GCSE

WJEC GCSE History

Approved by Qualifications Wales

Specification

Teaching from 2026
For award from 2028

Version 7 - October 2026



This Qualifications Wales regulated qualification is not available to centres in England.

Made for Wales.
Ready for the world.

WJEC would like to thank the students and teachers of Fitzalan High School, Cardiff and Llanwern High School, Newport for their participation in the creation of these covers.

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- Made for Wales GCSE Qualification Approval Criteria which set out requirements for any new GCSE qualification Approved for first teaching from September 2025 and beyond.
- Standard Conditions of Recognition which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.
- Approval Criteria for GCSE History which sets out the subject specific requirements for GCSE History from September 2026 and beyond.

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SUMMARY OF AMENDMENTS

Version	Description	Page number
2	First teaching and first award updated to: First Teaching from September 2026 First Award 2028	2 and 7
3	Wording updated to Spain's contribution to why religion was a cause of dispute in Europe	35
4	Terminal rule changes	59 and 60
5	Terminal rule reference removed from 'Post-16 Candidates' section for clarity.	59
	Wording updated to Glyndŵr materials, and correcting the Opportunities Act 1974 should read Equal Educational Opportunities Act 1974.	13,16,17, 52
6	Correcting reference to publication date of the first Welsh book, Yn y Llyrf Hwn 1547, should read Yn y Llyfr Hwn, 1546.	19
7	Unit 4: Two set themes release date for assessment – details updated	57
	Correction in 'Entries and awards', units to be available from 2027 and 2028 rather than 2026 and 2027	59

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GCSE HISTORY

SUMMARY OF ASSESSMENT

Unit 1: An in-depth study on Welsh history
***Written examination:* 1 hour**
30% of qualification

60 marks

Learners will study one of the following six historical topics to undertake an in-depth study that will provide them with an insight into the development of Wales at a specific point in time.

Medieval
1.1 Rhys ap Gruffudd, Prince of Deheubarth c.1132–1197
1.2 Owain Glyndŵr c.1354–1416
Early Modern
1.3 Wales and the early Tudors, c.1485–c.1547
1.4 Wales in the era of the Civil War, 1603–1660
Modern
1.5 Rebellions and Protest in Wales c.1831–c.1891
1.6 Wales in the early to mid-twentieth century c.1914–c.1959

Each option will be assessed by compulsory questions. These will focus on historical knowledge of the topic, second-order historical concepts and the analysis and evaluation of historical sources and interpretations.

Unit 2: An in-depth study on European and/or World history
***On-screen non-examination assessment:* 3 hours**
20% of qualification

80 marks

Learners will study one of the following six historical topics to undertake an in-depth study that will provide them with an understanding of an issue in European and/or world history.

Medieval
2.1 Genghis Khan c.1162–c.1227: a case study in medieval imperialism
2.2 The Black Death c.1330–c.1360: a case study in medieval society
Early Modern
2.3 The Spanish Conquest of the Aztecs c.1492–c.1525: a case study in early modern colonialism
2.4 Süleyman I c.1520–c.1566: a case study in early modern imperialism
Modern
2.5 The Third Reich c.1933–c.1945: a case study in modern nationalism
2.6 Afghanistan c.1979–c.2001: a case study in modern international relations

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For the non-examination assessment, learners will undertake a historical enquiry, providing a focused response on a specific issue.

Learners will complete the assessment of Unit 2 digitally through WJEC's e-assessment platform.

Unit 3: A study of a period in world history
***Written examination*: 1 hour**
30% of qualification

60 marks

Learners will study one of the following six historical topics to undertake a breadth study of an extended historical period.

Medieval
3.1 The Vikings c.750–c.1066
3.2 The Crusades, c.1095–c.1291
Early Modern
3.3 The Songhai Empire, c.1464–c.1591
3.4 The Mughal Empire, c.1526–c.1707
Modern
3.5 Russia and the Soviet Union c.1861–c.1953
3.6 Changes in US society c.1880–c.1980

Each option will be assessed by compulsory questions. These will focus on historical knowledge of the topic, second-order historical concepts and the analysis and evaluation of historical sources and interpretations.

Unit 4: A changing society
***Non-examination assessment*: 4 hours 15 minutes**
20% of qualification

80 marks

Learners will undertake a study of themed events within a continuous period of c.75–c.100 years of history. The events studied must be from the islands of Great Britain and/or Ireland.

For the assignment, learners will undertake a historical enquiry, providing an understanding of change across the period.

The topics chosen for non-examination assessment must not replicate or overlap with the content of any of the examined units chosen.

