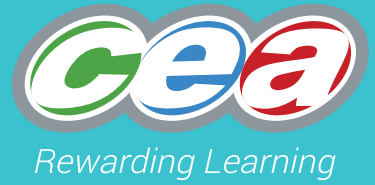


GCSE



CCEA GCSE Specification in History

Version 2: 15 May 2017

For first teaching from September 2017
For first assessment in Summer 2018
For first award in Summer 2019
Subject Code: 4010



Contents

1	Introduction	3
1.1	Aims	4
1.2	Key features	4
1.3	Prior attainment	4
1.4	Classification codes and subject combinations	4
2	Specification at a Glance	6
3	Subject Content	8
3.1	Unit 1 Section A: Modern World Studies in Depth	8
3.2	Unit 1 Section B: Local Study	15
3.3	Unit 2: Outline Study	22
4	Scheme of Assessment	25
4.1	Assessment opportunities	25
4.2	Assessment objectives	25
4.3	Assessment objective weightings	25
4.4	Quality of written communication	26
4.5	Reporting and grading	26
5	Grade Descriptions	27
6	Curriculum Objectives	30
6.1	Cross-Curricular Skills at Key Stage 4	30
6.2	Thinking Skills and Personal Capabilities at Key Stage 4	31
7	Links and Support	33
7.1	Support	33
7.2	Examination entries	33
7.3	Equality and inclusion	33
7.4	Contact details	34
	Summary of Changes since First Issue	35

Subject Code	4010
QAN	603/0772/9
A CCEA Publication © 2017	

This specification is available online at www.ccea.org.uk

1 Introduction

This specification sets out the content and assessment details for our GCSE course in History. We have designed this specification to meet the requirements of:

- Northern Ireland GCSE Design Principles; and
- Northern Ireland GCE and GCSE Qualifications Criteria.

First teaching is from September 2017. We will make the first award based on this specification in Summer 2019.

This specification is a unitised course. The guided learning hours, as for all our GCSEs, are 120 hours.

The specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

If there are any major changes to this specification, we will notify centres in writing. The online version of the specification will always be the most up to date; to view and download this please go to www.ccea.org.uk

1.1 Aims

This specification aims to encourage students to:

- be enthusiastic about studying History;
- develop as effective and independent learners with enquiring minds;
- develop the ability to ask relevant and significant questions about the past, to investigate issues critically and to make valid historical claims using a range of sources;
- develop an awareness of how the past has been represented, interpreted and given significance for different reasons and purposes; and
- develop the ability to effectively communicate historical knowledge and understanding in a range of ways, argue a case, make judgements and reach substantiated conclusions.

1.2 Key features

The following are important features of this specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- It is a stimulating and relevant specification that will ensure students enjoy studying History.
- Popular periods of study and issues are covered that enhance students' understanding of the modern world.
- It balances depth and range of factual content with developing students' conceptual understanding and historical skills, including the use of historical sources and interpretations.
- The new single tier examination papers remove the burden on teachers of making entry choices and mean students' results are not capped before they take their assessment.
- Retaining a unitised structure increases the flexibility and choice for teachers and students.
- It includes an appropriate body of knowledge that promotes understanding and develops skills that will provide a basis for progression directly into employment, to the further study of History at advanced level or to vocational training.

1.3 Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification.

1.4 Classification codes and subject combinations

Every specification has a national classification code that indicates its subject area. The classification code for this qualification is 4010.

Please note that if a student takes two qualifications with the same classification code, schools, colleges and universities that they apply to may take the view that they have achieved only one of the two GCSEs. The same may occur with any two GCSE qualifications that have a significant overlap in content, even if the classification codes are different. Because of this, students who have any doubts about their subject combinations should check with the schools, colleges and universities that they would like to attend before beginning their studies.

2 Specification at a Glance

The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
<p>Unit 1 Section A: Modern World Studies in Depth</p> <p>Option 1: Life in Nazi Germany, 1933–45</p> <p>or</p> <p>Option 2: Life in the United States of America, 1920–33</p> <p>and</p> <p>Unit 1 Section B: Local Study</p> <p>Option 1: Changing Relations: Northern Ireland and its Neighbours, 1920–49</p> <p>or</p> <p>Option 2: Changing Relations: Northern Ireland and its Neighbours, 1965–98</p>	<p>External written examination</p> <p>1 hour 45 mins</p> <p>There are two sections</p> <p>Section A: Students answer five questions. The paper includes short response questions, structured questions and an essay question.</p> <p>Section B: Students answer six questions. The paper includes source-based questions, short response questions and an essay question.</p>	60%	Summer from 2018

Content	Assessment	Weightings	Availability
Unit 2: Outline Study International Relations, 1945–2003	External written examination 1 hour 15 mins Students answer six questions. The paper includes source-based questions, a structured question and an essay question.	40%	Summer from 2019

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

3 Subject Content

We have divided this course into two units. This section sets out the content and elaboration for each unit.

