

GCSE (9-1) History



Specification

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)

First teaching from September 2016

First certification from 2018

Issue 4

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in History consists of three externally examined papers.

The total qualification mark is 168, of which 8 marks are for spelling, punctuation, grammar and use of specialist terminology (SPaG).

Students must complete all assessment in May/June in any single year.

The numbering used in the content options relates directly to entry codes and codes used on the examination papers. For more information on these, please see *Appendix 1: Codes*.

Paper 1: Thematic study and historic environment (Paper codes: 1HI0/10–13)
<p>Written examination: 1 hour and 15 minutes</p> <p>30%* of the qualification</p> <p>52 marks (16 for the historic environment, 36 for the thematic study)</p>
<p>Content overview</p> <p>Students take one of the following options:</p> <p>10: Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.</p> <p>11: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.</p> <p>12: Warfare and British society, c1250–present and London and the Second World War, 1939–45.</p> <p>13: Migrants in Britain, c800–present and Notting Hill, c1948–c1970.</p>
<p>Assessment overview</p> <p>Section A: historic environment</p> <p>Students answer a question that assesses knowledge plus a two-part question based on two provided sources.</p> <p>Section B: thematic study</p> <p>Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students answer one from a choice of two.</p>

*This weighting relates to assessed content, before including marks for SPaG.

Paper 2: Period study and British depth study	(Paper codes: 1HI0/2A–2W)
Written examination: 1 hour and 45 minutes	
40%* of the qualification	
64 marks (32 for the period study and 32 for the British depth study)	
Content overview	
Students take one of the following British depth study options:	
B1: Anglo-Saxon and Norman England, c1060–88	
B2: The reigns of King Richard I and King John, 1189–1216	
B3: Henry VIII and his ministers, 1509–40	
B4: Early Elizabethan England, 1558–88.	
Students also take one of the following period study options:	
P1: Spain and the 'New World', c1490–c1555	
P2: British America, 1713–83: empire and revolution	
P3: The American West, c1835–c1895	
P4: Superpower relations and the Cold War, 1941–91	
P5: Conflict in the Middle East, 1945–95.	
Assessment overview	
Booklet P Period study	
Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students select two out of three parts.	
Booklet B British depth study	
Students answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, students select one from a choice of two.	
Paper 3: Modern depth study	(Paper codes: 1HI0/30–33)
Written examination: 1 hour and 20 minutes	
30%* of the qualification	
52 marks	
Content overview	
Students take one of the following modern depth studies:	
30: Russia and the Soviet Union, 1917–41	
31: Weimar and Nazi Germany, 1918–39	
32: Mao's China, 1945–76	
33: The USA, 1954–75: conflict at home and abroad.	
Assessment overview	
Section A	
Students answer a question based on a provided source and a question that assesses their knowledge and understanding.	
Section B	
Students answer a single four-part question, based on two provided sources and two provided interpretations.	

*This weighting relates to assessed content, before including marks for SPaG.

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

1 Ideas about the cause of disease and illness	<ul style="list-style-type: none"> • Supernatural and religious explanations of the cause of disease. • Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.
2 Approaches to prevention and treatment	<ul style="list-style-type: none"> • 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. • 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.
3 Case study	<ul style="list-style-type: none"> • Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.

c1500–c1700: The Medical Renaissance in England	
1 Ideas about the cause of disease and illness	<ul style="list-style-type: none"> 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.
2 Approaches to prevention and treatment	<ul style="list-style-type: none"> Continuity in approaches to prevention, treatment and care in the community and in hospitals. Change in care and treatment; improvements in medical training and the influence in England of the work of Vesalius.
3 Case studies	<ul style="list-style-type: none"> Key individual: William Harvey and the discovery of the circulation of the blood. Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread.
c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain	
1 Ideas about the cause of disease and illness	<ul style="list-style-type: none"> 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.
2 Approaches to prevention and treatment	<ul style="list-style-type: none"> 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. New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875).
3 Case studies	<ul style="list-style-type: none"> Key individual: Jenner and the development of vaccination. Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump.
c1900–present: Medicine in modern Britain	
1 Ideas about the cause of disease and illness	<ul style="list-style-type: none"> Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health. Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.
2 Approaches to prevention and treatment	<ul style="list-style-type: none"> 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. New approaches to prevention: mass vaccinations and government lifestyle campaigns.
3 Case studies	<ul style="list-style-type: none"> Key individuals: Fleming, Florey and Chain’s development of penicillin. The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.

