of the Social Democratic Party in Berlin (February 1932)

- (a) What do Sources A and B suggest about the methods used by the Nazis in their rise to power?

[4]

[12 x answer lines]

Unit 1: Mark scheme for Question 1 (a)

You will get one or two marks for relevant selection of information from the sources.

Eg: Source A shows lots of Nazis listening to Hitler giving a speech. Source B says that the SA disrupted meetings

You will get three or four marks for using both sources in their historical context.

Eg: Both sources demonstrate typical methods used by the Nazis in their rise to power. Source A shows a large gathering of Nazi Party members listening to Hitler giving a speech. It shows a display of party strength and unity with flags, banners, uniforms and music. There were speeches given by leading Nazi figures such as Hitler. A more sinister side of the methods used is shown by Source B. The Nazis made effective use of their storm troopers, the SA. The source shows clearly that members of other political parties were terrorised and even physically assaulted. One of the uses for this organisation was to create a climate of fear amongst political opponents.

Rationale for Question 1(b)

This question is identical to the 1(b) question on the current Unit 1 and 2 paper, except it is now worth 6 marks. The question will utilise a single piece of source material [C]. The question will ask candidates to use Source C together with their own knowledge to explain why a particular issue happened. The focus of this question is to enhance understanding of given source material with own learned knowledge about the issue in the question. There is more reward for own knowledge in this question.

Source C

After 1929 a terrible economic crisis began in Germany which developed into the Great Depression. Unemployment soared and prices of agricultural products and consumer goods fell sharply causing financial hardship for farmers, small businesses and the self-employed. The Great Depression brought misery to millions of Germans. This explains why so many people started to vote for the extremist parties.

[From a school textbook]

- (b) Use Source C and your own knowledge to explain why the Great Depression had a serious impact on life in Germany in the early 1930s. [6]

[18 x answer lines]

Unit 1: Mark scheme for Question 1 (b)

You will get 1 or 2 marks if you copy or paraphrase the source or use the content of the source only.

Eg: The source says that after 1929 unemployment rose and the price of goods fell; farmers and small businesses were hit and it brought misery to millions of Germans

You will get 3 or 4 marks if you show an understanding of content of the source with some background knowledge.

Eg: The source describes the impact that the Great Depression made on life in Germany. There will be reference to unemployment and lack of money. Farmers and businesses were hit hard. Many looked to solutions from extremist parties such the Communists and the Nazis as the Weimar government got the blame.

You will get 5 or 6 marks if you use the content of the source with accurate and detailed background knowledge to explain the issue in the question.

Eg: The source gives a clear description of the serious impact that the Great Depression made on life in Germany. The knock-on effect was that many German workers now had no jobs and no money to spend. The fall in prices for farm produce and consumer goods hit such groups as farmers and small businesses and this is clearly explained by Source C. Life became increasingly hard for millions of Germans and the government seemed to do little to help. Many looked to solutions from extremist parties such as the Communists and the Nazis.

Rationale for Question 1(c)

This question is an enhanced version of the previous utility question and is now worth 8 marks. The main difference is that this question now requires the evaluation of two sources [D and E]. The question will ask candidates about the usefulness of Sources D and E to an historian studying a particular issue. The focus of this question is to evaluate the given source material for its use in an enquiry. As before, the evaluation should concentrate on what the source says or shows, the nature of its authorship and the date and purpose of the publication.

Source D

[A Nazi election poster from 1932. The words translate as 'Our last hope: Hitler']

Source E

Today, the Leader (Adolf Hitler) delivered an address to the German Reichstag. He was in good form. His speech was that of an expert statesman. Many in the House saw him for the first time, and were much impressed by him. The Leader spoke freely and well. The House was in an uproar of applause, laughter, and enthusiasm. He was an incredible success!

[Josef Goebbels, a leading Nazi, writing in his diary (March 24th 1933)]

- (c) How useful are Sources D and E to an historian studying the reasons why the Nazi Party gained support in Germany?

[8]

[Explain your answer using the sources and your own knowledge]

[24 x answer lines]

Unit 1: Mark scheme for Question 1 (c)

You will get 1 or 2 marks if you only refer to the content of the sources

Eg: Source D shows a large number of unemployed German workers looking very depressed. Source E says that Hitler was an excellent speaker.

You will get 3 or 4 marks if you consider the usefulness of the sources in terms of their content and their authorship

Eg: Source D is useful because it is a poster which was issued during the 1932 election and shows the mass unemployed. The Nazis targeted these voters by promising them work. Source E is also useful because it shows that Hitler was a very effective public speaker. Source E comes from a leading Nazi, Josef Goebbels. Expect answers to assess this source as very useful as he was very close to Hitler and he is identifying a key aspect of Nazi policy in attracting support, namely Hitler's power as a speaker.

You will get 5 or 6 marks if you evaluate both sources in context but with some imbalance. You must also reach a conclusion regarding utility for the set enquiry.

Eg: The sources are both quite useful in finding out about why the Nazi Party rose to power in Germany. Source D shows that the Nazis gained votes by promising Germans a better future; this is a propaganda poster issued by the Nazi Party to attract support in the general elections of 1932. It is a Nazi representation of the economic problems of Germany. Hitler was therefore their last hope. Source E is a contemporary source taken from Goebbels' diary. It is therefore very useful because it represents the view of a leading supporter of Hitler. He refers to Hitler's power as a speaker in the German Reichstag. It is a biased source but useful because it provides insight into Hitler's ability to gain respect by his public speaking.

You will get 7 or 8 marks if you evaluate both sources together regarding the historical context. You must also reach a reasoned and substantiated conclusion regarding their utility for the set enquiry.