3.1 Unit 1 Section A: Modern World Studies in Depth

In this section, students gain awareness of the characteristics, beliefs, values and attitudes of the people from the period studied. This in-depth study aims to enhance students' understanding of a society's complexities, its historical situation and the interplay of key aspects within it.

This study provides the opportunity for students to focus on a coherent short time period of history. The assessment enables students to demonstrate their knowledge and understanding and their ability to create structured analytical accounts of key events.

The following Assessment Objectives are generic and set out the skills students develop using the content as the context. Students should be able to:

- AO1** demonstrate knowledge and understanding of the key features and characteristics of the period studied; and
- AO2** explain and analyse historical events and periods studied using second-order historical concepts including continuity, change, cause, consequence, significance, similarity and difference.

There are two studies to choose from:

- Option 1: Life in Nazi Germany, 1933–45; or
- Option 2: Life in the United States of America, 1920–33.

Option 1: Life in Nazi Germany, 1933–45

In this option, students focus on the impact of the Nazi dictatorship on people’s lives in Germany. Students explore the interplay of political, economic, social and racial forces in Germany at this time.

Content	Elaboration of Content
<p>Hitler takes political control, 1933–34</p> <p>Control and opposition</p>	<ul style="list-style-type: none"> • The removal of opposition by Hitler and the significance of the following for the German people: <ul style="list-style-type: none"> – the Reichstag fire – the election, March 1933 – the Enabling Act – <i>Gleichschaltung</i> – the threat from Röhm and the <i>Sturm-Abteilung (SA)</i> – the Night of the Long Knives – the death of von Hindenburg – Hitler becomes Führer • The creation of the Police State: <ul style="list-style-type: none"> – the roles of Himmler, the <i>Schutzstaffel (SS)</i>, the Gestapo, the law courts and concentration camps – the impact of the Police State on the lives of the German people • Propaganda and censorship: <ul style="list-style-type: none"> – the role of Goebbels in spreading Nazi ideas – the Ministry of Propaganda and the spreading of Nazi ideas – the impact of propaganda and censorship on the lives of the German people • Opposition: <ul style="list-style-type: none"> – the extent of support for the Nazi regime – opposition from the churches, including the role of Pastor Niemöller – opposition from young people, including Swing Youth and Edelweiss Pirates
<p>Life for workers in Nazi Germany</p>	<ul style="list-style-type: none"> • Nazi attempts to reduce unemployment: <ul style="list-style-type: none"> – public works, conscription, rearmament, autarky, National Labour Service (RAD) – the impact of Nazi actions on the lives of workers – the effectiveness of Nazi actions by 1939

Content	Elaboration of Content
Life for workers in Nazi Germany (cont.)	<ul style="list-style-type: none"> • Nazi attempts to change the lives of workers: <ul style="list-style-type: none"> – the German Labour Front (DAF), Strength Through Joy (KDF), Beauty of Labour (SdA), prices and wages – the impact of Nazi actions on the lives of workers – the effectiveness of Nazi actions by 1939
Life for women and the family in Nazi Germany	<ul style="list-style-type: none"> • Nazi views of women and the family: <ul style="list-style-type: none"> – Aryan ideals – <i>Kinder, Küche, Kirche</i> • Nazi actions and policies to change the lives of women and the family: <ul style="list-style-type: none"> – marriage, employment and appearance – family life – the impact of Nazi actions and policies on the lives of women and the family – the effectiveness of Nazi actions and policies by 1939
Life for young people in Nazi Germany	<ul style="list-style-type: none"> • Nazi actions and policies to change the lives of young people: <ul style="list-style-type: none"> – education – youth movements – the impact of Nazi actions and policies on the lives of young people in Germany – the effectiveness of Nazi actions and policies by 1939
Life for the Jewish community and minorities in Nazi Germany	<ul style="list-style-type: none"> • The persecution of minorities: <ul style="list-style-type: none"> – Nazi racial ideas and policies – the treatment of minorities: gypsies, homosexuals and those with disabilities • Nazi persecution of the Jewish community: <ul style="list-style-type: none"> – the boycott of Jewish shops and businesses – the Nuremberg Laws – <i>Kristallnacht</i> – the impact of Nazi actions and policies on the lives of the Jewish community by 1939 – the effectiveness of Nazi actions and policies by 1939

