


**WJEC GCSE in
HISTORY**

For teaching from 2017
For award from 2019



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The GCSE History Structure

Unit 1: Studies in Depth – Wales and the wider perspective
25% of qualification

Unit 2: Studies in Depth – History with a European / world
focus 25% of qualification

Unit 3: Thematic studies from a broad historical perspective
30% of qualification

Unit 4: Non Examination Assessment (NEA) 20% of
qualification

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Unit 1 Options

Unit 1: Studies in Depth – Wales and the wider perspective
Written examination: 1 hour
25% of qualification

This unit offers a choice of **four** Studies in Depth – each considering a Welsh perspective within a wider historical context.
Centres choose **one** Study in Depth from the following:

1A. The Elizabethan Age, 1558-1603
1B. Radicalism and Protest, 1810-1848
1C. Depression, War and Recovery, 1930-1951
1D. Austerity, Affluence and Discontent, 1951-1979

Each option will be assessed by compulsory questions. These will focus largely on the analysis and evaluation of historical sources and interpretations. There will also be questions testing historical concepts.

Question 1

- This question will contain two sources [A and B] connected with an issue that will have been studied.
- This question is worth 4 marks and targets AO3.
- **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 materials.
- There are no marks awarded for own knowledge in this question.

Question 2

- This question will contain one source [C] connected with an issue that will have been studied.
- This question is worth 6 marks and targets AO1 and AO3.
- **The question will ask candidates to analyse and evaluate the accuracy of the source.**
- The aim of the question is to encourage candidates to reach a substantiated judgement about the accuracy of the source set within its historical context.
- Candidates will be rewarded for discussing the strengths and limitations of the source material.

Question 3

- This question will ask about the **significance** of an identified issue which will have been studied.
- This question is worth 12 marks and targets AO1 and AO2.
- **The question will ask candidates to provide a reasoned and supported explanation of the significance of the identified issue set within the relevant historical context.**
- Candidates will be rewarded for demonstrating contextual understanding and providing a fully developed and focused explanation.

Question 4

- This question will contain four identified features taken from the specification which are all **interrelated**.
- This question is worth 12 marks and targets AO1 and AO2.
- **The question will ask candidates to identify and explain the connections between any THREE of the identified features set within the correct historical context.**
- Candidates will be rewarded for demonstrating contextual understanding and providing a full explanation of the relevant connections.

Question 5

- This question will contain one **interpretation** connected with the wider historical debate over an issue that will have been studied.
- This question is worth 16 marks plus 3 SPaG and targets AO1 and AO4.
- **The question will ask candidates to reach a substantiated judgement about the accuracy of the interpretation.**
- **Candidates will need to analyse and evaluate how and why interpretations of the issue differ. Candidates should focus on and discuss the authorship of the interpretation in reaching their judgement.**
- Candidates will also be rewarded for demonstrating understanding of the key feature in the question.


Unit 2 Options

Unit 2: Studies in Depth – History with a European / world focus
Written examination: 1 hour
25% of qualification

This unit offers a choice of **four** Studies in Depth – each considering history in a European or wider world context.
 Centres choose **one** Study in Depth from the following:

- 2A. Russia in Transition, 1905-1924**
2B. The USA: A Nation of Contrasts, 1910-1929
2C. Germany in Transition, 1919-1939
2D. Changes in South Africa, 1948-1994


Each option will be assessed by compulsory questions. These will test historical concepts and also analyse and evaluate historical sources.



ZC: GERMANY IN TRANSITION, 1919-1939

This option focuses in depth on selected themes and issues relating to the history of Germany from 1919-1939. Candidates will be required to consider the impact of the First World War on Germany, the recovery of the Weimar Republic, the factors which led to the rise of the Nazis and the impact of the Nazi regime upon the lives of the German people. Candidates should develop an awareness of how aspects of life in Germany in this period have been represented and interpreted and they should also address the key questions in each topic area using a range of historical sources. The required content below shows which key features and characteristics of the period must be studied.

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




Assessment

Unit 2: Studies in Depth – History with a European / world focus

Written examination: 1 hour

Five questions



UNIT 2 – Studies in Depth – History with a European / world focus

Papers for Unit 2 will focus mainly on the evaluation of historical sources and key features and key concepts of history.

