

WJEC History Specification for Course Studied at St John Baptist High School

GCE AS and A Level HISTORY (Wales) SUMMARY Of ASSESSMENT

This specification is divided into a total of five units, two AS units and three A2 units. Weightings noted below are expressed in terms of the full A level qualification.

AS (2 units)

AS Unit 1 Period Study Written examination: 1 hour 30 minutes 20% of qualification	60 marks
Open ended questions with a focus on relevant historical concepts. One choice of period study from eight options.	
AS Unit 2 Depth Study: Part 1 Written examination: 1 hour 45 minutes 20% of qualification	60 marks
Evidence based questions with focus on the evaluation of historical sources and different interpretations. One choice of depth study from eight options.	

A Level (the above plus a further 3 units)

A2 Unit 3 Breadth Study Written examination: 1 hour 45 minutes 20% of qualification	60 marks
Essays focused on relevant historical concepts and based on historical themes One choice of breadth study from ten options.	
A2 Unit 4 Depth Study: Part 2 Written examination: 1 hour 45 minutes 20% of qualification	60 marks
A source based question and an essay arising from further study of the depth study chosen for AS in Unit 2.	
A2 Unit 5 Historical Interpretations Non-examination assessment: 3000-4000 words 20% of qualification	60 marks
Focusing on a specific historical problem or issue. The question set must not duplicate the content or duration of the depth study chosen in Units 2 and 4.	

UNIT 1 - OPTION 3

POLITICS, PROTEST AND REFORM IN WALES AND ENGLAND c.1780-1880

This option provides an opportunity to study aspects of politics, protest and reform in Wales and England c.1780-1880.

This option will enable learners to consider how various developments affected government and society at this time. The focus of study in this unit is on developments and changes over a broader timescale and learners study a range of significant topics spanning a substantial duration. Learners will demonstrate their understanding by making links and comparisons between different aspects of the period studied. They will analyse and explain the causes and consequences of historical events and situations and evaluate and reach substantiated judgements regarding the significance of individuals, groups, events, developments and ideas across this period.

This option allows learners to study relevant historical concepts through investigating and evaluating a range of key issues and content. Learners will address a range of appropriate historical perspectives and demonstrate their understanding by making links and comparisons between different aspects of the period studied. The concepts and perspectives and associated key issues and content are shown below:

Concepts and perspectives	Key issues and content
The growing pressure for parliamentary reform 1780-1832	<i>early attempts at Parliamentary reform in the 1780s</i> <i>the challenge of the French revolution after 1789</i> <i>the main reasons for demands for parliamentary reform</i> <i>the significance of the Reform Act crisis 1830-1832</i>
The changing response of the government to political and social pressures 1812-1830	<i>the development of radical discontent and protest in Wales and England after 1812</i> <i>the response of Lord Liverpool's governments 1812-1822</i> <i>the reasons for and importance of the Liberal Tory reforms 1822-1830</i>
The significance of the threat from rural and urban protest 1830-1848	<i>the causes and impact of the Merthyr Rising</i> <i>the causes and impact of rural protests in Wales and England in the 1830s and 1840s</i> <i>the causes and impact of the Chartist movement in Wales and England</i> <i>Government responses to these protests</i>
The extent and impact of social and economic reforms 1833-1848	<i>the motives and pressure for social reform</i> <i>the importance of the Whig reforms 1833-1841</i> <i>the Anti-Corn Law League and the repeal of the Corn Laws</i> <i>reform in factories and mines, public health, education and poor law</i>
The changing fortunes of political parties and leaders 1830-1880	<i>Sir Robert Peel, the Conservative party and the effectiveness of his reforms 1834-1846</i> <i>the reasons for the formation of the Liberal party</i> <i>the main features of Gladstone's first ministry, 1868-1874</i> <i>Disraeli, the Second Reform Act of 1867 and Conservatism in action, 1874-1880</i>

GERMANY: DEMOCRACY AND DICTATORSHIP c.1918-1945 PART 1:**WEIMAR AND ITS CHALLENGES c.1918-1933**

Learners will be required to study in depth a range of historical topics relating to the period of the Weimar government in Germany c.1918-1933. **This is the earlier part of the whole depth study continued in Unit 4.**

Learners will be required to understand the connections and complexities which led to the transformation of Germany by 1933. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources and extracts from historians. In addition, learners will be expected to discuss historical debates and how and why different historical interpretations have been formed in relation to the content specified below.