Content	Elaboration of Content
<p>Germany at war</p>	<ul style="list-style-type: none"> • Life in Germany during World War II: <ul style="list-style-type: none"> – the impact of the war on the German people – air raids and bombing – total war and rationing – labour shortages and the role of women in the workplace • Escalation of racial persecution: <ul style="list-style-type: none"> – the <i>Einsatzgruppen</i>, ghettos and death camps – the Final Solution • Growing opposition and resistance in Germany to Nazi rule during the war years: <ul style="list-style-type: none"> – youth groups – the churches – the army – the effectiveness of opposition and resistance up to 1945

Option 2: Life in the United States of America, 1920–33

In this option, students focus on how the lives of American people were affected by the significant political, economic and social changes that took place in the United States of America in the 1920s. These include the background to and consequences of the Wall Street Crash and the impact of the Great Depression up to 1933.

Content	Elaboration of Content
<p>Life for minority groups</p>	<ul style="list-style-type: none"> ● Problems faced by black Americans: <ul style="list-style-type: none"> – Jim Crow laws and civil rights in the southern states – the rise of the Ku Klux Klan and its actions – the experience of black Americans in the northern states – political and cultural responses of black Americans ● Problems faced by immigrants: <ul style="list-style-type: none"> – attitudes towards immigration – restrictions on immigration in the 1920s – hostility towards immigrants: the Red Scare, Palmer Raids, Sacco and Vanzetti case and the impact on the lives of immigrants ● Problems faced by Native Americans: <ul style="list-style-type: none"> – the policy of allotment and the impact on Native Americans – education and the experience of Native Americans
<p>Prohibition</p>	<ul style="list-style-type: none"> ● The introduction of Prohibition: <ul style="list-style-type: none"> – the reasons for the introduction of Prohibition and its aims – differing attitudes towards Prohibition – the growth and impact of organised crime, corruption and violence, especially the Mafia – the reasons for the failure of Prohibition
<p>Social change and popular entertainment</p>	<ul style="list-style-type: none"> ● The changing role of women in American society: <ul style="list-style-type: none"> – the significance of voting rights for women – the increasing role of women in the workplace – the influence of the flappers – continuity in the role of women, including women in rural areas, working class women and women living in the Bible Belt – the extent to which the lives of women changed in the USA in the 1920s

Content	Elaboration of Content
<p>Social change and popular entertainment (cont.)</p>	<ul style="list-style-type: none"> • Changes in popular entertainment: <ul style="list-style-type: none"> – the main features and popularity of jazz music, dance and radio – the rise of Hollywood and movie stars – the impact of cinema and jazz music on people’s lives – the growing role of spectator sport in people’s lives, including boxing and baseball – differing attitudes towards social change and popular entertainment and the impact on people’s lives
<p>The ‘Roaring Twenties’</p>	<ul style="list-style-type: none"> • The boom years: <ul style="list-style-type: none"> – reasons for the rapid economic growth in the 1920s – new methods of mass production and their impact on industries and people’s lives – the features of the boom, including the development of consumer goods, cars, chemicals and the construction industry, and their impact on people’s lives – the impact of mass marketing and credit on the lives of Americans – the significance of the policies of the Republican presidents in the boom years
<p>Economic problems in the 1920s</p>	<ul style="list-style-type: none"> • Problems behind the prosperity: <ul style="list-style-type: none"> – unequal distribution of wealth and groups in society that did not prosper – overproduction and underconsumption – agriculture and problems faced by farmers and sharecroppers – decline of older industries, such as coal and textiles – the significance of the economic policies of the Republican presidents
<p>The Wall Street Crash, 1929</p>	<ul style="list-style-type: none"> • The Wall Street Crash of October 1929: <ul style="list-style-type: none"> – the causes of the Wall Street Crash, October 1929 – the short-term and the longer-term effects of the Wall Street Crash