Eg: Both sources are very useful in identifying specific aspects of Nazi appeal which allowed them to rise to power. Source D is focused on the economic reasons for the Nazi rise and confirms that the Nazis gained votes by promising Germans a better future. This is a propaganda poster issued by the Nazi Party to attract support in the general elections of 1932 and it shows some of the 6 million unemployed: without a job and desperate to find some work. The other parties did not offer such a hopeful message. Posters of this kind are heavily biased but clearly show the way in which political parties are able to manipulate vulnerable people during difficult economic times. Source E is a contemporary source taken from Josef Goebbels' diary. It is therefore very useful because it represents the view of a leading Nazi about Hitler's power as a speaker. It is a biased source because of Goebbels' relationship with Hitler but is not propaganda as the diary was used for personal recording only. In this way, a clear link can be seen between Hitler's message and his ability to impress crowds shown by Source D. At this level expect comment that the focus of the sources is quite narrow and they do not actually tell us that much about other methods of attracting support. Such evaluative comments can be credited.

Rationale for Question 2(a)

This question is identical to that currently found on the study in depth exam papers. The question is worth 4 marks. The question will ask candidates to describe some historical features that they will have studied. The question assesses own knowledge only.

- (a) Describe the main changes made by the Nazis to the lives of women in Germany.

[4]

[12 x answer lines]

Unit 1: Mark scheme for Question 2(a)

You will get one or two marks for a generalised answer with weak or implied points.

Eg: Women were expected to have many children and they looked after the home; they were housewives and they did not go to work; they dressed in traditional clothes

You will get three or four marks for a more detailed and accurate description of the issue.

Eg: They lost the advances made during the Weimar period; many had to give up jobs and become housewives and mothers. They were expected to have many children and were forbidden to wear make-up or dye their hair. Credit reference to the importance of the Three Ks.

Rationale for Question 2(b)

This is a new style question worth 6 marks. The question will utilise a single piece of source material [F]. The question will ask about why the particular source was produced at a particular time in history. Candidates are not expected to evaluate the source but to demonstrate their ability to place sources in the historical context in which they were produced.

Source F

[An image showing a Jew and a German girl, printed in a Nazi school textbook (1937)]

(b) Why was Source F produced in the late 1930s?

[6]

[Use the source and your own knowledge to explain your answer.]

[18 x answer lines]

Unit 1: Mark scheme for Question 2(b)

You will get 1 or 2 marks if you understand the content of the source but with little focus on why it was produced.

Eg: The source was produced to show that Jews tried to take girls away from schools; to show that Jews were seen as something to be scared of.

You will get 3 or 4 marks if you consider the source in its historical context and suggest some reasons for its production

Eg: The source was produced as it was aimed at getting children to be afraid of Jews. This was part of Nazi education policy and was written into lots of school lessons and resources such as this textbook.

You will get 5 or 6 marks if you analyse the source in its historical context and give detailed reasons for its production at the time.

Eg: Source F was typical of the kind of message that the Nazis wanted to get over to children in the late 1930s - that Jews were not to be trusted and were to be feared. It is a clear example of Nazi indoctrination to spread anti-Semitism. The source obviously gives a heavily biased representation of Jews and is a clear indication of the kind of education that German children were to receive under the Nazis.

Rationale for Question 2(c)

This is a new style question worth 10 marks. The question will utilise three pieces of evidence [1,2 and 3] based around historical interpretations of an issue studied. The question will identify an interpretation and ask a specific question about the validity of that interpretation. Further advice will encourage candidates to demonstrate knowledge of how and why different interpretations have been made of the specific issue.

The main purpose of this question is to allow candidates to recognise and provide reasoned comments on how and why events, people and issues have been interpreted in different ways.

In this question, Evidence 1 and Evidence 2 will refer to different interpretations made of an historical issue from the study in depth being studied. The interpretations will be made in hindsight by people such as historians and journalists or by contemporaries who are reflecting later or being interviewed later about their experiences. There may also be visual sources used such as cartoons or paintings if appropriate. The third piece of evidence will be a contemporary source which will give some support to one or other of the interpretations in Evidence 1 and 2.

In order to answer the question 'how far do you agree with this interpretation' candidates should be able to demonstrate that they can:

- recognise that there are different interpretations of history
- identify the first interpretation and explain why this interpretation was made.
- Here reference could be made to the author, his or her position, the type of audience and the date, all of which will have a bearing on the production of the interpretation
- identify a second interpretation and explain why this interpretation was made.
- Here reference could be made to the author, his or her position, the type of audience and the date, all of which will have a bearing on the production of the interpretation
- give an answer to the question – how far do they agree with the interpretation given in the question? Here there will be evidence of own knowledge of this particular issue.

EXEMPLAR QUESTION 2(c):

Historians have made different interpretations about Nazi employment policy.

The following pieces of evidence are connected with different interpretations of Nazi employment policy. Study these and answer the question that follows.

Evidence 1

This interpretation was written by an historian in the 1950s, in a book about Nazi Germany. He argues that the Nazis didn't create as many jobs as they claimed.

Under the Nazis there was much 'invisible' unemployment. The number of unemployed Jews was great but they were not counted as being unemployed. Another source of 'invisible' unemployment was the sacking of women from their jobs. None of these people were included among the unemployed in the official statistics. Part time workers were counted as fully employed.