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This is a unitised qualification.

The combination of options selected for Units 1, 2 and 3 must include one medieval, one early modern and one modern unit.

In Unit 4, centres can choose to repeat a time period previously studied in Units 1, 2 or 3. **However, the topics chosen for study in Unit 4 must not replicate or overlap with the content of any of the other selected units.**

It would be most appropriate for learners to complete Unit 4 in the final year of the course as they revisit a time period previously studied in one of the earlier units. This would allow learners to implement their understanding of historical concepts and the analysis and evaluation skills they have developed throughout Units 1 and 3. It would also allow learners to build on the approaches and practices developed when undertaking a historical enquiry in Unit 2.

There is no hierarchy implied by the order in which Units 1 to 3 are presented. Therefore, the order does not imply a prescribed teaching order.

The examinations for Units 1 and 3, and the submission of Unit 2 will be available for the first time in summer 2027. The submission of Unit 4 will be available for the first time in summer 2028. Each assessment will then be available every summer series.

The qualification will be awarded for the first time in summer 2028.

Qualification Approval Number: C00/4967/9

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GCSE HISTORY

1. INTRODUCTION

1.1 Aims

GCSE History qualification supports Learners to:

- develop their knowledge and understanding of specific historical events, periods and societies on a local, national and global scale
- extend their understanding and appreciation of the identity, heritage and history of Wales and the world and to develop a sense of cynefin
- become independent, critical and reflective historians through the skills of historical enquiry, questioning, and source analysis and evaluation
- construct valid and realistic historical claims by using a range of sources in context to reach substantiated judgements
- demonstrate critical appreciation of the concept of historical significance, including:
  - why some people, events and developments are seen as historically significant
  - why different interpretations have been constructed about historically significant people, events and developments
- acquire an understanding of different identities, including their own, within a complex, pluralistic and diverse society.

These aims are set out in Qualifications Wales' Approval Criteria.

1.2 Curriculum for Wales

This GCSE History qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the principles of progression, along with the statements of what matters and those subject specific skills and concepts outlined in the 'Designing your Curriculum' section of the Humanities Area of Learning and Experiences.

In developing this qualification, we have considered where there are opportunities to embed the cross-curricular themes and where there are opportunities for integral skills and cross-curricular skills to be developed. Appendix A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted on page 54; the Guidance for Teaching will include further information on integrating these learning experiences into delivery.

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The GCSE History qualification supports the Curriculum for Wales by:

- supporting the statements of what matters[1] by giving learners the opportunity to:
  - gain a deeper understanding of the concepts underpinning humanities, and their application in local, national and global contexts
  - gather, justify, present, analyse, and evaluate a range of evidence
  - draw informed conclusions, but also understand that some conclusions can only be partial or inconclusive and open to different interpretations
  - critically review the ways events and experiences are perceived, interpreted and represented
  - learn how various worldviews and factors can influence their own and others' perceptions and interpretations, exploring how and why interpretations may differ
  - develop an appreciation of identity, heritage and cynefin, including the history of Wales and the World
  - develop an understanding of the complex, pluralistic and diverse nature of societies, past and present, in particular the stories of Black, Asian and Minority Ethnic people
  - build an understanding of the causes, consequences and significance of the changes and interrelationships that have shaped societies at different levels of development
  - understand how societies are and have been organised, structured and led in learners' own localities and in Wales, as well as in the wider world
  - explore the connections and interdependence between such societies in the past and present, in the context of a globalised world
  - understand the interconnected nature of economic, environmental and social sustainability, justice and authority, and the need to live in and contribute to a fair and inclusive society that confronts and addresses racism
  - critically reflect on their own and others' beliefs, values and attitudes
  - consider the impact of their actions when making choices and exercising their democratic rights and responsibilities
  - justify their decisions.

- supporting the principles of progression[2] by encouraging learners to:
  - ask increasingly sophisticated enquiry questions
  - find suitable information, making informed predictions and hypotheses, and making judgments about reliability and utility
  - engage with an increasing breadth and depth of knowledge and underlying concepts to build an increasingly clear and coherent understanding of the world around them
  - work with an increasing number and sophistication of sources of information, and a growing understanding of how to resolve contradictory or conflicting accounts
  - transfer existing skills and knowledge into new, and increasingly unfamiliar contexts, making links within and between periods and places, identifying similarities and differences, changes and continuities
  - identify connections between new and previous learning with greater understanding of the world, of other people and their values, in different times, places and circumstances.