When studying this option, learners should debate and cover the following:

Concepts and perspectives	Key issues and content
The challenges facing the Weimar republic 1918-1923	<i>the Treaty of Versailles and how it affected Germany; the Weimar Constitution; risings on the left and right, including the Spartacists; the Kapp Putsch; the formation of the NSDAP; Nazi beliefs and tactics in the period 1920-1923; the Munich Putsch; economic instability, reparations and the invasion of the Ruhr; hyperinflation</i>
The extent of change in foreign and economic policy 1924-1929	<i>the role of Gustav Stresemann in the period 1924-1929 in economic policy; the Dawes Plan and the Young Plan; Stresemann's foreign policy aims and achievements including Locarno</i>
The changing fortunes of the Nazi party 1924-1933	<i>the aims and tactics of the Nazis in the period 1924-1929; the changing fortunes of the Nazi Party by November 1932; the reasons for the growth in support for National Socialism</i>
The crisis of the Weimar republic 1929-1933	<i>the economic, social and political impact of the Depression; coalition government and the 1932 elections; roles and attitude of Hindenburg, Papen, Strasser and Schleicher; Hindenburg's relationship with the Nazis; political intrigue leading to Hitler's appointment as Chancellor in January 1933</i>
Historical interpretations of key issues from this period	<i>different historical interpretations of key issues in this period covering a range of developments including: the political and economic instability of the early Weimar period 1918-1923 domestic and foreign policy developments 1924-1929 the impact of the Depression on Germany the Nazi rise to power 1923-1933</i>

UNIT 3 - OPTION 8

THE AMERICAN CENTURY c.1890-1990

Learners will be required to study issues connected with domestic change and foreign affairs in the USA c.1890-1990.

The historical topics in this broad unit are based on themes covering an extended period of at least 100 years with a focus change, continuity, similarity and difference. Learners are expected to show understanding of the main developments and turning points relevant to the broad themes studied. The emphasis is on developing and interpreting a broad overview of the period studied.

In their study, learners will be required to consider the process of historical change and its causes, consequences and significance, both in the long term and the short term. Learners will also be required to consider the diverse nature of society and the origins, nature and impact of political, social, economic, cultural and religious change, where appropriate. Learners should focus on making links and comparisons between different aspects of the topics studied and of testing hypotheses before reaching substantiated judgements on specific issues related to domestic change and foreign affairs in the USA over this broad period.

In studying domestic change and foreign affairs in the USA, learners should consider the following themes across the whole period:

Theme 1 The struggle for Civil Rights, c.1890-1990	
The development of changing attitudes towards civil rights 1890-1945	<i>impact of Jim Crow laws and the erosion of Black freedom; the NAACP and the roles of Booker T Washington and W E B Dubois; migration South to North; impact of the New Deal and Second World War on civil rights</i>
Changing developments in the demand for civil rights 1945-1968	<i>Supreme Court activism in the 1950s: Brown v Topeka Board of Education 1954; peaceful protest: the Montgomery bus boycott and Freedom riders; the role of Martin Luther King; the policies of the Eisenhower, Kennedy and Johnson administrations; the emergence of Black power movements in the north; urban riots and the assassination of Martin Luther King 1968</i>
The consequences of the civil rights movement 1968-1990	<i>the new South and de-segregation to 1990; the African American experience in modern USA; relations between ethnic communities</i>
Similarity and difference c.1890-1990	<i>the impact and pace of the struggle for Civil Rights across the whole period</i>

Theme 2 Making of a superpower, c.1890-1990	
Change and continuity in US foreign policy 1890-1941	<i>American imperialism in the late nineteenth century; the Spanish American war and the Panama canal; the problem of neutrality and entry into the First World War; American contribution to victory 1917-1918; USA and the peace treaties; isolationism in the 1920s and 1930s</i>
The impact of US involvement in the Second World war and the Cold War 1941-75	<i>F D Roosevelt and the entry into the Second World War; the USA and the Second World War; the Cold War and relations with the USSR and China 1945-1972; the Vietnam war and its impact</i>
The significance of détente and the end of the Cold War 1975-1990	<i>détente and the end of the Cold War 1975-1990; disarmament talks and the significance of Reagan's foreign policy; impact of the fall of communism on US foreign policy</i>
Similarity and difference c.1890-1990	<i>the extent and pace of change in US foreign policy across the whole period</i>

UNIT 4 - OPTION 8

GERMANY: DEMOCRACY AND DICTATORSHIP c.1918-1945 PART 2: NAZI

GERMANY c.1933-1945

Learners will be required to study in depth a range of historical topics relating to the policies and impact of Nazi Germany c.1933-1945. **This is a continuation of the earlier part of the depth study studied for Unit 2.** Knowledge and understanding previously learnt in Unit 2 should be utilised when addressing the content of Unit 4. **Unit 4 also provides an opportunity to assess both the skills and knowledge gained in Unit 2, where appropriate.** This ensures progression from AS and shows a strong element of synoptic learning in the overall depth study.