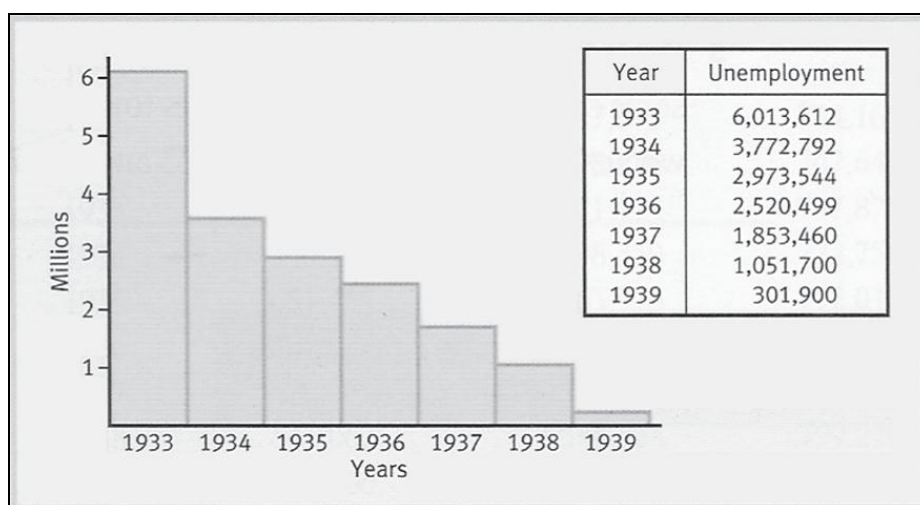
Evidence 2

This interpretation was given by a German woman thinking back on her life in Nazi Germany for a BBC television programme in 1979. She argues that the Nazis promised to create lots of jobs for German people.

My mother and father went to hear Adolf Hitler give a speech at a rally in town. The next morning they told us children how he wanted to be on the side of the unemployed. My mother wept for joy as we would no longer be poor because Hitler knew how to get jobs for us. People would not be unemployed any more.

Evidence 3

This evidence shows official Nazi government statistics of the numbers recorded as unemployed in Germany between 1933 and 1939.



- (c) One interpretation is that the Nazis had solved the problem of unemployment in Germany by 1939. How far do you agree with this interpretation?

[10]

In your answer you should use the evidence above and your own knowledge of how and why there are different interpretations of Nazi employment policy.

[30 x answer lines]

Unit 1: Mark scheme for Question 2 (c)

You will get 1 or 2 marks if you give a generalised answer, make simple comments about the interpretation, copy or paraphrase the sources.

Eg: the Nazis created lots of jobs but they weren't real jobs. Expect heavy reliance on use of the given evidence.

You will get 3 to 5 marks if you identify differences between ways in which the issue has been interpreted; will offer a basic judgment on the interpretation with some support from the sources and your own knowledge of the issue.

Eg: Answers will show understanding of the named interpretation, that the Nazis did solve the unemployment problem in Germany by creating lots of jobs; they will also comment on alternate interpretations such as the suspicion that the unemployment figures fell very sharply because the Nazis removed jobs from social groups such as women or Jews. Expect basic contextual support to be given in terms of a judgment, such as the jobs created in public works or the military or their social or racial policies. Use of the given evidence will be more apparent than use of own knowledge.

You will get 6 to 8 marks if you begin to recognise and comment on how and why this issue has been interpreted in different ways; will give a clear judgement regarding the accuracy of the given interpretation.

Eg: Answers will address the question by offering comment on different interpretations of Nazi employment policy. Answers will begin to demonstrate why different interpretations of this issue have been made with reference to interpretations made by those who benefitted from life in Nazi Germany and those who are able to look beyond this at the whole picture. Answers will be supported by a greater degree of contextual knowledge regarding this issue. Answers will begin to judge the worth of different interpretations by using their own knowledge and the given evidence to comment on issues such as the extent of the reduction in unemployment; the types of jobs created under the Nazi regime and social groups who were denied work or removed from employment statistics.

You will get 9 or 10 marks if you recognise and provide reasoned comments on how and why this issue has been interpreted in different ways; will give a clear judgement considering the accuracy of the given interpretation in the historical context.

Eg: Answers will clearly state whether they agree with the given interpretation of Nazi employment policy. In order to make this judgment, answers will discuss how the given interpretation has been arrived at and recognise that there are other valid interpretations of this issue. Answers will demonstrate why it is possible to make different interpretations of this issue. There will be a considerable degree of historical support in the answer using both the given evidence and own knowledge. Answers will test the value of the chosen interpretation by commenting on issues such as the reliability of using official Nazi statistics; the types of jobs created under the Nazi regime; the need to prepare for war and autarky; social groups who were denied work or removed from employment statistics; Nazi policy regarding women and Jews and the general attitude towards the Nazis amongst Germans by 1939. Credit reference to explanation of different interpretations, especially those based purely on the impressive looking figures or those that are able to look behind these figures with more insight.

Rationale for Question 3

This question is identical to that currently found on the study in depth exam papers. However, it is now worth 12 marks with an additional 3 marks for the quality of spelling, punctuation and grammar. The question assesses the ability to produce an extended discussion of an issue studied. The question is phrased in such a way as to encourage a balanced discussion and to reach a judgement about the question eg:

To what extent did the most serious opposition to the Nazis in Germany during the war years come from the German military?

There will also be a statement giving some advice about what should be discussed in the answer eg:

In your answer you should discuss the seriousness of opposition from a variety of groups, including the German military.

Following is an example of question 3 from the specimen assessment material on China under Mao Zedong, 1949-1976. (Route A)

This question is focused on the Cultural Revolution. [15]

How far did all Chinese people benefit from the Cultural Revolution? [12]

In your answer you should discuss how the Cultural Revolution affected the people of China in different ways.

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. [3]

[36 x answer lines]

Unit 1 :Mark scheme for Question 3

You will get 1 to 3 marks if you give a generalised answer which offers very little support.

Eg: Some did benefit but some did not; the young had a good time; many older Chinese people suffered.

You will get 4 to 6 marks if you begin to discuss the issue set in the question.