[1] https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/

[2] https://hwb.gov.wales/curriculum-for-wales/humanities/principles-of-progression/

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The construct of GCSE History qualification is based on the Welsh Government subject specific considerations for History[3]. The qualification:

- provides opportunities to understand different periods, events, people and cultures in history, exploring these at a local, national and global scale
- provides opportunities to understand the significance of people, events and developments in history and how these can be interpreted in different ways: in different places and at different times
- equips learners with the skills to understand, interpret and evaluate historical evidence in order to make informed judgements
- equips learners with the skills to make sense of their place and the place of others within the framework of human experience
- provides opportunities to develop curiosity and empathy as well as the ability to filter and critically analyse the breadth of information available to us, to make informed and balanced judgements that foster a sense of cynefin and one's place in the world.

The GCSE History qualification is also based on the following historical concepts listed within the Approval Criteria:

- continuity and change
- similarity and difference
- significance and impact
- cause and consequence.

Each of these concepts support the Welsh Government's 'designing your curriculum' guidance as well as those within the statements of what matters and progression steps for Humanities.

1.3 Prior learning and progression

Although there is no specific requirement for prior learning, the qualification is designed primarily for learners between the ages of 14 and 16 and builds on the conceptual understanding learners have developed through their learning from ages 3–14.

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares learners for life, learning and work. The qualification provides a suitable foundation for the study of History at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.4 Guided learning hours

GCSE History has been designed to be delivered within 120–140 guided learning hours. The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11.

[3] https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#specific-considerations-for-this-area

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1.5 Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Updated terminology better reflects individual identities and fosters respect and accuracy. Language used should be specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to further amendments to ensure it accurately represents and supports all individuals. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.6 Equality and fair access

The specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to access and achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Access arrangements and reasonable adjustments are made for eligible learners to enable them to access the assessments and demonstrate their knowledge and skills without changing the demands of the assessment.

Information on access arrangements and reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications. This document is available on the JCQ website (www.jcq.org.uk).

We will be following the principles set out in this document and, as a consequence of provision for reasonable adjustments, very few learners will encounter a complete barrier to any part of the assessment.

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2 SUBJECT CONTENT AND INTEGRATION OF LEARNING EXPERIENCES AND SKILLS

How to read the amplification

The amplification provided in the right-hand column uses the following three stems:

- 'Learners should be aware of' is used when learners do not need to understand all aspects of the specified content in detail. Teachers should refer to Guidance for Teaching documents for further guidance on the depth and breadth to which this content should be taught.
- 'Learners should understand' is used when learners are required to demonstrate and apply knowledge to familiar or unfamiliar contexts and can synthesise and evaluate information for a given purpose.
- 'Learners should be able to' is used when learners need to apply their knowledge and understanding to source material or demonstrate application of practical skills and techniques.

The use of the word 'including' indicates that the specified content must be taught and could be subject to assessment.

The use of the words 'for example' or 'such as' indicates that the specified content is for guidance only, and alternative examples could be chosen.

Each option begins with a background section. These sections are intended to provide learners with necessary context in order to access the historical topic. Learners will not be directly assessed on the content of the background sections.

A note on terminology

WJEC recognises and welcomes the debates regarding the decolonisation of history and continues to work to provide a curriculum that reflects the world as it is. Some of the terminology that is used within the specification continues the use of Eurocentric words and ideas, for example, the division of historical periods into medieval, early modern, and modern eras. The debate about the relevance of these terms is ongoing; however, we have, for now, continued their use to offer clarity for learners and teachers. You may wish to avoid using these terms, and so can use the following timeframes to align with the requirements of the specification across the four units of study:

- Medieval history, or the period from c.500 to c.1450 CE
- Early modern history, or the period from c.1450 to c.1750 CE
- Modern history, or the period from c.1750 CE to up to ten years prior to a year group's commencement of the course.

Other terminology used has been selected with care, and we would encourage centres to reflect this when developing learning and teaching. For example, the term "enslaved African" is preferable to "slave", as is the use of African American rather than black or Black American in the period up to the 1970s. After this, some people prefer to use the term black or Black American, and we encourage you to investigate this prior to commencement of study in this area. Currently, terminology outside of the US indicates that the preferred usage is black or Black. When referring to global majority citizens, it is preferable to use their specific heritage where it is known and where possible. Pejorative terminology should only ever be used in a historical context, for example, in source material contemporary to the period. In the specification, we have used the preferred term of Indigenous Peoples and advise learners and teachers to use this terminology in their work.

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If you have any concerns regarding the terminology used, please contact WJEC.