Content	Elaboration of Content
<p>The Great Depression, 1929–33</p>	<ul style="list-style-type: none"> • The Great Depression and its effects on industry and the lives of workers: <ul style="list-style-type: none"> – the economic cycle of closure of firms and increased unemployment – the fall in demand for cars and consumer goods – the Bonus Army and Hoovervilles – the impact of the Great Depression on industry and the lives of workers • The Great Depression and its effects on agriculture and the lives of farmers: <ul style="list-style-type: none"> – effects of tariffs and overproduction – hardships of farmers and sharecroppers – the Dust Bowl and the effects in the Midwest – the impact of the Great Depression on agriculture and the lives of farmers • President Hoover and the Great Depression: <ul style="list-style-type: none"> – Republican beliefs in laissez-faire and rugged individualism – voluntarism, work schemes, President’s Organization on Unemployment Relief (POUR), Hawley–Smoot Act 1930, Reconstruction Finance Corporation (RFC) 1932, Farm Board – the impact of Hoover’s policies on the lives of Americans and the role of state governments up to March 1933 – the effectiveness of Hoover’s policies and actions to deal with the Great Depression up to March 1933 – Hoover’s unpopularity, the presidential election of 1932 including Hoover’s campaign and Roosevelt’s personality and campaign

3.2 Unit 1 Section B: Local Study

In this section, students enhance their understanding of the unfolding narrative of significant historical developments, events and personalities in a particular period in Northern Ireland's past. They also examine the interplay of the complex relationships between Northern Ireland and its neighbours.

This local study provides the opportunity for students to focus on a coherent medium time period of history. The assessment enables students to demonstrate their knowledge and understanding, create structured analytical accounts of key events and analyse and evaluate contemporary source material.

The following Assessment Objectives are generic and set out the skills students develop using the content as the context. Students should be able to:

- AO1** demonstrate knowledge and understanding of the key features and characteristics of the period studied;
- AO2** explain and analyse historical events and periods studied using second-order historical concepts including continuity, change, cause, consequence, significance, similarity and difference; and
- AO3** analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

There are two studies to choose from:

- Option 1: Changing Relations: Northern Ireland and its Neighbours, 1920–49; or
- Option 2: Changing Relations: Northern Ireland and its Neighbours, 1965–98.

Option 1: Changing Relations: Northern Ireland and its Neighbours, 1920–49

In this option, students focus on the changing relationships between the north and south of Ireland and Britain following the partition of the island of Ireland. Students examine the changing relationships against the backdrop of peace, war and neutrality. They also explore the significant impact of World War II on relations between Northern Ireland and its neighbours.

Content	Elaboration of Content
The partitioning of Ireland	<ul style="list-style-type: none"> • Key terms of the Government of Ireland Act, 1920 • Reactions to the Government of Ireland Act in the north and south of Ireland • The setting up of the Irish Free State under the Anglo-Irish Treaty; the Boundary Commission, 1924–25
From Irish Free State to Éire	<ul style="list-style-type: none"> • de Valera and his role in the dismantling of the Anglo-Irish Treaty by 1937 • The reasons for and terms of the 1937 Constitution • The impact of the 1937 Constitution on relations between Éire, Northern Ireland and Britain
The Economic War	<ul style="list-style-type: none"> • The causes of the Economic War and its effects on Britain, Northern Ireland and the Irish Free State • The end of the Economic War • The terms of the Anglo-Irish Agreements of 1938 and their significance for relations between Britain, Northern Ireland and Éire
Northern Ireland and World War II	<ul style="list-style-type: none"> • The reaction of Northern Ireland's government to the outbreak of war • Differing attitudes towards conscription • The war effort in Northern Ireland • Northern Ireland's industrial, agricultural, military and strategic contributions to the war

Content	Elaboration of Content
<p>Éire's neutrality and its impact on relationships during the war</p> <p>German attacks and their impact on Britain, Northern Ireland and Éire</p> <p>Life in post-war Northern Ireland and Éire, 1945–49</p>	<ul style="list-style-type: none"> • The reasons for de Valera's policy of neutrality • Attitude of the people of Éire towards neutrality • The response of Northern Ireland and Britain to Éire's neutrality • Benevolent neutrality in practice and attempts to persuade Éire to enter the war • Reaction to Britain's offer to end partition in Northern Ireland and Éire • The events and significance of the Battle of Britain • The Blitz on Northern Ireland: events and significance, including the exposure of poverty, poor housing and poor health • The impact of the <i>Luftwaffe</i> raids on the lives of people in Northern Ireland • Éire and the Blitz: the State of Emergency, banning of the Irish Republican Army (IRA) and the effects of World War II on the lives of the people in Éire • The reaction at Stormont to the election of a Labour government at Westminster • The reasons for the establishment of the Welfare State in Britain and Northern Ireland • The reasons for the differing attitudes in Northern Ireland to the introduction of the Welfare State • The impact of the Welfare State in Northern Ireland: family allowances, unemployment benefit, national assistance, housing and the National Health Service • The 1947 (Northern Ireland) Education Act and its social impact • Social and economic developments in Éire after 1945

Content	Elaboration of Content
<p>Constitutional changes and effects on relationships</p>	<ul style="list-style-type: none"> • Éire’s announcement of its intention to become a Republic • Reaction among the people of Northern Ireland to Éire’s intention • The significance of the Anti-Partition League and the ‘chapel gate election’ • Declaration of the Republic of Ireland, 1949: effects on relationships between Britain, Northern Ireland and the Irish Republic • The Ireland Act, 1949: reactions in Northern Ireland and the Irish Republic, the immediate effects on the relationship between the Republic of Ireland, Northern Ireland and Britain.