A one sided answer with some contextual support or a very weak two sided answer with little contextual support will get 4 marks.

A developed one sided answer with contextual support or a weak two sided answer with some contextual support will get 5 or 6 marks.

Eg: Answers will begin to pick out some positives: young people benefited; they were instructed to tour the countryside spreading Mao's ideas; they used his Little Red Book. Answers may also pick out some negatives: many suffered under the Red Guards; destruction of Chinese culture and tradition.

You will get 7 to 9 marks if you give a reasoned analysis of the issue set in the question.

A very good one-sided answer with contextual support or an unbalanced two-sided response with contextual support will get 7 marks.

A reasoned and developed analysis of the issue but lacking some detail or balance will get 8 or 9 marks depending on the contextual support.

Eg: Answers will identify a range of factors and will begin to discuss them in some detail. They may explain that the main benefactors were the youngsters who were encouraged to abandon their schooling and become Red Guards. These toured the country spreading Mao's doctrine contained in his Little Red Book; they attacked and criticised the old ways; they attacked capitalist influences. Answers will also illustrate the negative aspects of the Cultural Revolution; the excessive violence of the Red Guards; the terror they inflicted on those they accused of being capitalists and rightists. Some answers may refer to the negative economic and social effects.

You will get 10 to 12 marks for a developed, reasoned and well-substantiated analysis of the issue set in the question.

A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support will get 10 marks.

A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support will get 11 or 12 marks.

Eg: Answers will provide a reasoned evaluation covering a broad range of factors, examining both positive and negative experiences. The Cultural Revolution educated a new breed of Chinese youngsters in Communist doctrine and reinforced Maoist doctrine. It succeeded in making Mao more popular and it engaged the youth of China. However, there were serious negatives: the excessive violence used by the Red Guards; the attacks on the Four Olds; destroying Chinese culture and tradition; the closure of schools and colleges had an impact on education. There were many arrests and killings of those accused of capitalist or rightist tendencies. There was a great fall in industrial and agricultural production. Answers may come to the conclusion that the negatives outweigh the positives.

SPG: You will be given marks for your spelling, punctuation and grammar in this question. Examiners will use this chart to award up to three additional marks:

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
Threshold performance 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriate.
Intermediate performance 2 marks	Candidate spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High performance 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

UNIT 2 - ROUTE A AND ROUTE B**A FURTHER STUDY IN-DEPTH (ROUTE A) / A THEMATIC STUDY (ROUTE B)****How does the paper work?**

This paper will be in booklet style and each exam will last for 1 hour 15 minutes. From 2015 onwards centres in Wales and Northern Ireland can choose to sit the exam early in the first summer of a two year course. In 2015, for the first full assessment of the strengthened GCSE History course, it is hoped that there will be a separate examination slot for Unit 2.

How does Unit 2 work?

Unit 2 is based largely on key features and key concepts of history. Candidates will answer all questions. These will be focussed on the three topic areas of each unit.

What do the examiners look for?

Each question has a clear mark scheme. The mark scheme in this student section is written to aid **assessment for learning**. The mark schemes in this section are directed at the candidates to demonstrate what they have to do to gain certain marks. There is a generic statement in bold which is followed by some indicative content.

What do the questions look like?

Each question follows a similar style and each part has a mark scheme with a similar structure. Each overall question is introduced by a bold statement identifying the focus of the broad topic for the question. Generic language is used to introduce each sub-question and to ensure comparability across optional papers.

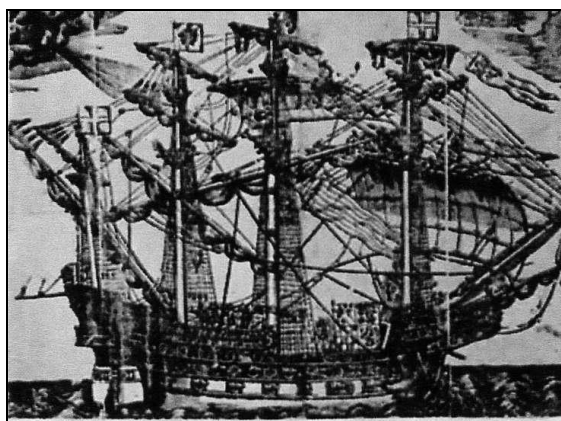
FOLLOWING ARE EXAMPLES OF QUESTIONS FROM THE UNIT 2 SPECIMEN PAPERS

Some advice regarding application of the marking scheme for each question follows.

Rationale for Question 1(a)

“Old time teachers” of WJEC history will remember this question from a previous assessment regime. It was prohibited by regulators at the last specification review, but has now been permitted again. The question will utilize a single piece of visual source material [A]. The question will ask candidates to use a source and their own knowledge to describe an historical issue. The focus of this question is being able to extract information from visual source material and to enhance this with own knowledge. There will be one mark awarded for extraction of information and an additional two marks for own knowledge in this question.

Source A



[A picture of an Elizabethan galleon]

- (a) Use Source A and your own knowledge to describe the main features of an Elizabethan galleon. [3]

[9 x answer lines]

Unit 2: Mark scheme for Question 1 (a)

You will get one mark for a generalised answer, paraphrasing or describing the source only.

Eg: Source A shows that it was a ship with many masts

You will get two marks if you use the source well or if you use the source with some own knowledge. You will get three marks if you also place the source in its historical context and provide some background detail from your own knowledge.

Eg: Source A shows that a galleon was a large ship which was armed with cannons. It had many tall masts for rigging sails. It was a fighting ship with a wooden hull. The galleon was a key part of the Elizabethan naval force.