Unit 1

An in-depth study on Welsh history

Written examination: 1 hour
30% of qualification
60 marks

Overview of unit

The purpose of this unit is to provide an insight into the development of Wales at a specific point in time.

Centres can choose one of the three periods of study: medieval, early modern or modern, not repeating a period of study studied in Unit 2 or 3. Centres will choose one of two options within the period.

Time period	Option	
Medieval	1.1	Rhys ap Gruffudd, Prince of Deheubarth c.1132–c.1197
	1.2	Owain Glyndŵr c.1354–c.1416
Early Modern	1.3	Wales and the early Tudors, c.1485–c.1547
	1.4	Wales in the era of the Civil War, 1603–1660
Modern	1.5	Rebellions and Protest in Wales c.1831–c.1891
	1.6	Wales in the early to mid-twentieth century c.1914–c.1959

Areas of content

All options

Learners will study one of six historical topics to undertake an in-depth study that will provide them with an insight into the development of Wales at a specific point in time.

Learners should be able demonstrate skills of analysis and evaluation when engaging with sources that relate to the selected historical topic and historical interpretations that encompass contrasting views of events and people.

Learners should also be able to apply their knowledge and understanding of the following historical concepts in the context of their chosen historical topic:

- continuity and change
- similarity and difference
- significance and impact
- cause and consequence.

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Medieval

1.1 Rhys ap Gruffudd, Prince of Deheubarth c.1132–c.1197	
In this topic learners will gain knowledge and understanding in the following areas: 1.1.1 The family background of Rhys ap Gruffudd 1.1.2 The importance of warfare in shaping South Wales between 1146 and 1170 1.1.3 Establishing a peace with Henry II, c.1170–1189 1.1.4 The reasons for and impact of further outbreaks of warfare between 1189 and 1196 1.1.5 The death and legacy of Rhys ap Gruffudd with the aim of developing their understanding of the impact of the rule of Rhys ap Gruffudd on Deheubarth across the period from c.1132 to c.1197.	
Content	Amplification
Background: Wales at the start of the twelfth century	Learners should be aware of: • the significance of Norman conquest and rule, the extent of Norman success in subduing Wales and the creation of the March • important features of life in Wales in the twelfth century, from religion to the nature of its economy, society and culture.

1.1.1 The family background of Rhys ap Gruffudd	Learners should understand:
	• the ancestry of Rhys ap Gruffudd, including:
	  • the claim of his father, Gruffydd ap Rhys, to the kingdom of Deheubarth
	  • the significance of his mother, Gwenllian ferch Gruffydd ap Cynan, a princess of Gwynedd
	• the nature and importance of Rhys's relationship with his brothers, including:
	  • the campaigns and death of his half-brother Anarawd in 1143
	  • the importance of his surviving brothers Maredudd and Cadell
	• the rule of Rhys ap Gruffudd, including:
	  • how and why he became ruler of Deheubarth in 1155
	  • the importance of his marriage to Gwenllian ferch Madog ap Maredudd, daughter of the Prince of Powys.

1.1.2 The importance of warfare in shaping South Wales between 1146 and 1170	Learners should understand:
	• the nature and extent of the Kingdom of Deheubarth, in the early twelfth century, including:
	  • the loss of Deheubarth to the Normans in 1093 following the death of Rhys ap Tewdwr
	  • the attempt to reclaim Deheubarth territories in 1116 and 1136
	• the significance of the wars with Gwynedd, including:
	  • the capture of Carmarthen Castle in 1145 and the castle at Tenby in 1153
	  • the recapture of Ceredigion from Gwynedd in 1153
	• the revolt against English rule, including:
	  • the campaigns against England, 1158–1170
	  • the outcome of the revolt.

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1.1.3	Establishing a peace with Henry II, c.1170–1189	Learners should understand:
		• how and why relations with Henry II were developed, including:
		  • Rhys's role as Justiciar from 1172
		  • the importance of the Royal Councils at Gloucester, 1175 and Oxford, 1177
		• the reasons for and significance of castles and castle building, including:
		  • Cardigan Castle, the venue for the first Eisteddfod, held in 1176
		  • Dinefwr Castle, the family's ancestral home
		• the importance of religion, including:
		  • the patronage of abbeys including Strata Florida
		  • support for Gerald of Wales and for the Third Crusade.