Option 2: Changing Relations: Northern Ireland and its Neighbours, 1965–98

In this option, students focus on the changing relationships between Northern Ireland, Britain and the Republic of Ireland, and among the different communities in Northern Ireland, against the backdrop of political and civil unrest. Students also explore the introduction of direct rule, the increase in paramilitary violence, the attempts to find a political solution and the impact on Northern Ireland and its neighbours.

Content	Elaboration of Content
The O'Neill years	<ul style="list-style-type: none"> • O'Neill's policies and actions to improve the economy: successes and failures • O'Neill's attempts to improve community relations in Northern Ireland and the differing responses to his efforts • O'Neill's attempts to improve relations with the Republic of Ireland and the differing responses in Northern Ireland to his efforts
The campaign for civil rights	<ul style="list-style-type: none"> • The influence of the civil rights movement in the United States of America on Northern Ireland • Reasons for the emergence of the Northern Ireland Civil Rights Association (NICRA), its demands and methods and the differing attitudes towards it • Early civil rights marches, including British government and police responses, O'Neill's five-point reform programme and the differing responses to it • The effectiveness of NICRA • Reasons for the emergence of the People's Democracy: actions and impact • Reasons for the downfall of O'Neill

Content	Elaboration of Content
<p>A deteriorating situation, 1969–72</p>	<ul style="list-style-type: none"> • Increasing tensions and violence, summer 1969 • The reasons for and consequences of the intervention of the Irish and British governments • The re-emergence of the Irish Republican Army (IRA), the split in the IRA and the objectives of the newly formed Provisional IRA • The re-emergence of the Ulster Volunteer Force (UVF) and its objectives, and the setting up of the Ulster Defence Association (UDA) and its objectives • Reasons for and effects of internment, escalation of violence, civil rights protests against internment, and Bloody Sunday and responses to it • Reasons for the fall of Stormont and the introduction of direct rule • Reaction in Northern Ireland and in the Republic of Ireland to the British government’s decision to suspend Stormont
<p>The search for a political solution – attempt at power-sharing, 1973–74</p>	<ul style="list-style-type: none"> • The reasons for and responses to the introduction of a power-sharing Executive to Northern Ireland and a Council of Ireland; the effects of the Ulster Workers’ Council strike on the attempt at power-sharing in Northern Ireland; the reintroduction of direct rule
<p>Changing Republican strategy</p>	<ul style="list-style-type: none"> • The reasons for the hunger strikes, 1980–81; the impact of the hunger strikes, including change in Republican strategy; the effect of Sinn Féin’s electoral success on the SDLP
<p>Changing relations – towards closer co-operation</p>	<ul style="list-style-type: none"> • Reasons for closer co-operation between the Irish and British governments in the 1980s; the terms of the Anglo-Irish Agreement: its significance for relations between Britain, Northern Ireland and the Republic of Ireland and for how Northern Ireland would be governed

Content	Elaboration of Content
<p>The Downing Street Declaration, 1993</p>	<ul style="list-style-type: none"> • The Hume–Adams initiative; the Downing Street Declaration: the key terms and responses to the Declaration in Northern Ireland and its significance for paving the way for the ceasefires
<p>The Good Friday Agreement, 1998</p>	<ul style="list-style-type: none"> • The key terms and responses to the Agreement, including the referendum; the significance of the Agreement for relations between Britain, Northern Ireland and the Republic of Ireland

3.3 Unit 2: Outline Study

In this unit, students develop outline knowledge of the significant events and developments integral to the study of international relations in the period 1945–2003. Students learn about the causes and consequences of historical events and developments, identify patterns, continuity and change, trends and turning points, and assess the historical significance of people, events and developments.

This outline study provides the opportunity for students to focus on a coherent longer time period of history. The assessment enables students to demonstrate their knowledge and understanding, create structured analytical accounts of key events, use contemporary source material and analyse and evaluate later interpretations.