Rationale for Question 1(b)

This question is identical to the 2(b) question on the current Unit 1 and 2 papers, except it is now worth 6 marks. The question will ask candidates to explain why a certain issue or development occurred. The focus of this question is largely the concept of causation. It should allow candidates to show their ability to give reasons for events or developments that they have studied. It is envisaged that the questions set will be broad enough to allow candidates to offer a range of reasons in their answers.

- (b) Explain why the Spanish Armada was defeated in 1588. [6]

[18 x answer lines]

Unit 2: Mark scheme for Question 1 (b)

You will get one or two marks for a generalised answer, only one reason given or a description only.

Eg: The English had stronger ships; the English fire ships caused the Armada to panic and to flee.

You will get three or four marks for a more detailed and accurate explanation, if you give more than one reason.

Eg: When the Armada was anchored off Calais, the fire ships were sent against them. This caused the Armada to cut their anchors in panic and the wind blew them northwards away from the coast. The Armada had to sail around the British coast where storms caused severe damage and defeated them.

You will get five or six marks for a full explanation which is focused and explains a range of reasons.

Eg: There was a range of reasons that caused the defeat of the Spanish Armada. The English navy was very clever in following the Armada up the English Channel, avoiding conflict. When the Armada was anchored off Calais, the fire ships were sent against them causing the Armada to drift northwards. The Armada was finally destroyed when storms caused severe damage to most of the fleet. Credit answers which draw attention to non-military reasons such as the role of the Queen. Elizabeth herself inspired her people through her leadership and rhetoric: 'I have the body of a weak and feeble woman but the heart of a King...'

Rationale for Question 1(c)

This question is a retention of question 1(e) on the Unit 1 and Unit 2 papers used up to 2014 and is still worth 8 marks. This question requires the study of two sources [B and C]. The question will ask candidates why the viewpoints in the sources are different. The sources given will highlight different views about the particular issue. It is possible that these will include a view made by a later interpreter, but that there may also be a contemporary view which has not gone through a period of reflection which apparently means it can't be an interpretation. The focus of this question is to explain the difference in views concentrating on what each source says or shows, and differences in aspects such as the authorship, the date and the purpose of the publications.

Study these two sources which refer to Drake's voyage around the world in the 1570s and answer the question which follows.

Source B

We saw the English sailors land at Guatulco and with their captain, Drake, they began to plunder the property of the merchants and those of us who live there. What was particularly disgraceful was the shamelessness with which the English sailors destroyed our sacred images and crucifixes. Then, loaded with plunder, they returned to their ships.

[An account of Drake's landing on Mexico's Pacific coast, written by a Spanish soldier in 1579.]

Source C

On 15 April 1579 Drake put into port at Guatulco. This was his last contact with the Spaniards on that remarkable voyage around the world. He then sailed northwards along the coast of California and found a convenient harbour. He claimed the land in the name of Queen Elizabeth. He took time to explore inland to find out about the nature of the land and meet with local tribes.

[Andy Harmsworth, writing in a school text book, Elizabethan England (1987)]

- (c) Why do Source B and C have different views about Drake's voyage? [8]

[In your answer you should refer to both the content of the sources and to the authors.]

[24 x answer lines]

Rationale for Question 2(a)

This question is identical to that currently found on the study in depth exam papers. This question is still worth 4 marks. The question will ask candidates to describe some historical features that they will have studied. The question assesses own knowledge only.

(a) How did the media create sporting heroes up to 1970?

[4]

[12 x answer lines]

Unit 2: Mark scheme for Question 2 (a)

You will get one or two marks if you give a generalised answer with weak or implied points.

Eg: The media has always been interested in sport; sports stars were seen on television and shown in newspapers; people were interested in the skills of sports stars.

You will get three or four marks if you give a more detailed and accurate answer.

Eg: The media was able to create sporting heroes; the media tapped into the desire of readers and listeners to learn more about the exploits of their heroes. Answers should give examples of sporting heroes who were associated with media coverage such as Tommy Farr (radio broadcasts), the England World Cup winners of 1966 (television) or Alf Tupper (comics). Credit reference to marketing gimmicks such as the use of collecting cards by newspapers.

Rationale for Question 2(b)

This question is identical to the 2(b) question on the current Unit 1 and 2 papers, except it is now worth 6 marks. The question will ask candidates to explain why a certain issue or development occurred. The focus of this question is largely the concept of causation. It should allow candidates to show their ability to give reasons for events or developments that they have studied. It is envisaged that the questions set will be broad enough to allow candidates to offer a range of reasons in their answers.

- (b) Explain why the growth in spectator sport was important in the early twentieth century.

[6]

[18 x answer lines]

Unit 2: Mark scheme for Question 2 (b)

You will get one or two marks if you give a generalised answer, give one reason or description only.

Eg: Expect references to sport becoming part of many people's lives. There were more opportunities for some people to play sport and for others to watch as spectators.

You will get three or four marks if you give a more detailed and accurate explanation, give more than one reason.

Eg: Analysis may include the fact that there were lots of great sporting achievements which greatly interested people. The 1920s were a 'golden age' for Welsh soccer. Cardiff City was in the First Division and won the FA Cup in 1927. This would have encouraged people to watch this sport. Similarly, Wales's 13-12 victory in rugby over the New Zealand All Blacks in 1935, would have encouraged support for this sport after a period of non-achievement and decline. There were also organised leagues and tournaments to encourage interest among spectators.

You will get five or six marks if you give a full explanation which is focused on the question and explains a range of reasons.

Eg: Answers should evaluate the importance of the growth of spectator sport. This can be done in a number of ways. Give details of sporting achievements along with explanation of the impact on radio broadcasting and the printed media. Spectator sport encouraged the use of the railways making attendance at football league away games possible. It also encouraged the inter-town rivalries and 'derby' matches were eagerly anticipated.

