

## Content, Knowledge and Skills

At GCSE, we follow the **Edexcel** Specification. There are three papers:

**Paper One:** *Medicine in Britain 1250 – present*. This is a 'Thematic Study' including a focus on a specific 'Historic Environment' - the Western Front in WW1 1914-18.

**Paper Two:** This divides into two parts. Students focus on *Early Elizabethan England 1558-88* as a 'British Depth Study' and *Superpower Relations and the Cold War* as a 'Period Study'.

**Paper Three:** *Weimar and Nazi Germany 1918-39* as a 'Modern Depth Study'.

Paper One and the '*Early Elizabethan England*' part of Paper Two are studied in **Year 10**.

**Year 11** focuses on Paper Three and the '*Superpower Relations and the Cold War*' part of Paper Two

The aims and objectives of this qualification are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

**Paper One:** *Medicine in Britain 1250 – present.* This is a 'Thematic Study' including a focus on a specific 'Historic Environment' - the Western Front in WW1 1914-18.

### **Thematic studies**

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

#### *Assessment*

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

### **Historic environments**

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

#### *Assessment*

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

**Paper Two:** This divides into two parts. Students focus on *Early Elizabethan England 1558-88* as a 'British Depth Study' and *Superpower Relations and the Cold War* as a 'Period Study'.

## **British depth studies**

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

### *Assessment*

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

## **Period studies**

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

### *Assessment*

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

### **Paper Three: *Weimar and Nazi Germany 1918-39* as a 'Modern Depth Study'.**

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

Questions focusing solely on knowledge and understanding will target causation.

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

# Year 10 History Paper One:

## Option 11: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

### Medicine in Britain, c1250–present

#### The process of change

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

#### c1250–c1500: Medicine in medieval England

<b>1 Ideas about the cause of disease and illness</b>	<ul style="list-style-type: none"><li>• Supernatural and religious explanations of the cause of disease.</li><li>• Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.</li></ul>
<b>2 Approaches to prevention and treatment</b>	<ul style="list-style-type: none"><li>• Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies.</li><li>• New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500.</li></ul>
<b>3 Case study</b>	<ul style="list-style-type: none"><li>• Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.</li></ul>

## c1500–c1700: The Medical Renaissance in England

<b>1 Ideas about the cause of disease and illness</b>	<ul style="list-style-type: none"><li>• Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas.</li></ul>
<b>2 Approaches to prevention and treatment</b>	<ul style="list-style-type: none"><li>• Continuity in approaches to prevention, treatment and care in the community and in hospitals.</li><li>• Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.</li></ul>
<b>3 Case studies</b>	<ul style="list-style-type: none"><li>• Key individual: William Harvey and the discovery of the circulation of the blood.</li><li>• Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.</li></ul>

## c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain

<b>1 Ideas about the cause of disease and illness</b>	<ul style="list-style-type: none"><li>• Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.</li></ul>
<b>2 Approaches to prevention and treatment</b>	<ul style="list-style-type: none"><li>• The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery.</li><li>• New approaches to prevention: the development and use of vaccinations and the Public Health Act 1875.</li></ul>
<b>3 Case studies</b>	<ul style="list-style-type: none"><li>• Key individual: Jenner and the development of vaccination.</li><li>• Fighting Cholera in London, 1854; attempts to prevent its spread; the significance of Snow and the Broad Street pump.</li></ul>

## c1900–present: Medicine in modern Britain

<b>1 Ideas about the cause of disease and illness</b>	<ul style="list-style-type: none"><li>• Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.</li><li>• Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.</li></ul>
<b>2 Approaches to prevention and treatment</b>	<ul style="list-style-type: none"><li>• The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals.</li><li>• New approaches to prevention: mass vaccinations and government lifestyle campaigns.</li></ul>
<b>3 Case studies</b>	<ul style="list-style-type: none"><li>• Key individuals: Fleming, Florey and Chain's development of penicillin.</li><li>• The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.</li></ul>

## The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

### The historic environment

#### 1 The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

- The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.
- Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.
- The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.
- The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.
- The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.

#### 2 Knowledge, selection and use of sources for historical enquiries

- Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles.
- Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics.
- Recognition of the strengths and weaknesses of different types of source for specific enquiries.
- Framing of questions relevant to the pursuit of a specific enquiry.
- Selection of appropriate sources for specific investigations.

# Year 10 History Paper Two:

## Option B4: Early Elizabethan England, 1558–88

### Key topic 1: Queen, government and religion, 1558–69

<b>1 The situation on Elizabeth's accession</b>	<ul style="list-style-type: none"><li>Elizabethan England in 1558: society and government.</li><li>The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths.</li><li>Challenges at home and from abroad: the French threat, financial weaknesses.</li></ul>
<b>2 The 'settlement' of religion</b>	<ul style="list-style-type: none"><li>Religious divisions in England in 1558.</li><li>Elizabeth's religious settlement (1559): its features and impact.</li><li>The Church of England: its role in society.</li></ul>
<b>3 Challenge to the religious settlement</b>	<ul style="list-style-type: none"><li>The nature and extent of the Puritan challenge.</li><li>The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.</li></ul>
<b>4 The problem of Mary, Queen of Scots</b>	<ul style="list-style-type: none"><li>Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568.</li><li>Relations between Elizabeth and Mary, 1568–69.</li></ul>

### Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88

<b>1 Plots and revolts at home</b>	<ul style="list-style-type: none"><li>The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70.</li><li>The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies.</li><li>The reasons for, and significance of, Mary Queen of Scots' execution in 1587.</li></ul>
<b>2 Relations with Spain</b>	<ul style="list-style-type: none"><li>Political and religious rivalry.</li><li>Commercial rivalry. The New World, privateering and the significance of the activities of Drake.</li></ul>
<b>3 Outbreak of war with Spain, 1585–88</b>	<ul style="list-style-type: none"><li>English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley.</li><li>Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.</li></ul>
<b>4 The Armada</b>	<ul style="list-style-type: none"><li>Spanish invasion plans. Reasons why Philip used the Spanish Armada.</li><li>The reasons for, and consequences of, the English victory.</li></ul>



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

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

# Year 11 History Paper Three:

## Option 31: Weimar and Nazi Germany, 1918–39

### Key topic 1: The Weimar Republic 1918–29

<b>1 The origins of the Republic, 1918–19</b>	<ul style="list-style-type: none"><li>• The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19.</li><li>• The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.</li></ul>
<b>2 The early challenges to the Weimar Republic, 1919–23</b>	<ul style="list-style-type: none"><li>• Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.</li><li>• Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.</li><li>• The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.</li></ul>
<b>3 The recovery of the Republic, 1924–29</b>	<ul style="list-style-type: none"><li>• Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.</li><li>• The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</li></ul>
<b>4 Changes in society, 1924–29</b>	<ul style="list-style-type: none"><li>• Changes in the standard of living, including wages, housing, unemployment insurance.</li><li>• Changes in the position of women in work, politics and leisure.</li><li>• Cultural changes: developments in architecture, art and the cinema.</li></ul>

### Key topic 2: Hitler's rise to power, 1919–33

<b>1 Early development of the Nazi Party, 1920–22</b>	<ul style="list-style-type: none"><li>• Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20.</li><li>• The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.</li></ul>
<b>2 The Munich Putsch and the lean years, 1923–29</b>	<ul style="list-style-type: none"><li>• The reasons for, events and consequences of the Munich Putsch.</li><li>• Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926.</li></ul>
<b>3 The growth in support for the Nazis, 1929–32</b>	<ul style="list-style-type: none"><li>• The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.</li><li>• Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</li></ul>
<b>4 How Hitler became Chancellor, 1932–33</b>	<ul style="list-style-type: none"><li>• Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.</li><li>• The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</li></ul>

### Key topic 3: Nazi control and dictatorship, 1933–39

<b>1 The creation of a dictatorship, 1933–34</b>	<ul style="list-style-type: none"><li>• The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.</li><li>• The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.</li></ul>
<b>2 The police state</b>	<ul style="list-style-type: none"><li>• The role of the Gestapo, the SS, the SD and concentration camps.</li><li>• Nazi control of the legal system, judges and law courts.</li><li>• Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.</li></ul>
<b>3 Controlling and influencing attitudes</b>	<ul style="list-style-type: none"><li>• Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936.</li><li>• Nazi control of culture and the arts, including art, architecture, literature and film.</li></ul>
<b>4 Opposition, resistance and conformity</b>	<ul style="list-style-type: none"><li>• The extent of support for the Nazi regime.</li><li>• Opposition from the Churches, including the role of Pastor Niemöller.</li><li>• Opposition from the young, including the Swing Youth and the Edelweiss Pirates.</li></ul>

### Key topic 4: Life in Nazi Germany, 1933–39

<b>1 Nazi policies towards women</b>	<ul style="list-style-type: none"><li>• Nazi views on women and the family.</li><li>• Nazi policies towards women, including marriage and family, employment and appearance.</li></ul>
<b>2 Nazi policies towards the young</b>	<ul style="list-style-type: none"><li>• Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.</li><li>• Nazi control of the young through education, including the curriculum and teachers.</li></ul>
<b>3 Employment and living standards</b>	<ul style="list-style-type: none"><li>• Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.</li><li>• Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.</li></ul>
<b>4 The persecution of minorities</b>	<ul style="list-style-type: none"><li>• Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities.</li><li>• The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</li></ul>

# Year 11 History Paper Two:

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

### Key topic 1: The origins of the Cold War, 1941–58

<b>1 Early tension between East and West</b>	<ul style="list-style-type: none"><li>• The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.</li><li>• The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.</li><li>• The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.</li></ul>
<b>2 The development of the Cold War</b>	<ul style="list-style-type: none"><li>• The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.</li><li>• The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).</li><li>• Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.</li></ul>
<b>3 The Cold War intensifies</b>	<ul style="list-style-type: none"><li>• The significance of the arms race and the formation of the Warsaw Pact.</li><li>• Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response.</li><li>• The international reaction to the Soviet invasion of Hungary.</li></ul>

### Key topic 2: Cold War crises, 1958–70

<b>1 Increased tension between East and West</b>	<ul style="list-style-type: none"><li>• The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61.</li><li>• Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident.</li><li>• Opposition in Czechoslovakia to Soviet control: the Prague Spring.</li></ul>
<b>2 Cold War crises</b>	<ul style="list-style-type: none"><li>• The construction of the Berlin Wall, 1961.</li><li>• The events of the Cuban Missile Crisis.</li><li>• The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.</li></ul>
<b>3 Reaction to crisis</b>	<ul style="list-style-type: none"><li>• Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to Berlin in 1963.</li><li>• The consequences of the Cuban Missile Crisis: the 'hotline', the Limited Test Ban Treaty 1963; the Outer Space Treaty 1967; and the Nuclear Non-Proliferation Treaty 1968.</li><li>• International reaction to Soviet measures in Czechoslovakia.</li></ul>

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

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