

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)
<p>Written examination: 1 hour and 45 minutes</p> <p>40%* of the qualification</p> <p>64 marks (32 for the period study and 32 for the British depth study)</p>	
<p>Content overview</p> <p>Students take one of the following British depth study options:</p> <p>B1: Anglo-Saxon and Norman England, c1060–88</p> <p>B2: The reigns of King Richard I and King John, 1189–1216</p> <p>B3: Henry VIII and his ministers, 1509–40</p> <p>B4: Early Elizabethan England, 1558–88.</p> <p>Students also take one of the following period study options:</p> <p>P1: Spain and the 'New World', c1490–c1555</p> <p>P2: British America, 1713–83: empire and revolution</p> <p>P3: The American West, c1835–c1895</p> <p>P4: Superpower relations and the Cold War, 1941–91</p> <p>P5: Conflict in the Middle East, 1945–95.</p>	
<p>Assessment overview</p> <p>Booklet P Period study</p> <p>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.</p> <p>Booklet B British depth study</p> <p>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.</p>	

Paper 3: Modern depth study	(Paper codes: 1HI0/30–33)
<p>Written examination: 1 hour and 20 minutes</p> <p>30%* of the qualification</p> <p>52 marks</p>	
<p>Content overview</p> <p>Students take one of the following modern depth studies:</p> <p>30: Russia and the Soviet Union, 1917–41</p> <p>31: Weimar and Nazi Germany, 1918–39</p> <p>32: Mao's China, 1945–76</p> <p>33: The USA, 1954–75: conflict at home and abroad.</p>	
<p>Assessment overview</p> <p>Section A</p> <p>Students answer a question based on a provided source and a question that assesses their knowledge and understanding.</p> <p>Section B</p> <p>Students answer a single four-part question, based on two provided sources and two provided interpretations.</p>	

*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

1 The British sector of the Western Front, 1914–18: injuries, treatment and the trenches	<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.
2 Knowledge, selection and use of sources for historical enquiries	<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.

British depth studies

Option B1: Anglo-Saxon and Norman England, c1060–88

Key topic 1: Anglo-Saxon England and the Norman Conquest, 1060–66	
1 Anglo-Saxon society	<ul style="list-style-type: none"> Monarchy and government. The power of the English monarchy. Earldoms, local government and the legal system. The economy and social system. Towns and villages. The influence of the Church.
2 The last years of Edward the Confessor and the succession crisis	<ul style="list-style-type: none"> The house of Godwin. Harold Godwinson's succession as Earl of Wessex. The power of the Godwins. Harold Godwinson's embassy to Normandy. The rising against Tostig and his exile. The death of Edward the Confessor.
3 The rival claimants for the throne	<ul style="list-style-type: none"> The motives and claims of William of Normandy, Harald Hardrada and Edgar. The Witan and the coronation and reign of Harold Godwinson. Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge.
4 The Norman invasion	<ul style="list-style-type: none"> The Battle of Hastings. Reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics.
Key topic 2: William I in power: securing the kingdom, 1066–87	
1 Establishing control	<ul style="list-style-type: none"> The submission of the earls, 1066. Rewarding followers and establishing control on the borderlands through the use of earls. The Marcher earldoms. Reasons for the building of castles; their key features and importance.
2 The causes and outcomes of Anglo-Saxon resistance, 1068–71	<ul style="list-style-type: none"> The revolt of Earls Edwin and Morcar in 1068. Edgar the Aethling and the rebellions in the North (1069). Hereward the Wake and rebellion at Ely (1070–71).
3 The legacy of resistance to 1087	<ul style="list-style-type: none"> The reasons for and features of Harrying of the North (1069–70). Its immediate and long-term impact, 1069–87. Changes in landownership from Anglo-Saxon to Norman, 1066–87. How William I maintained royal power.
4 Revolt of the Earls, 1075	<ul style="list-style-type: none"> Reasons for and features of the revolt. The defeat of the revolt and its effects.

Key topic 3: Norman England, 1066–88

1 The feudal system and the Church	<ul style="list-style-type: none">• The feudal hierarchy. The role and importance of tenants-in-chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture.• The Church in England: its role in society and relationship to government, including the roles of Stigand and Lanfranc. The Normanisation and reform of the Church in the reign of William I.• The extent of change to Anglo-Saxon society and economy.
2 Norman government	<ul style="list-style-type: none">• Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents.• The office of sheriff and the demesne. Introduction and significance of the 'forest'.• Domesday Book and its significance for Norman government and finance.
3 The Norman aristocracy	<ul style="list-style-type: none">• The culture and language of the Norman aristocracy.• The career and significance of Bishop Odo.
4 William I and his sons	<ul style="list-style-type: none">• Character and personality of William I and his relations with Robert. Robert and revolt in Normandy (1077–80).• William's death and the disputed succession. William Rufus and the defeat of Robert and Odo.