The following Assessment Objectives are generic and set out the skills students develop using the content as the context. Students should be able to:

- AO1** demonstrate knowledge and understanding of the key features and characteristics of the period studied;
- AO2** explain and analyse historical events and periods studied using second-order historical concepts including continuity, change, cause, consequence, significance, similarity and difference;
- AO3** analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied; and
- AO4** analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

International Relations, 1945–2003

In this unit, students focus on the significant events and developments associated with the Cold War and the new 'war on terror'. Students learn about how and why conflict occurred, attempts at resolving tensions and how international relations have been affected by the Cold War and the 'war on terror'.

Content	Elaboration of Content
<p>Co-operation ends and the Cold War begins</p> <p>Emerging superpower rivalry and its consequences, 1945–49</p> <p>Flashpoints in Europe and the impact on international relations</p>	<ul style="list-style-type: none"> • Breakdown of the wartime alliance between the USA and USSR in 1945: <ul style="list-style-type: none"> – Yalta – Potsdam – Hiroshima, Nagasaki and the start of the Cold War – the ideological differences between the USA and the USSR: the superpowers • The Soviet takeover of Eastern Europe: <ul style="list-style-type: none"> – actions of the USSR in Eastern Europe, 1945–49 – the response of the USA and its allies • The emergence of the Cold War and the impact on relations, 1946–47: <ul style="list-style-type: none"> – Iron Curtain speech – Truman Doctrine and Marshall Plan • The actions of the USSR in Eastern Europe and the impact on international relations: <ul style="list-style-type: none"> – the Berlin Blockade and Airlift, 1948–49: causes, events, and the consequences and impact on relations – Hungary, 1956: causes of the uprising, crushing of dissent by the USSR, the response of the West, and the consequences and impact on relations – Berlin, 1959–61: reasons for growing tension over Berlin, the response of the West, the building of the Berlin Wall, and the consequences and impact on relations – Czechoslovakia, 1968: the causes of the Prague Spring, the Soviet response, the response of the West, and the consequences and impact on relations

Content	Elaboration of Content
<p>Flashpoints outside Europe and the impact on international relations</p>	<ul style="list-style-type: none"> • The actions of the USA and USSR outside Europe and the impact on international relations: <ul style="list-style-type: none"> – Korean War, 1950–53: the reasons for USA involvement in the Korean War, the role of China and the USSR, the key events and consequences of the war and its impact on relations – the conflict in Vietnam, 1950–73: the reasons for USA involvement, 1950–64, the actions of the USA, 1965–73, the role of China and the USSR, and the key events and consequences of the war and its impact on relations – Cuban Missile Crisis, 1959–62: the causes of the Cuban Missile Crisis, the actions of the USA and USSR, the key events and consequences of the crisis and its impact on relations – Soviet war in Afghanistan, 1979–89: the reasons for USSR involvement, the actions of the USSR, the short-term consequences of the war and its impact on relations
<p>The end of the Cold War, 1985–91</p>	<ul style="list-style-type: none"> • The actions of the USSR and USA in Europe and the impact on international relations: <ul style="list-style-type: none"> – the policies of Gorbachev: <i>Glasnost</i> and <i>Perestroika</i> – the role of President Reagan – the collapse of communism in Eastern Europe – the Cold War ends
<p>New tensions emerge, 1991–2003</p>	<ul style="list-style-type: none"> • The new age of conflict, the ‘war on terror’ and the impact on international relations: <ul style="list-style-type: none"> – consequences of the Soviet War in Afghanistan: the rise of the Taliban and the origins of Al-Qaeda – reasons for September 11 attacks: the response of the USA and its allies, and the ‘war on terror’ – reasons for the invasion of Afghanistan, 2001 and its impact on international relations – reasons for the invasion of Iraq, 2003, the downfall of Saddam Hussein and the impact of the Iraq War on international relations

4 Scheme of Assessment

4.1 Assessment opportunities

For the availability of examinations and assessment, see Section 2. There will be one examination series each year, in Summer.

This is a unitised specification; candidates must complete at least 40 percent of the overall assessment requirements at the end of the course, in the examination series in which they request a final subject grade. This is the terminal rule.

Candidates may resit individual assessment units once before cash-in. The better of the two results will count towards their final GCSE grade unless a unit is required to meet the 40 percent terminal rule. If it is, the more recent mark will count (whether or not it is the better result). Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2 Assessment objectives

There are four assessment objectives for this specification. Candidates must:

- A01** demonstrate knowledge and understanding of the key features and characteristics of the period studied;
- A02** explain and analyse historical events and periods studied using second-order historical concepts including continuity, change, cause, consequence, significance, similarity and difference;
- A03** analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied; and
- A04** analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment component and the overall GCSE qualification.