Rationale for Question 2(c)

This question is identical to the 2(c) question on the current Unit 1 and 2 papers except it is now worth 8 marks. The question will be phrased to allow candidates to reach a judgement on a key historical concept such as the importance, significance or success of an individual or development or policy. It is envisaged that the questions set will be broad enough to allow candidates to analyse the concept posed in the question.

Answers must focus sharply on the issue named in the question. It should allow candidates to show their ability to evaluate an event or development that they have studied. The phrasing of this question does not always invite a discussion about other factors. For example,

Why was Stresemann important for German foreign policy after 1924?

Centres should note that sometimes the question can involve a discussion eg

This question would expect candidates to look at methods that were successful and others that were less so.

Unit 2: Mark scheme for Question 2(c)

You will get one or two marks if you give a generalised answer or lack focus.

Eg: Women have taken part in a greater number of sports in recent times.

You will get three or four marks if you begin to address the concept of success. Answers will mostly tend to describe.

Eg: At the start of the C20th, women played tennis and hockey but it was not until the latter half of the C20th that women's participation in sport grew enormously. Women still don't get much money for playing sport, probably because they don't get the publicity.

You will get five or six marks if you give an accurate answer which focuses on the concept of success with some contextual support.

Eg: Women have been quite successful in participating in professional sport in the last 30 years. Mary Rand won Britain's first-ever Olympic women's athletics gold medal in 1964, in the long jump. Her success encouraged other women to participate in athletics, so that Tessa Sanderson won Britain's first throwing gold medal in the javelin at the 1984 Olympics. From the 1970s, women began to take part in sports like rugby and horse-racing which had previously been exclusively for men. However, the amount of money involved in most sports is very low, and many women cannot afford to become full-time professionals.

You will get seven or eight marks if you give a detailed analysis of the key concept within the historical context; provide a reasoned evaluation of extent of success.

Eg: Women's success in taking part in a greater number of professional sports has been limited and slow. Until recent times, there were athletics events in the Olympics – triple jump, polevault and steeplechase – from which women were still excluded. In the professional era, women athletes were paid less than men – Sally Gunnell received half the pay of Linford Christie. However, in the 2007 Wimbledon Tennis Championships, women were paid the same amount as men. In the twenty-first century, evidence suggests that the participation of women in sport has increased. This may be due to increased leisure time and a changing view of women's role in society

Rationale for Question 3(a)

This is a new style question worth 4 marks. It allows candidates to deploy a list of factors or issues from their own knowledge. This will be seen by the regular use of words such as 'outline' which suggests less detail than 'describe'. The question will be connected with the debate offered in Question 3(b)

- (a) Outline **briefly** the most popular forms of entertainment up to 1945. [4]

[12 x answer lines]

Unit 2: Mark scheme for Question 3 (a)

You will get one or two marks if you give a generalised answer, listing weak or implied points.

Eg: popular forms of entertainment included the cinema, and the radio.

You will get three or four marks if you deploy a more accurate and focused list of factors.

Eg: In the early part of the century, much entertainment was produced by people themselves; music hall and theatre was popular. By the 1920s, cinema was growing as entertainment and by 1930, most people had access to a radio for entertainment and news.

Rationale for Question 3(b)

This question is identical to that currently found on the study in depth exam papers. However, it is now worth 12 marks with an additional 3 marks for the quality of spelling, punctuation and grammar. The question assesses the ability to produce an extended discussion of an issue studied. The question is phrased in such a way as to encourage a balanced discussion and to reach a judgement about the question eg

- (b) *Has cinema been the most important development in popular entertainment from 1900 to the present day?* [12]

There will also be a statement giving some advice about what should be discussed in the answer eg:

[In your answer you should discuss a variety of important developments in popular entertainment, including the cinema.]

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question. [3]

Following is an example of a marking scheme for this question taken from the specimen assessment materials

Unit 2 : Mark scheme for Question 3 (b)

You will get 1 to 3 marks if you give a generalised answer which offers very little support.

Eg: Cinema has been a continuous form of mass entertainment since 1900 and has been the most important development; or answers will dismiss the premise and claim that television is the most important factor.

You will get 4 to 6 marks if you begin to discuss the issue set in the question.

A one sided answer with some contextual support or a very weak two sided answer with little contextual support will get 4 marks.

A developed one sided answer with contextual support or a weak two sided answer with some contextual support will get 5 or 6 marks.

Eg: Answers will tend to describe the impact of cinema from silent cinema and the 'talkies,' making the following decades – 1930s to 1950s - into the 'Golden Age' for cinema. However, ever since the 1950s, television has posed a huge threat to cinema and the huge choice now offered by television has contributed to the closure of many cinemas, thus diminishing its popularity as a medium of mass entertainment.

You will get 7 to 9 marks if you give a reasoned analysis of the issue set in the question. A very good one-sided answer with contextual support or an unbalanced two-sided response with contextual support will get 7 marks.

A reasoned and developed analysis of the issue but lacking some detail or balance will get 8 or 9 marks depending on the contextual support.

Eg: Answers will identify a number of important developments in popular entertainment. Cinema must be considered. Although many cinemas closed down in the 1970s and 1980s, there has been a revival in cinema attendances since the 1990s, as film companies have produced blockbuster films and as cinemas themselves have transformed into multiplex units, showing wide-screen films with special effects. However, multi-channel television also offers a very broad appeal to people. Popular music has had a strong appeal ever since the 1960s and this has also been an important development in popular entertainment, supplemented by current developments in entertainment technology such as i-pods and MP3 players.

You will get 10 to 12 marks for a developed, reasoned and well-substantiated analysis of the issue set in the question.