All questions must be answered.

| Question | Type of question | Mark |
|----------|---|-----------|
| 1. | Use of source material and knowledge to describe an aspect of history | 6 |
| 2. | Description of an historical issue/event/policy | 8 |
| 3. | Purpose of source contemporary to the period | 8 |
| 4. | Utility of two sources | 12 |
| 5. | Evaluative essay | 16+3 SPaG |
| Total | | 53 |

Question 1

- The question will utilise a single piece of source material [A].
- This question is worth 6 marks and targets AO1 and AO3.
- **The question will ask candidates to use the source and their own knowledge to describe an historical issue.**
- Candidates will be rewarded for demonstrating understanding of the key feature in the question and analysing the source in its historical context.

Question 2

- This question is worth 8 marks and targets AO1.
- **The question will ask candidates to describe an historical issue/ event.**
- The focus of this question is being able to demonstrate detailed and accurate knowledge of an issue set within its historical context.

Question 3

- The question will utilise a single piece of source material [B].
- This question is worth 8 marks and targets AO1 and AO3.
- **The question will ask candidates to analyse and evaluate the purpose of the source in order to reach a substantiated judgement.**
- Candidates will be rewarded for demonstrating understanding of the historical context and undertaking full consideration of the authorship.

Question 4

- The question will utilise two pieces of source material [C and D].
- This question is worth 12 marks and targets AO1 and AO3.
- **The question will ask candidates to analyse and evaluate the relative usefulness of the source material to an historian studying the issue.**
- **Candidates will need to analyse and evaluate the content and authorship of the source material to reach a substantiated judgement set within the appropriate historical context.**
- Candidates will be rewarded for demonstrating understanding of the historical context.

Question 5

- This question is in the style of an essay **and asks students to provide depth of discussion.**
- This question will contain a single sentence essay question on an issue that will have been studied.
- This question is worth 16 marks plus 3 SPaG and targets AO1 and AO2.
- **The question will ask candidates to fully analyse a key issue while considering other factors and their relative impact set within its wider historical context.**
- **Candidates should focus on and discuss a range of factors and arguments in reaching their judgement.**
- Candidates will be rewarded for demonstrating detailed knowledge and understanding of the key feature in the question and other historical features.

Unit 3 Options

Unit 3: Thematic studies from a broad historical perspective
Written examination: 1 hour 15 minutes
30% of qualification

This unit offers a choice of **four** Thematic Studies that cover a specific aspect of history in breadth, with a particular emphasis on how this impacted on Wales.
 Centres choose **one** Thematic Study from the following:

- 3A. Changes in Crime and Punishment, c.1500 to the present day**
- 3B. Changes in Health and Medicine, c.1340 to the present day**
- 3C. The Development of Warfare, c.1250 to the present day**
- 3D. Changes in Patterns of Migration, c.1500 to the present day**

The Thematic Study will include the study of an appropriate historic site and its significance.

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

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38: CHANGES IN HEALTH AND MEDICINE, c.1340 to the present day

This option focuses thematically on the main trends in the history of health and medicine in Britain from c. 1340 to the present day. Foreign content is included only where it is fundamental to its influence. Learners will be required to consider the causes, treatment and prevention of illness and disease, advances in medical knowledge, developments in patient care and advances in public health and welfare over time. Learners will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of health and medicine from c. 1340 to the present day. In this option, settings should ensure that they focus, where appropriate, on the issues of change, continuity, significance and timing points. In this option, the impact of changes in health and medicine on Wales should be highlighted within the wider context. As part of this option learners will investigate an historic site connected with this theme. The required content below shows which key features and characteristics of the period must be studied.