Assessment Objective	Unit Weighting (%)		Overall Weighting (%)
	Unit 1	Unit 2	
A01	25	10	35
A02	22	13	35
A03	13	2	15
A04		15	15
Total Weighting	60	40	100

4.4 Quality of written communication

In GCSE History, candidates must demonstrate their quality of written communication. They need to:

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

Quality of written communication is assessed in responses to questions that require extended writing.

4.5 Reporting and grading

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

We award GCSE qualifications on a grade scale from A* to G, with A* being the highest. The nine grades available are as follows:

Grade	A*	A	B	C*	C	D	E	F	G
--------------	----	---	---	----	---	---	---	---	---

If candidates fail to attain a grade G or above, we report their result as unclassified (U).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> • recall, select, organise and deploy detailed historical knowledge effectively and with consistency; • show thorough understanding of the historical periods, themes and topics studied; and • communicate ideas using historical terms precisely and appropriately. <p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> • demonstrate understanding of the past through developed, reasoned and well-substantiated explanations; and • make perceptive analysis of the key concepts, features and characteristics of the periods studied, and the interrelationships between them. <p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> • evaluate and use critically a wide range of sources of information in a historical context to investigate historical questions, problems or issues to make reasoned and substantiated conclusions and judgements. <p>For AO4, candidates characteristically:</p> <ul style="list-style-type: none"> • recognise and provide reasoned comments on how and why events, people and issues have been interpreted and represented in different ways, and provide a well-developed consideration of their value in relation to their historical context.

Grade	Description
C	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> • recall, select, organise and deploy historical knowledge with accuracy and relevance; • show sound understanding of the historical periods, themes and topics studied; and • communicate ideas using historical terms accurately and appropriately. <p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> • demonstrate understanding of the past through structured descriptions and explanations of the key concepts, features and characteristics of the periods studied; and • describe and explain accurately, demonstrating understanding of relevant causes, consequences and changes. <p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> • evaluate and use a range of sources of information in a historical context to investigate historical questions, problems or issues and reach reasoned conclusions and judgements. <p>For AO4, candidates characteristically:</p> <ul style="list-style-type: none"> • recognise and comment on how and why events, people and issues have been interpreted in different ways and provide an appropriate consideration of their value in relation to their historical context.

Grade	Description
F	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> • recall, select and organise some relevant historical knowledge to show some basic understanding of historical periods, themes and topics studied; and • communicate ideas using everyday language. <p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> • demonstrate understanding of the past through description of reasons, results and changes in relation to the events, people and issues studied; and • provide limited descriptions of events, issues or periods. <p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> • understand sources of information and, taking them at face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions. <p>For AO4, candidates characteristically:</p> <ul style="list-style-type: none"> • identify some differences between ways in which events, people or issues have been interpreted and represented, and may identify some of the reasons for these.

6 Curriculum Objectives

This specification builds on the learning experiences from Key Stage 3 as required for the statutory Northern Ireland Curriculum. It also offers opportunities for students to contribute to the aim and objectives of the Curriculum at Key Stage 4, and to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities. The extent of the development of these skills and capabilities will be dependent on the teaching and learning methodology used.

6.1 Cross-Curricular Skills at Key Stage 4

Communication
<p>Students should be able to:</p> <ul style="list-style-type: none"> • communicate meaning, feelings and viewpoints in a logical and coherent manner, <i>for example exploring and communicating the perspectives of the lives of minority groups in Germany under Nazi rule;</i> • make oral and written summaries, reports and presentations, taking account of audience and purpose, <i>for example give a short talk in class about the Northern Ireland civil rights campaign, detailing tactics employed in a way that suits the audience and purpose;</i> • participate in discussions, debates and interviews, <i>for example class discussion on the impact of the Holocaust or a hot-seating activity to explore the various responses to the signing of the Anglo-Irish Agreement;</i> • interpret, analyse and present information in oral, written and ICT formats, <i>for example conduct a historical investigation and present findings to the class using presentation software;</i> and • explore and respond, both imaginatively and critically, to a variety of texts, <i>for example written and visual sources, artefacts, music, oral accounts and film.</i>
Using Mathematics
<p>Students should be able to:</p> <ul style="list-style-type: none"> • use mental computation to calculate, estimate and make predictions in a range of simulated and real-life contexts, <i>for example estimate and make impact predictions related to the employment data from the Great Depression in the United States of America;</i> and • interpret and analyse a wide range of mathematical data, <i>for example interrogating data to find out the number of male and female members of Hitler Youth; analysing data to assess the impact of the Economic War in Northern Ireland, Éire or Britain.</i>