1.1.4	The reasons for and impact of further outbreaks of warfare between 1189 and 1196	Learners should understand:
		• increasing problems between Rhys and King Richard I of England
		  • Prince John's visit to Rhys to avoid conflict in 1189
		  • Richard's refusal to meet Rhys at Oxford and its implications for his status as a ruler in Wales
		• the events and impact of war on Norman neighbours, including:
		  • the attacks on Pembroke, Haverfordwest and Gower in 1189
		  • the capturing of the castles of St Clears, Laugharne, Llansteffan and Nevern
		• Rhys's successful final campaign, including:
		  • capturing the castles at Carmarthen, Colwyn and Radnor
		  • defeating the army of Roger de Mortimer and Hugh de Say at Radnor.

1.1.5	The death and legacy of Rhys ap Gruffudd	Learners should understand:
		• Rhys's disputes with his sons and heirs, including:
		  • difficult relations with his son, Maelgwn
		  • the imprisoning of his sons Rhys Gryg and Maredudd
		• the events leading up to the death of Rhys in 1197, including:
		  • the cause of death and its immediate impact
		  • Rhys's status at his death: excommunicate, his scourging and his burial at St David's
		• the legacy of Rhys ap Gruffudd, including:
		  • the dispute over the succession – the challenge to Gruffudd ap Rhys by Maelgwn
		  • Deheubarth becoming a client state of Gwynedd.

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1.2 Owain Glyndŵr c. 1354–c.1416

In this topic learners will gain knowledge and understanding in the following areas:

1.2.1 The family background of Owain Glyndwr
1.2.2 Owain Glyndŵr's military service for Richard II, King of England
1.2.3 Owain Glyndŵr and support for the Welsh Revolt
1.2.4 Owain Glyndŵr's reign as Prince of Wales
1.2.5 The death and legacy of Owain Glyndwr

with the aim of developing their understanding of the role played by Owain Glyndŵr in relations between England and Wales across the period from c.1354 to c.1416.

Content	Amplification
Background: Wales in the mid fourteenth century	Learners should be aware of • the significance of the Edwardian settlement, rebellions against English rule and the reign of King Richard II of England • features of life in Wales in the fourteenth century, the nature of Welsh society, social classes and the role of women.

1.2.1 The family background of Owain Glyndŵr	Learners should understand:
	• the ancestry of Owain Glyndŵr, including:
	  • his father Gruffudd Fychan ap Gruffudd, descendant of the princes of Powys
	  • his mother Elen ferch Thomas ap Llywelyn, descendant of the princes of Deheubarth and Gwynedd
	• the nature and importance of his early life, including:
	  • the impact of the death of his father in 1370
	  • becoming an apprentice lawyer at the Inns of Court in London.
	• the significance of his married life, including:
	  • his marriage to Margaret Hanmer
	  • living as the lord of Sycharth.

1.2.2 Owain Glyndŵr's military service for Richard II, King of England	Learners should understand:
	• the nature of Owain Glyndŵr's early military service in Scotland, including:
	  • his involvement in the Berwick-upon-Tweed garrison
	  • his military service for John of Gaunt
	• the successes of his military service in the English Channel, including:
	  • his role as squire to the Earl of Arundel
	  • his role as squire to Henry Bolingbroke
	• the end of his military service, including:
	  • defending Richard II from his political opponents
	  • his retirement to Sycharth.

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1.2.3	Owain Glyndŵr and support for the Welsh Revolt	Learners should understand:
		• the resentments behind support for Glyndŵr's Welsh Revolt, including:
		  • the lack of opportunities for Welsh people
		  • the impact of Henry IV taking the throne of England from Richard II
		• the early successes of the revolt, including:
		  • Glyndwr's dispute with Lord Grey
		  • the Battle of Mynydd Hyddgen, 1401
		• events that increased support in Wales for the revolt, including:
		  • the impact of Henry IV's penal laws
		  • Glyndwr's success at Bryn Glas, 1402.

1.2.4	Owain Glyndŵr's reign as Prince of Wales	Learners should understand:
		• how Owain Glyndŵr established himself as Prince of Wales, including:
		  • using Harlech Castle as centre of government
		  • holding a Welsh parliament at Machynlleth
		• support for his reign from outside of Wales, including:
		  • the Tripartite Indenture and the treaty with the French
		  • the Pennal Letter
		• the increasing difficulties he faced through his reign, including:
		  • the English victory at Pwll Melyn, 1405
		  • the English capture of Harlech Castle, 1409.

1.2.5	The death and legacy of Owain Glyndŵr	Learners should understand:
		• the last years of Owain Glyndŵr's revolt, including:
		  • his refusal of a pardon from Henry IV in 1411
		  • the ongoing guerrilla campaigns
		• the immediate legacy of Owain Glyndŵr's revolt, including:
		  • the impact of the continuing revolt on his supporters and family
		  • the mystery surrounding his death and burial
		• Owain Glyndŵr's reputation, including:
		  • the myth of the Mab Darogan
		  • becoming a symbol of Welsh nationalism.