| Key questions | Required Content |
|---|---|
| Causes of illness and disease: What have been the main causes of illness and disease over time? | Living conditions in the medieval and early modern eras with reference to the Black Death and the Great Plague; the effects of globalisation; cholera and typhoid; the spread of bacterial and viral diseases in the nineteenth and twentieth centuries; tuberculosis and influenza |
| Attempts to prevent illness and disease: How effective were attempts to prevent illness and disease over time? | Early methods of prevention of disease with reference to the Black Death; alchemy and medieval doctors; the application of science to the prevention of disease in the late eighteenth and early nineteenth century; the work of Edward Jenner and vaccination; the influence and spread of inoculation since 1800; the discovery of antibiotics and developments in the field of bacteriology |
| Attempts to treat and cure illness and disease: How have attempts to treat illness and disease changed over time? | Traditional treatments common in the medieval era; barber surgeons; use of leeches; herbal remedies; James Clavel and the use of anaesthetics in the late nineteenth century; James Simpson and the development of anaesthetics in the nineteenth century; twentieth century developments: Marie Curie and the development of radium; the roles of Fleming, Florey and Chain regarding antibiotics; Banting and transplant surgery; modern advances in cancer treatment and surgery |
| Advances in medical knowledge: How much progress has been made in medical knowledge over time? | Medical ideas in the medieval era; astrology and the theory of the four humours; the medical work of Vesalius; Pare and Harvey in the sixteenth and seventeenth centuries; nineteenth century advances in medical knowledge; improved knowledge of the germ theory; Pasteur and Koch; the development of staining techniques in the twentieth century; X-rays, ultrasound and MRI scans; the discovery of DNA and genetic research in the later twentieth century |
| Developments in patient care: How has the care of patients improved over time? | The role of the church and monasteries from medieval times up to the mid sixteenth century; the rise of voluntary charities and endowed hospitals up to the late eighteenth century; the influence of Florence Nightingale and Beda Cusick; nursing from the mid-nineteenth century; Dorothy Deane and the setting up of the NHS after World War II; pressures on the NHS up to the present day |

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|---|---|
| Developments in public health and welfare: How effective were attempts to improve public health and welfare over time? | Standards in public health and hygiene from the fourteenth century to the eighteenth century; the impact of industrialisation on public health in the nineteenth century; the work of Edwin Chadwick leading to Victorian improvements in public health; efforts to improve housing and reduce pollution in the twentieth century; attempts to improve public health and welfare in the twenty-first century: campaigns, fitness drives, healthy eating |
| A study of an historic site connected with health and medicine | The study of the historic environment is an integrated part of the required content for this thematic study outlined above. Within the required content above, centres should study the historic site nominated below: |
| In studying the historic site, learners should consider the following: <ul style="list-style-type: none">the key features of the historic sitethe significance of the historic site on a local, regional or national levelthe relevance of the historic site to the development of health and medicine over timehow the historic site contributes to a broader understanding of changes in the history of health and medicine | Urban Cardiff in the nineteenth century In their study of this historic site centres should focus on the following: <ul style="list-style-type: none">living conditions in Cardiff in the nineteenth centuryoutbreaks of cholera and typhoid in Cardiff in the nineteenth centuryattempts at improving public health in Cardiff in the nineteenth centurythe effectiveness of attempts to improve public health in Cardiff in the nineteenth century |

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CONTENT AMPLIFICATION TO ENHANCE COVERAGE OF A WELSH PERSPECTIVE

Teachers are advised that in addressing the wider themes associated with the development of health and medicine from c. 1340 to the present day they should illustrate their teaching with relevant and appropriate examples that demonstrate both a Welsh perspective and the impact on Wales of these developments. Please note that the examples provided here are suggestions only. Teachers are encouraged to use examples from this list and any other appropriate local examples.

| ASSOCIATED THEME | CONTENT FOCUS | WELSH PERSPECTIVE |
|---|---|--|
| Causes of illness and disease | Living conditions in the medieval era with reference to the Black Death | Living conditions in medieval villages in Wales (e.g. Coedmonau); the Black Death in Caeddoc, Carmarthen, Harfordisteg and Islwyn |
| Medical knowledge, prevention and treatment of illness and disease | The effects of industrialisation: cholera and typhoid Nineteenth century advances in medical knowledge Improved knowledge of the germ theory The discovery of DNA and genetic research in the later twentieth century | Cholera epidemics in Merthyr Tydfil and Cardiff 1849-50 The work of bacteriologists (e.g. Hargreaves and Bacon Jones at Sharncliffe) and links to the foundations of orthopaedics The role of Sir Peter Dorian for his work in setting up courses on bacteriology e.g. Cardiff 1898 The work of Martin Evans on stem cells |
| Patient care and public health | Traditional treatments common in the medieval era Traditional herbal remedies Traditional treatments The role of the church and monasteries from medieval times up to the mid sixteenth century The role of voluntary charities and endowed hospitals Nursing from the mid-nineteenth century Attempts Deane and the setting up of the NHS Victorian improvements in public health Efforts to improve housing and reduce pollution in the twentieth century | The place of the mediciner of the household in the lives of Hywel Dda, with payment rates for treatments, curative wells (e.g. Ffynnon Gwynfryn, Holywell) The physicians of Llyfarch Dymun Hyddlyn – wise men and use of charms Hillemarec, saint; Hillemarec e.g. Ffynnon Ffari, Carmarthen; Tatum Abbey; hospital of Knights of St John (former of hospitals); on pilgrim route at Talyborth Fawr Prevalence of voluntary hospitals across Wales including specialist ones such as Stanley Sator's Hospital, Holywell, 1871 and Henry Ford Seaman's Hospital, Cardiff from the 1850s Bedd Cusick: for military nursing responses to contemporary conditions and bureaucracy in the Cerman War Attempts Deane to establish 'NHS Hospital' on 'Giliadon' in Merthyr; the building of reservoirs in Wales from the 1860s Welsh Office housing condition surveys and improvement grants in the post-war period |