Option P3: The American West, c1835–c1895

Key topic 1: The early settlement of the West, c1835–c1862	
1 The Plains Indians: their beliefs and way of life	<ul style="list-style-type: none"> • Social and tribal structures, ways of life and means of survival on the Plains. • Beliefs about land and nature and attitudes to war and property.
2 Migration and early settlement	<ul style="list-style-type: none"> • The factors encouraging migration, including the Oregon Trail from 1836, the belief in Manifest Destiny, and the California Gold Rush of 1849. • Early migration to c1850, including the experiences of the Donner Party and the Mormon migration, 1846–47. • The development and problems of white settlement.
3 Conflict and tension	<ul style="list-style-type: none"> • Reasons for tension with Plains Indians, including US government policy and the Permanent Indian Frontier. The significance of the first Fort Laramie Treaty (1851). The Indian Appropriations Act (1851). • Lawlessness in early towns and settlements, including attempts to tackle lawlessness.
Key topic 2: Development of the plains, c1862–c1876	
1 The development of settlement in the West	<ul style="list-style-type: none"> • The significance of the railroads; the Pacific Railroad Act (1862) and the completion of the First Transcontinental Railroad (1869) and the spread of the railroad network. • The impact of the Homestead Act (1862). Attempts at solutions to problems faced by homesteaders: the use of new methods and new technology; the impact of the Timber Culture Act (1873). • Introducing law and order in settlements, including the roles of law officers and increases in federal government influence.
2 Ranching and the cattle industry	<ul style="list-style-type: none"> • The cattle industry and factors in its growth, including the roles of Iliff, McCoy and Goodnight, the significance of Abilene and of the increasing use of the railroad network. • The changing role of the cowboy, including changes in ranching. Relations between ranchers and homesteaders.
3 Changes in the way of life of the Plains Indians	<ul style="list-style-type: none"> • The impact of railroads, the cattle industry and gold prospecting on the Plains Indians. • The impact of US government policy towards the Plains Indians, including the continued use of reservations. The second Fort Laramie Treaty (1868). • Conflict with the Plains Indians: Little Crow's War (1862) and the Sand Creek Massacre (1864), the significance of Red Cloud's War (1866–68).

Key topic 3: Conflicts and conquest, c1876–c1895

1 Changes in farming, the cattle industry and settlement	<ul style="list-style-type: none">• Changes in farming: the impact of new technology and new farming methods.• Changes in the cattle industry, including the impact of the winter of 1886–87. The significance of changes in the nature of ranching. The end of the open range.• Continued settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893. The closure of the Indian Frontier.
2 Conflict and tension	<ul style="list-style-type: none">• Dealing with law and order, including sheriffs and marshals, including the significance of Billy the Kid, Wyatt Earp, the OK Corral (1881).• The range wars, including the Johnson County War of 1892.• Conflict with the Plains Indians: the Battle of the Little Big Horn (1876) and its impact; the Wounded Knee Massacre (1890).
3 The Plains Indians: the destruction of their way of life	<ul style="list-style-type: none">• The hunting and extermination of the buffalo.• The Plains Indians' life on the reservations.• The significance of changing government attitudes to the Plains Indians, including the Dawes Act (1887).

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 minorities: Slavs, 'gypsies', homosexuals and those with disabilities.• The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.

3 Assessment information

Paper 1: Thematic study and historic environment	(Paper codes: 1HI0/10–13)
<ul style="list-style-type: none"> • First assessment: May/June 2018 • The assessment is 1 hour and 15 minutes. • The question paper is out of 52 marks. • It comprises two sections: A and B. 	
<p>Section A: historic environment</p> <p>This section is worth 10%* of the total qualification.</p> <p>It is marked out of 16. Both questions are compulsory.</p> <ul style="list-style-type: none"> • Question 1: this focuses on describing features (AO1). <p>Question 2 is a two-part question, targeting AO3. It uses two contemporary sources. One of them may be visual, but at least one will be written.</p> <ul style="list-style-type: none"> • Question 2 (a): students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context. • Question 2 (b): students suggest a follow-up enquiry relating to one of the sources. 	
<p>Section B: thematic study</p> <p>This section is worth 20%* of the total qualification.</p> <p>It is marked out of 36.</p> <p>Of the 36 marks, up to 4 marks in Question 5/6 will be awarded for spelling, punctuation, grammar and use of specialist terminology (SPaG).</p> <p>All questions target AO1/AO2.</p> <p>Questions 3 and 4 are compulsory. Students then select either Question 5 or Question 6.</p> <ul style="list-style-type: none"> • Question 3: this focuses on similarity or difference over time. Questions will cross sections of the specification and will normally span at least a century (and may span much longer periods). • Question 4: this focuses on the process of change (e.g. why there was a rapid change/slow change/why change continued). Questions will normally span at least a century and may span much longer periods. • Questions 5/6: requires a judgement and may focus any of the following: the <i>nature</i> or <i>extent</i> of change (change/continuity); <i>patterns</i> of change (turning points, i.e. significance); the <i>process</i> of change (factors bringing it about, i.e. causation); or the <i>impact</i> of change (i.e. consequence). Questions will normally span at least two centuries and may span much longer periods. 	