Eg: Answers will clearly evaluate the issue in the question. Answers may agree that cinema has been the most important development in mass entertainment from 1900 to the present day, because it has lasted so long. However, answers are likely to claim that television has been the most important development. A claim for radio being a very important development in mass entertainment may also be made, as its contribution has lasted since 1922 and has led to a variety of affordable entertainment, including pop music. Expect some reference to the use of the internet and gaming devices as being important developments. There must be a strong degree of historical perspective and coverage to gain this level.

SPG: You will be given marks for your spelling, punctuation and grammar in this question. Examiners will use this chart to award up to three additional marks:

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

UNIT 3 - ROUTE A AND B

How does the paper work?

Each paper will be in booklet style. Each examination will last for 1 hour 15 minutes. The questions on the papers will be focused on the three component parts of each unit.

How does Unit 3 work?

The paper is split into two sections. Questions 1, 2 and 3 in **Section A** are split into three sub-questions. Candidates will choose to answer **two out of three** questions in Section A.

Questions 4, 5 and 6 in **Section B** are essay questions. Candidates choose to answer one of these questions in Section B. Marks for spelling, punctuation and grammar will also be added in this question.

What do the examiners look for in questions in Section A?

Each question has a clear mark scheme. The mark scheme used in this section is written to aid **assessment for learning**. The mark schemes used here are directed at the candidates to demonstrate what they have to do to gain certain marks. There is a generic statement in bold which is followed by some indicative content. The mark schemes used by professional examiners will be written with different language

Following is an example from the specimen assessment material on the USA 1930-1990**Rationale for Questions 1 / 2 / 3 (a)**

This question is identical to the 1 / 2 / 3 (b) question on the current Unit 3 papers, except it is now worth 5 marks. The question will ask candidates to describe some historical features that they will have studied. The question assesses own knowledge only.

(a) Describe the role and activities of the Black Power movement

[5]

[15 x answer lines]

Unit 3 Mark scheme for Question (a) in Section A

You will get 1 mark for making a weak or implied point.

Eg: The Black Power movement used violence to make its point; the leader was Malcolm X.

You will get 2 or 3 marks for a more detailed and accurate description

Eg: The Black Power movement was to do with black people fighting for their rights. Answers may refer to the leadership of Malcolm X and Stokely Carmichael and the influence of the Black Panthers.

You will get 4 or 5 marks for a fully detailed and accurate description.

Eg: The Black Power movement was an urban movement which rejected Martin Luther King's pacifist, Christian approach and advocated a race war and the establishment of a separate black state. Answers will also refer to its leadership and well-publicised incidents.

Rationale for Questions 1 / 2 / 3 (b)

This question is very similar to the 1 / 2 / 3(c) question on the current Unit 3 papers except it is now worth 7 marks. The focus of this question is largely the concept of change and / or continuity over time. The question will ask candidates to explain why and to what extent a particular issue changed over a period of time.

A statement will also be given to the candidates advising them to use the sources to show the extent of change and their own knowledge to explain the reasons for this.

The question will use two sources [A and B]. These can be either written or visual. The courses will show how far an issue has changed over a period of time.

Candidates should use the sources to demonstrate the extent of change. This will gain up to three marks. The additional marks will then be awarded for explanation of the reasons behind the changes shown using own knowledge.

Look at these two sources about public transport in the USA and answer the question that follows.

Source A

In most states in the southern USA, segregation was a fact of life. One aspect of life which was clearly segregated was public transport. Buses, trains and waiting rooms all had areas for black and white people.

[From a GCSE history examination paper]

Source B

This was to be my first freedom ride. I entered the white waiting room to wait for the bus. I approached the refreshment counter. I was pushed outside into an alleyway and six men started swinging at me with fists and sticks. Within seconds I was unconscious.

[A black American speaking in 1961]

- (b) Explain how far the treatment of black people on public transport had changed by the early 1960s.

[7]

[In your answer, you should use the information in the sources and your own knowledge to show the extent of change and the reasons for this.]

[21 x answer lines]

Unit 3 Mark scheme for Question (b) in section A

You will get 1 or 2 marks if you paraphrase the source and ramble off the point

Eg: Source A shows separate waiting rooms for blacks and whites using buses whereas Source B shows what happened if black Americans tried to use white rooms.

You will get 3 marks if you mostly describe using the sources and some of your own knowledge

Eg: Source A shows separate features of public transport for blacks and whites whereas Source B shows what happened if black Americans tried to use white rooms. This was because white people beat up black people for trying to ride on the same buses.

You will get 4 or 5 marks if you use the sources and your own knowledge and begin to focus on the concept of change or development.

Eg: The sources show a shift in attitude regarding public transport. Source A refers to segregation on transport in the 1950s in the south and the violent way in which freedom riders were dealt with is shown in Source B. Better answers will sharpen the focus on Source B arguing that the situation had not really changed in 1961 despite the Montgomery Bus Boycott and changes to the law

You will get 6 or 7 marks if you use both the sources and your own knowledge to explain the concept of change or development.

Eg: Answers will refer to the sources to address the issue of 'how far'. At this level, the lack of real change will be discussed. Source A shows segregated bus facilities in the south during the 1950s and yet, despite the Supreme Court ruling, things had not changed. This resulted in the violence faced by activists taking part in freedom rides in Source B who were trying to show that the southern states were not obeying the order to desegregate bus services. Answers may add that the publicity gained did eventually lead to change when the government ended segregation on transport in 1963

Rationale for Question 1 / 2 / 3(c)

This question is a retention of question 1(d) on the Unit 3 papers used up to 2014. This question is still worth 8 marks. The question will be phrased to allow candidates to reach a judgement on a key historical concept such as causation, importance or continuity. Answers must focus on the issue named in the question. This question does not invite a discussion about other factors. It is envisaged that the questions set will be broad enough to allow candidates to fully analyse the issue posed in the question.