Using ICT

Students should be able to make effective use of information and communications technology in a wide range of contexts to access, manage, select and present information, including mathematical information, *for example explore attempts at finding a political solution in Northern Ireland through archive images, audio and video materials; use ICT to present information both in class and virtually.*

6.2 Thinking Skills and Personal Capabilities at Key Stage 4

Self-Management

Students should be able to:

- plan work, *for example develop a plan to carry out independent research and produce a report on a significant historical event;*
- set personal learning goals and targets to meet deadlines, *for example use self-assessment tasks to become aware of strengths and weaknesses using a skills wall or a given set of criteria, set realistic targets for what they want to achieve and develop a personalised action plan for targets with deadlines;*
- monitor, review and evaluate their progress and improve their learning, *for example use Assessment for Learning strategies to continually review and monitor progress, choose ways of learning to improve their performance and build on strengths and identify when support is needed;* and
- effectively manage their time, *for example complete set tasks within given timeframes and design a timetable for end of topic review tests.*

Working with Others

Students should be able to:

- learn with and from others through co-operation, *for example demonstrate an awareness of the diverse dynamics in the class when discussing sensitive and emotive issues in history, such as the Holocaust or the attempts to achieve peace in Northern Ireland;*
- participate in effective teams and accept responsibility for achieving collective goals, *for example develop negotiation skills and work constructively as a group to attain end goals;* and
- listen actively to others and influence group thinking and decision-making, taking account of others' opinions, *for example work in groups to investigate the decision to invade Iraq in 2003; explore the various opinions within the group by asking appropriate questions; discuss how to respond to differences of opinion in a sensitive and appropriate manner.*

Problem Solving

Students should be able to:

- identify and analyse relationships and patterns, *for example analyse the relationship between the superpowers to identify 'hot' and 'cold' points; make links between cause and consequence; short-term and longer-term trends;*
- propose justified explanations, *for example use evidence to justify a decision, such as the work of the Boundary Commission;*
- reason, form opinions and justify their views, *for example formulate their own views on key historical issues, justified with substantiated knowledge and evidence;*
- analyse critically and assess evidence to understand how information or evidence can be used to serve different purposes or agendas, *for example explore different historical interpretations of events;*
- analyse and evaluate multiple perspectives, *for example understand the different views related to the creation of the Northern Ireland state; understand the different perspectives in explaining the breakdown in the wartime alliance and the emergence of the Cold War;*
- explore unfamiliar views without prejudice, *for example explore the emergence of the new tensions in the world and the reasons for tension in the Middle East and Afghanistan;* and
- weigh up options and justify decisions, *for example investigate the decision by the USA and the UK to invade Iraq in 2003.*

Although not referred to separately as a statutory requirement at Key Stage 4 in the Northern Ireland Curriculum, **Managing Information** and **Being Creative** may also remain relevant to learning.

7 Links and Support

7.1 Support

The following resources are available to support this specification:

- our History microsite at www.ccea.org.uk and
- specimen assessment materials.

We also intend to provide:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- planning frameworks;
- centre support visits;
- support days for teachers; and
- exemplification of examination performance.

7.2 Examination entries

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

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

7.3 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and designed it to be as free as possible from ethnic, gender, religious, political and other forms of bias.

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

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

We can make reasonable adjustments for students with disabilities to reduce barriers to accessing assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications document *Access Arrangements and Reasonable Adjustments*, available at www.jcq.org.uk

7.4 Contact details

If you have any queries about this specification, please contact the relevant CCEA staff member or department:

- Specification Support Officer: Arlene Ashfield
(telephone: (028) 9026 1200, extension 2291, email: aashfield@ccea.org.uk)
- Subject Officer: Clare McAuley
(telephone: (028) 9026 1200, extension 2906, email: cmcauley@ccea.org.uk)
- Examination Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Moderation
(telephone: (028) 9026 1200, extension 2236, email: moderationteam@ccea.org.uk)
- Business Assurance (Complaints and Appeals)
(telephone: (028) 9026 1244, email: complaints@ccea.org.uk or appealsmanager@ccea.org.uk).

Summary of Changes since First Issue

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

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	First issue
Version 2	15 May 2017	19	'1969' amended to '1969–72' and point moved on to page 20
		20	Three titles removed from 'Content' list in left column



INVESTORS
IN PEOPLE