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

Paper 2: Period study and British depth study	(Paper codes: 1HI0/2A–2W)
<ul style="list-style-type: none"> • First assessment: May/June 2018. • The assessment is 1 hour and 45 minutes. • The question paper is out of 64 marks. • It comprises two question and answer booklets: A and B. 	
<p>Question and answer booklet A: period study</p> <p>This section is worth 20%* of the total qualification.</p> <p>It is marked out of 32.</p> <p>All questions target AO1/AO2.</p> <p>Students answer three compulsory questions:</p> <ul style="list-style-type: none"> • Question 1: this focuses on consequence. • Question 2: this focuses on analytical narrative, in which students write an account that not only describes what happened, but also involves analysis to find connections and make sense of events and their impact to explain why events unfolded in the way that they did. This is likely to involve a mix of second order concepts (i.e. causation, consequence, change). • Question 3: students select two from a choice of three parts. Each focuses on the importance of an event/person/development in terms of what difference they made in relation to situations and unfolding developments (i.e. their consequence and significance). 	
<p>Question and answer booklet B: British depth study</p> <p>This section is worth 20%* of the total qualification.</p> <p>It is marked out of 32.</p> <p>Students answer one question comprising three parts:</p> <ul style="list-style-type: none"> • Question 1 (a): this is compulsory and targets AO1. It focuses on describing features. • Question 1 (b): this is compulsory and targets AO1/AO2. It focuses on causation. • Question 1 (c): students have a choice of two questions: (i) or (ii). These target AO1/AO2 and require a judgement. They may focus on any of the following: similarity, difference, change, continuity, causation or consequence. 	

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

Paper 3: Modern depth study	(Paper codes: 1HI0/30–33)
<ul style="list-style-type: none"> • First assessment: May/June 2018. • The assessment is 1 hour and 20 minutes. • The question paper is out of 52 marks. • It comprises two sections: A and B. 	
<p>Section A</p> <p>This section is worth 10%* of the total qualification.</p> <p>It is marked out of 16 marks.</p> <p>Students answer two compulsory questions:</p> <ul style="list-style-type: none"> • Question 1: this targets AO3, and focuses on making inferences from a source. • Question 2: this targets AO1/AO2, and focuses on causation. 	
<p>Section B</p> <p>This section is worth 20%* of the total qualification.</p> <p>It is marked out of 36 marks.</p> <p>Of the 36 marks, up to 4 marks in Question 3 (d) will be awarded for spelling, punctuation, grammar and use of specialist terminology (SPaG).</p> <p>All question parts are compulsory.</p> <ul style="list-style-type: none"> • Question 3 (a): this targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context. • Question 3 (b): this targets AO4 and uses two later written interpretations. Students explain <i>how</i> the two interpretations differ. • Question 3 (c): this targets AO4 and uses the same interpretations as part (b). Students suggest <i>why</i> the two interpretations differ. • Question 3 (d): this targets AO4 and re-uses the interpretations. It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context 	

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Assessment of extended writing in Papers 1, 2 and 3

All GCSEs must provide opportunities for students to write responses which are of sufficient length to allow students to demonstrate the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

In this GCSE, these abilities are rewarded in the mark schemes of questions which target AO2 and which carry 8 or more marks (the precise mix of these abilities rewarded will vary depending on the nature and length of the answer expected).

Stimulus points

Many of the questions that reward extended writing provide stimulus points, which students may (but are not required to) use in their answer. Students must, however, use additional points of their own; failure to do so will be penalised in the mark schemes.

Stimulus points may be taken directly from words that appear in the specified topic content; other stimulus points may not be directly specified where these are central to, and indicated by, the specified topic content.