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

The historic environment	
<p>1 The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</p>	<ul style="list-style-type: none"> • 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.
<p>2 Knowledge, selection and use of sources for historical enquiries</p>	<ul style="list-style-type: none"> • 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.

Option B4: Early Elizabethan England, 1558–88

Key topic 1: Queen, government and religion, 1558–69	
1 The situation on Elizabeth's accession	<ul style="list-style-type: none"> Elizabethan England in 1558: society and government. The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. Challenges at home and from abroad: the French threat, financial weaknesses.
2 The 'settlement' of religion	<ul style="list-style-type: none"> Religious divisions in England in 1558. Elizabeth's religious settlement (1559): its features and impact. The Church of England: its role in society.
3 Challenge to the religious settlement	<ul style="list-style-type: none"> The nature and extent of the Puritan challenge. The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.
4 The problem of Mary, Queen of Scots	<ul style="list-style-type: none"> Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. Relations between Elizabeth and Mary, 1568–69.
Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88	
1 Plots and revolts at home	<ul style="list-style-type: none"> The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70. The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. The reasons for, and significance of, Mary Queen of Scots' execution in 1587.
2 Relations with Spain	<ul style="list-style-type: none"> Political and religious rivalry. Commercial rivalry. The Americas, privateering and the significance of the activities of Drake.
3 Outbreak of war with Spain, 1585–88	<ul style="list-style-type: none"> English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.
4 The Armada	<ul style="list-style-type: none"> Spanish invasion plans. Reasons why Philip used the Spanish Armada. The reasons for, and consequences of, the English victory.

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

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

Option P4: Superpower relations and the Cold War, 1941–91

Key topic 1: The origins of the Cold War, 1941–58	
1 Early tension between East and West	<ul style="list-style-type: none"> • The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. • The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. • 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.
2 The development of the Cold War	<ul style="list-style-type: none"> • The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. • The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). • Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.
3 The Cold War intensifies	<ul style="list-style-type: none"> • The significance of the arms race. The formation of the Warsaw Pact. • Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. • The international reaction to the Soviet invasion of Hungary.
Key topic 2: Cold War crises, 1958–70	
1 Increased tension between East and West	<ul style="list-style-type: none"> • The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61. • 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. • Opposition in Czechoslovakia to Soviet control: the Prague Spring.
2 Cold War crises	<ul style="list-style-type: none"> • The construction of the Berlin Wall, 1961. • The events of the Cuban Missile Crisis. • The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.
3 Reaction to crisis	<ul style="list-style-type: none"> • Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963. • The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968). • International reaction to Soviet measures in Czechoslovakia.

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

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

Option 31: Weimar and Nazi Germany, 1918–39

Key topic 1: The Weimar Republic 1918–29	
1 The origins of the Republic, 1918–19	<ul style="list-style-type: none"> The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.
2 The early challenges to the Weimar Republic, 1919–23	<ul style="list-style-type: none"> Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles. Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.
3 The recovery of the Republic, 1924–29	<ul style="list-style-type: none"> Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.
4 Changes in society, 1924–29	<ul style="list-style-type: none"> Changes in the standard of living, including wages, housing, unemployment insurance. Changes in the position of women in work, politics and leisure. Cultural changes: developments in architecture, art and the cinema.
Key topic 2: Hitler's rise to power, 1919–33	
1 Early development of the Nazi Party, 1920–22	<ul style="list-style-type: none"> Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.
2 The Munich Putsch and the lean years, 1923–29	<ul style="list-style-type: none"> The reasons for, events and consequences of the Munich Putsch. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i>. The Bamberg Conference of 1926.
3 The growth in support for the Nazis, 1929–32	<ul style="list-style-type: none"> 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. 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.
4 How Hitler became Chancellor, 1932–33	<ul style="list-style-type: none"> Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.

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

1 The creation of a dictatorship, 1933–34	<ul style="list-style-type: none">• The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.• 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.
2 The police state	<ul style="list-style-type: none">• The role of the Gestapo, the SS, the SD and concentration camps.• Nazi control of the legal system, judges and law courts.• Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.
3 Controlling and influencing attitudes	<ul style="list-style-type: none">• Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936).• Nazi control of culture and the arts, including art, architecture, literature and film.
4 Opposition, resistance and conformity	<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 the young, including the Swing Youth and the Edelweiss Pirates.

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

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