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Assessment

Unit 3: Thematic studies from a broad historical perspective

Written examination 1 hour 15 minutes

Seven questions

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UNIT 3 – Thematic studies from a broad historical perspective

Papers for Unit 3 will focus mainly on key features and key concepts of history.
All questions must be answered.

| Question | Type of question | Mark |
|----------|--|-----------|
| 1. | Four short knowledge based responses | 4 |
| 2. | Similarity and difference | 4 |
| 3. | Description of an historical event/ issue/ feature | 6 |
| 4. | Description of an historical event/ issue/ feature | 6 |
| 5. | Explanation of an historical development | 12 |
| 6. | Explanation of an historical development | 12 |
| 7. | Evaluative essay focusing on a narrative of change over time | 16+4 SPaG |
| Total | | 64 |

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Question 1

- This question is worth 4 marks and targets AO1.
- The focus of this question is being able to apply accurate historical knowledge.

Question 2

- This question will contain three visual sources [A, B and C] connected with an issue that will have been studied.
- This question is worth 4 marks and targets AO2 and AO3.
- **The question will ask candidates to identify one similarity and one difference.**
- The focus of this question is being able to understand and extract from the source material.

Question 3

- This question is worth 6 marks and targets AO1.
- **The question will ask candidates to describe an historical issue/ event/ feature.**
- The focus of this question is being able to demonstrate detailed and accurate knowledge of an issue set within its historical context.

Question 4

- This question is worth 6 marks and targets AO1.
- **The question will ask candidates to describe an historical issue/ event/ feature.**
- The focus of this question is being able to demonstrate detailed and accurate knowledge of an issue set within its historical context.

Question 5


- This question is worth 12 marks and targets AO1 and AO2.
- **The question will ask candidates to provide a reasoned, focused and well supported explanation of the issue set within the relevant historical context.**
- Candidates will be rewarded for demonstrating detailed contextual understanding.

Question 6

- This question is worth 12 marks and targets AO1 and AO2.
- **The question will ask candidates to provide a reasoned, focused and well supported explanation and analysis of the effectiveness/significance of the issue set within the relevant historical context.**
- Candidates will be rewarded for demonstrating detailed contextual understanding.

Question 7

- This question is worth 16 marks plus 4 marks for SPaG and targets AO1 and AO2.
- **The question assesses the ability to produce an extended narrative discussion of an issue studied across different historical eras.**
- Candidates will be expected to analyse the nature and extent of **change or continuity** across the different historical eras.
- Candidates will be rewarded for demonstrating detailed knowledge and understanding of the historical context **including specific references to the Welsh context.**
- There will also be a statement giving advice about what should be discussed in the answer.



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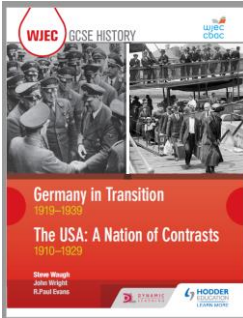
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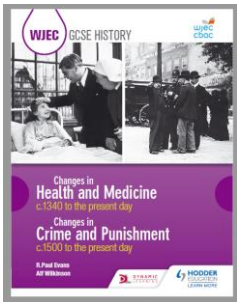
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Any Questions?

Contact our specialist Subject Officers and administrative team for your subject with any queries.

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