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Early Modern

1.3 Wales and the early Tudors, c.1485–c.1547

In this topic learners will gain knowledge and understanding in the following areas:

1.3.1 The accession of Henry VII
1.3.2 The governance of Wales under Henry VII, 1485–1509
1.3.3 Henry VIII's early attempts to control Wales, 1509–1536
1.3.4 The impact of the early Reformation on Wales
1.3.5 The Acts of Union, 1536 and 1543

with the aim of developing their understanding of the impact of the reigns of the early Tudor monarchs on Wales across the period from c.1485 to c.1547.

Content	Amplification
Background: Wales in the mid fifteenth century	Learners should be aware of: • the political influence on Wales of the Edwardian settlement, the Marches and Marcher lords, and the Wars of the Roses • important features of life in Wales in the fifteenth century, the nature of Welsh society, the status of the Welsh language and the importance of religion and the Church.

1.3.1 The accession of Henry VII	Learners should understand:
	• the origins of the Tudor Dynasty, including:
	  • Henry, Earl of Richmond, his ancestry and his early years in Pembroke
	  • the significance of Margaret Beaufort
	• the final battles of the Wars of the Roses, including:
	  • the Battle of Bosworth, 1485 and the Battle of Stoke, 1487
	  • the significance of key personnel, including Richard III, Jasper Tudor and the Stanley brothers
	• Henry's seizure of the throne, including:
	  • Henry's immediate acts to secure the throne
	  • the significance of Elizabeth of York.

1.3.2 The governance of Wales under Henry VII, 1485–1509	Learners should understand:
	• Henry VII's relations with the Marcher lords, including:
	  • assuming control over most of the northern Marcher lordships and issuing charters of privilege
	  • the re-establishment of the Council in the Marches of Wales in 1493 at Ludlow
	• Henry VII's relations with the Welsh gentry, including:
	  • the position of the Welsh gentry at the royal court
	  • his use of Welsh gentry including Sir Rhys ap Thomas and William ap Gruffudd to control large areas of Wales
	• the significance of the English heir as Prince of Wales, including:
	  • the investiture of Prince Arthur in 1489 aged 3
	  • the investiture of Prince Henry in 1504 following his brother's death.

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1.3.3	Henry VIII's early attempts to control Wales, 1509–1531	• Henry VIII's attempts to govern Wales up to 1531, including:
		  • the role of John Veysey, Bishop of Exeter as Lord President
		  • troublesome Marcher Lords, including the Herberts and the lordship of Magor
		• Princess Mary and connections with Wales, including:
		  • Mary as Princess of Wales, 1525–1531
		  • Mary's court at Ludlow from 1525
		• the significance of the protest of Sir Rhys ap Gruffudd, including:
		  • grievances over Henry VIII's interference with his inheritance
		  • accusations of treason and how they were dealt with.

1.3.4	The impact of the early Reformation on Wales	Learners should understand:
		• the cultural and political impact of religious change in Wales, including:
		  • the reasons for the Henrician Reformation
		  • Church reforms under Henry VIII
		• the social impact of the Henrician Reformation in Wales, including:
		  • Thomas Cromwell and the reasons for the dissolution of the monasteries
		  • the impact of the dissolution of the monasteries of Tintern, Neath, Margam and Strata Florida
		• resistance to the Reformation in Wales, including:
		  • the conservatism of many Welsh people
		  • the significance of the Welsh language and the first Welsh book – *Yn y Llyfr Hwn*, 1546.

1.3.5	The Acts of Union, 1536 and 1543	Learners should understand:
		• the background to the introduction of the Acts of Union, 1536 and 1543, including:
		  • Rowland Lee and lawlessness in Wales
		  • fear of resistance and foreign invasion linked to the Henrician Reformation
		• the administrative details of the Acts, including:
		  • the role of Thomas Cromwell in influencing what the Acts changed
		  • uniformity in government in terms of counties and offices, such as sheriffs and Justices of the Peace (JPs) and the courts of Quarter Sessions and Great Sessions
		• the impact of the Acts, including:
		  • the importance of the language clauses of the Acts
		  • the extent to which Wales was assimilated into, rather than unified with, England.