Learners will be required to understand the connections and complexities which influenced life in this period. This will be primarily achieved by analysing and evaluating a range of different types of primary and/or contemporary sources. In addition, learners will be expected to discuss a range of key issues and relevant concepts arising from the latter part of the depth study.

To support the consideration of these key issues, learners should be taught about the following:

Concepts and perspectives	Key issues and content <i>This should build on knowledge and understanding from Unit 2</i>
Further developments in the Nazi control of Germany after 1933	<i>Hitler's consolidation of power, 1933-1934; Reichstag Fire; Enabling Act; the Night of the Long Knives and the impact of the death of President Hindenburg; propaganda, indoctrination and terror; the Nazi political system and the extent of totalitarian control; the extent of support, opposition and resistance to Nazi control</i>
The impact of Nazi racial, social and religious policies 1933-1945	<i>Nazi racial ideology; anti-Semitism: policies and actions towards the Jews, the Nuremberg Laws; Kristallnacht; emigration; policies towards asocials; social policies: young people; women; workers; the churches; the degree of Volksgemeinschaft</i>
The effectiveness of Nazi economic policy 1933-1945	<i>the performance of the economy under the Nazis: recovery, rearmament and the wartime economy; the roles of Schacht, Goering and Speer; the banning of Trade Unions and the introduction of the German Labour Front; Strength Through Joy; the New Plan and tackling unemployment; the Four Year Plans</i>
Changing Nazi foreign policy and the Second World War 1933-1945	<i>the aims and objectives of Nazi foreign policy up to 1939; the outbreak of war; the reorganisation of the economy to meet the needs of total war; German successes in Western Europe; the invasion of the Soviet Union; the Wannsee Conference and the Final Solution; the factors leading to the defeat of Germany by 1945; the impact of war on different sections of society</i>

Unit 5 is a non-examination assessment (NEA).

Learners investigate an issue of historical debate through a study of different historical interpretations. This component encourages learners to explain how and why different historical interpretations have been formed. The issue chosen will allow learners to extend and enhance their understanding of aspects of the history studied in the broader parts of the specification or it can come from an area of history not studied elsewhere in the specification. **However, the issue chosen must not duplicate the content of the depth studies chosen in Units 2 and 4.**

The selection of appropriate topics can add coherence and a broadening of knowledge to the overall course by allowing:

- learners to extend and enhance their knowledge of aspects of the history studied in the broader units of the course;
- learners to study a topic that extends or changes the range or scale of their historical knowledge;
- learners to study a different type of history;
- learners to complement their learning in other areas

The overall grades for the GCE AS qualification will be recorded as a grade on a scale A to E. The overall grades for the GCE A level qualification will be recorded as a grade on a scale A* to E. Results not attaining the minimum standard for the award will be reported as U (unclassified). Unit grades will be reported as a lower case letter a to e on results slips but not on certificates.

The Uniform Mark Scale (UMS) is used in unitised specifications as a device for reporting, recording and aggregating candidates' unit assessment outcomes. The UMS is used so that candidates who achieve the same standard will have the same uniform mark, irrespective of when the unit was taken. Individual unit results and the overall subject award will be expressed as a uniform mark on a scale common to all GCE qualifications. An AS GCE has a total of 200 uniform marks and an A level GCE has a total of 500 uniform marks. The maximum uniform mark for any unit depends on that unit's weighting in the specification.

Uniform marks correspond to unit grades as follows:

Unit Weightings	Maximum unit uniform mark	Unit grade				
		a	b	c	d	e
Unit 1 (20%)	100	80	70	60	50	40
Unit 2 (20%)	100	80	70	60	50	40
Unit 3 (20%)	100	80	70	60	50	40
Unit 4 (20%)	100	80	70	60	50	40
Unit 5 (20%)	100	80	70	60	50	40

The uniform marks obtained for each unit are added up and the subject grade is based on this total.

	Maximum uniform marks	Qualification grade				
		A	B	C	D	E
GCE AS	200	160	140	120	100	80
GCE A level	500	400	350	300	250	200

At A level, Grade A* will be awarded to candidates who have achieved a Grade A (400 uniform marks) in the overall A level qualification and at least 90% of the total uniform marks for the A2 units (270 uniform marks).