- (c) Why was the Second World War a turning point in the growth of the Civil Rights Movement?

[8]

[24 x answer lines]

Unit 3 Mark scheme for Question (c) in section A**You will get 1 or 2 marks if you make a few weak points**

Eg: The war was a turning point because black soldiers believed they were fighting for a better life; there may be a brief mention of seeing what life was like in Europe for some soldiers.

You will get between 3 and 4 marks if you mostly describe with an attempt at evaluating or analysing the key issue.

Eg: Answers are likely to focus on the contribution of the Jim Crow army and the efforts of black workers on the home front. Answers may begin to argue that the war acted as a catalyst for change as black Americans became more politically aware, believing that their contribution would lead to change.

You will get between 5 and 6 marks if you give a more detailed and accurate analysis of the key issue with a clear attempt at evaluation.

Eg: Answers will provide a fuller explanation of the war as a turning point. Expect some discussion of the outcomes of the contribution of black Americans to the war effort. Answers may refer to how the experience of war provided impetus to the Civil Rights movement.

You will get 7 or 8 marks if you give a detailed and accurate analysis of the key issue and a reasoned evaluation. The answer addresses the thrust of the question.

Eg: Answers will offer a full explanation of why the Second World War was a turning point in the growth of the Civil Rights movement. Issues discussed should include President Truman's post-war support for the movement, how the experience of war impacted on black consciousness and the increasing politicisation of black Americans.

Rationale for Questions 4 / 5 / 6 (Section B)

This question is identical to that currently found on the Unit 3 exam papers. However, it is now worth 12 marks with an additional 3 marks for the quality of spelling, punctuation and grammar. The question assesses the ability to produce an extended answer to a question about historical change.

The question is phrased in such a way as to encourage chronological awareness and look at differentiation of experience over time. There will also be a support box giving advice about some of the content that should be covered in this answer.

Lower level answers will show partial overview or patchy chronology
Higher level answers will display stronger chronological grasp and an awareness of differentiation over time and amongst different social groups where appropriate.

Here is an example of Section B questions from the specimen assessment materials on the USA, 1929-1990 (Route A)

Answer **one** question only from this section.

Marks for spelling, punctuation and the accurate use of grammar are allocated to this question.

[3]

4. What have been the most important developments that have changed life in America since 1930?

[12]

In your answer you may wish to discuss the following:

*The effects of the Depression
The impact of World War II
The policies of the American presidents since 1970
and any other relevant factors.*

5. What have been the most important factors in bringing about change in the lives of black Americans since 1930?

[12]

In your answer you may wish to discuss the following:

*The impact of World War II
The Civil Rights movements
Progress made by black Americans by the end of the twentieth century
and any other relevant factors.*

6. How far has the USA's role in world affairs changed since 1930?

[12]

In your answer you may wish to discuss the following:

*The policy of isolationism
The impact of World War II
The USA and the Cold War
and any other relevant factors.*

Unit 3: Section B Marking Scheme

You will get 1 to 3 marks if your answer is brief or vague and with very little support.

Eg: Life got better for black Americans because of what Martin Luther King did.

You will get 4 to 6 marks for partial coverage or a patchy overall outline with some reference to changes and some support.

Eg: Candidates may focus on the development of the race issue in one period only, for example the development of Civil Rights in the 1950s and 1960s. Alternatively candidates may provide a poor outline of the development of the race issue in the USA across the period with brief references to the scaffold and very little development.

You will get 7 to 9 marks for a very good chronological coverage of whole period with good supporting detail and a clear attempt to discuss the named issue. There will be good supporting detail of main developments and extent of change over most of the period.

Eg: Candidates may provide differentiation and / or comment on the pace of change in the development of black society in different periods but coverage of the period will be incomplete. Alternatively, candidates may provide good chronological accounts of the political, economic and social development of black people in the USA across the period. There will be some attempt to comment on the varied experiences of different groups of black people and the uneven pace of change in different periods. There will also be an attempt to identify the MOST important factors that led to change.

You will get 10 to 12 marks for an effective overview of the main developments with a clear understanding of the varying impact of change. It will be supported by relevant and accurate historical knowledge and very good chronological coverage of the whole period.

Eg: Candidates will provide good chronological accounts of the development of black society in the USA across the period as in Level 3 but in greater depth and detail. Candidates will also begin to comment more explicitly on the MOST significant factors that led to change. Candidates will also begin to differentiate more effectively between the varied experiences of different groups of black Americans by class, gender and geographical location. Candidates will also appreciate that black development was not equal to that of whites across much of the period and that the pace of change for black people varied in different periods.

SPG: You will be given marks for your spelling, punctuation and grammar in this question. Examiners will use this chart to award up to three additional marks:

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

THE FUTURE FOR GCSE HISTORY (as of October 2013)

There are more changes planned for GCSE History over the next few years. In September, the Department of Education closed its consultation on its plans for GCSE History in English schools. Hopefully many of you took the opportunity to feedback on these very radical proposals.

The original Westminster government intention was to launch the new GCSE courses in History in September 2015 in England, but Ofqual have advised the government that this is too soon and it is likely that the launch will be put back to start in September 2016.

Once the finalised criteria for England are announced, WJEC will plan and prepare a new GCSE course for schools in England.

Wales is retaining GCSEs but the extent of any change to content and assessment is less certain. The Task Group on the Cwrricwlwm Cymreig has recently (September 2013) recommended that 'a proportion of Welsh history should be an integrated and compulsory part of every GCSE specification offered in Wales.

Once the finalised criteria for Wales are announced, WJEC will plan and prepare a new GCSE course for schools in Wales.