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1.4 Wales in the era of the Civil War, 1603–1660

In this topic learners will gain knowledge and understanding in the following areas:

1.4.1 The reign of James I, 1603–1625
1.4.2 The drift to Civil War, 1625–1642
1.4.3 The importance of Wales in the Civil War, 1642–1651
1.4.4 The impact of the Civil War on Wales
1.4.5 From Republic to Restoration, 1651–1660

with the aim of developing their understanding of the conflict between early Stuart kings and Parliament, and its impact on Wales during the period from 1603 to 1660.

Content	Amplification
Background: Wales and the Crown at the start of the seventeenth century	Learners should be aware of: • the general influence of politics, supporters and opponents of the King, and factors that shaped Welsh society and the Welsh economy from 1603 • the significance of religion in society: the power and influence of the Church, Protestants, Catholics and emerging Puritan beliefs in Wales.

1.4.1 The reign of James I, 1603–1625	• James I's approach to the kingdoms he ruled, including:
	  • his position as James I of England and VI of Scotland but referring to himself of King of Great Britain and Ireland
	  • naming his heirs Prince of Wales – Henry in 1610, and Charles in 1616
	• James I's problems with religion in his kingdoms, including:
	  • the 1605 Gunpowder Plot and conflict with Catholics
	  • the 1611 King James Bible and conflict with Puritans
	• James I's problems with ruling his kingdoms, including:
	  • difficult relations with Parliament
	  • reliance on favourites including the Earl of Salisbury and the Duke of Buckingham.

1.4.2 The drift to Civil War, 1625–1642	Learners should understand:
	• the events of the Personal Rule of Charles I, including:
	  • difficulties in raising money without Parliament through Ship Money and other means
	  • Archbishop Laud and the religious issues that led to war with Scotland from 1639
	• events leading to the Civil War, including:
	  • arguments with Parliament over financing the war in Scotland and dealing with the 1641 revolt in Ireland
	  • Parliament's treatment of some of Charles's closest advisers, including Laud and Strafford
	• Wales and its support for the king during the reign of Charles I, including:
	  • influential Welsh men, including Sir Robert Mansel of Margam and Sir John Owen
	  • the men of the Council of Wales and the Marches prior to its abolition in 1641.

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1.4.3	The importance of Wales in the Civil War, 1642–1651	Learners should understand:
		• the role of Welsh military personnel in England, including:
		  • the importance of the Welsh contribution at the Battles of Edgehill and Newbury
		  • the use of the Welsh as foot soldiers and the life of a foot soldier, including, daily routines, rules for soldiers, uniform and weapons
		• the strategic importance of Wales as a Royalist stronghold, including:
		  • the use of castles, including Harlech and Raglan, as strategic centres by Charles I
		  • the use of routes through Wales as a means of securing support from Catholic Ireland
		• the significance of fighting within Wales, including:
		  • key Parliamentary gains in Wales, including in Pembrokeshire
		  • the Battle of St Fagans, 1648.

1.4.4	The impact of the Civil War on Wales	Learners should understand:
		• the religious consequences of the War in Wales, including:
		  • the abolition of the Church of England
		  • Puritanism and the 1650 Act to increase its influence in Wales
		• social consequences of the War in Wales, including:
		  • the impact on those involved with the war, including the Women of Naseby
		  • the building of new estates from confiscated land, including the developments of Philip Jones of Llangyfelach
		• political consequences for Wales, including:
		  • the punishment of Welshmen who fought for the King
		  • the impact on the careers of the Welsh regicides.

1.4.5	From Republic to Restoration, 1651–1660	Learners should understand:
		• how Wales was governed in the 1650s, including:
		  • the Commonwealth for governing without a King
		  • direct rule by Major-General Berry in Wales
		• conflicting loyalties in Wales, including:
		  • Royalist gentry working for the County Committees of the Republic
		  • continuing support for the Royalist cause by most people in Wales
		• the end of the republican experiment, including:
		  • Charles II being declared rightful king by Thomas Myddleton in Wrexham in 1659
		  • the restoration of the Stuart monarchy in 1660.

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Modern

1.5 Rebellions and Protest in Wales c.1831–c.1891	
In this topic learners will gain knowledge and understanding of the following areas: 1.5.1 The Merthyr Rising, 1831 1.5.2 The Rebecca Riots, 1839–1843 1.5.3 Chartism in Wales 1.5.4 The Blue Books of 1847 and their impact in Wales 1.5.5 The Tithe War in Northeast Wales, 1886–1891 with the aim of developing their understanding of the nature of protest in Wales across the period from c.1831 to c.1891.	
Content	Amplification
Background: Change and discontent in the early nineteenth century	Learners should be aware of: • the economy and society of Wales in the early nineteenth century, demographic change and similarities and differences between rural and industrial areas • the reasons for radicalism and discontent in Wales, strikes, protests and wider demands for political reform in the United Kingdom

1.5.1 The Merthyr Rising, 1831	Learners should understand:
	• the causes of the rising, including:
	  • the attitudes and actions of ironmasters including the Crawshays of Cyfarthfa
	  • the living and working conditions of the people of Merthyr Tydfil
	• the events of the rising, including:
	  • radicalism and the forming of a political union
	  • protests at the Court of Requests, Castle Inn and Penydarren House
	• the consequences of the rising including:
	  • the actions of the authorities and ironmasters in Merthyr
	  • the treatment of rioters including Dic Penderyn.

1.5.2 The Rebecca Riots, 1839–1843	Learners should understand:
	• the reasons for the Rebecca Riots, including:
	  • the nature of land ownership in west and mid Wales
	  • problems for rural communities including tithes and tollgates
	• the events of the Rebecca Riots, including:
	  • the attack on the gates at Efailwen, 1839
	  • the Carmarthen Workhouse breakout, 1843
	• the consequences of the Rebecca Riots, including:
	  • how the authorities responded to the riots
	  • the Commission of Enquiry and its effects.

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1.5.3 Chartism in Wales	Learners should understand:
	• why there was demand for reform in Wales in the 1830s, including:
	  • levels of unemployment and the impact of the 1834 Poor Law
	  • radicalism and the outcomes of the Great Reform Act, 1832
	• the development of the Chartist movement, including:
	  • the People's Charter and the three Chartist petitions
	  • debates between leaders Feargus O'Connor and William Lovett
	• the impact of Chartism, including:
	  • the Newport Rising, 1839
	  • the short-term failures and long-term successes of Chartism.

1.5.4 The Blue Books of 1847 and their impact in Wales	Learners should understand:
	• the reasons for the Inquiry into the State of Education in Wales, including:
	  • the state of education in Wales in the 1830s and 1840s
	  • concerns about social unrest in Wales in the 1830s and 1840s
	• the findings of the Inquiry into the State of Education in Wales, including:
	  • the roles of Ralph Wheeler Lingen, Jellynger Symons and Henry Johnson in producing the 1847 Blue Book reports
	  • criticisms of education in Wales including the use of the Welsh language, levels of participation and religious practices
	• the impact of the Report of the Commissioners of the Inquiry into the State of Education in Wales, including:
	  • its impact on education in Wales, including the Welsh Not
	  • Welsh responses to it, including the 1854 play *Brad y Llyfrau Gleision*

1.5.5 The Tithe War in Northeast Wales, 1886–1891	Learners should understand:
	• the reasons for the Tithe War in Northeast Wales, including:
	  • the burden on tenants of paying tithes, the power of the landlords and the threat of evictions
	  • the fall in prices for livestock in the 1880s
	• the main events of the Tithe War, including
	  • the formation of the Anti-Tithe League in Llanarmon-yn-Iâl
	  • disturbances in support of farmers including those at Mochdre and Llangwm
	• the consequences of the Tithe War, including:
	  • the treatment of those who refused to pay tithes or who were involved in disturbances
	  • the attempts to solve the tithe problem with the 1891 Tithe Act and the Welsh Land Commission.

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1.6 Wales in the early to mid-twentieth century c.1914–c.1959

In this topic learners will gain knowledge and understanding of the following areas:

1.6.1 The impact of the First World War, and its aftermath, on Welsh society
1.6.2 Life in Wales during the Depression
1.6.3 Wales in the Second World War
1.6.4 Political developments in Wales by the 1950s
1.6.5 Developments in Welsh society by the 1950s

with the aim of developing their understanding of how the lives of people in Wales changed across the period from c.1914 to c.1959.

Content	Amplification
Background: Wales at the start of the twentieth century	Learners should be aware of: • the importance of industry to the economy of Wales at the start of the twentieth century, including coal mining and the steel industry • influences on the changing lives of the people of Wales at the start of the twentieth century, including the campaign for women's suffrage and the impact of migration.

1.6.1 The impact of the First World War, and its aftermath, on Welsh society	Learners should understand:
	• the influence of the First World War on life in Wales, including:
	  • the Home Front in Wales during the War
	  • conscientious objectors and pacifism
	• changes in the lives of women, including:
	  • the role of Welsh women in the First World War
	  • women's lives in Wales in the 1920s
	• racial tensions in South Wales, including:
	  • the 1919 South Wales Race Riots
	  • the response of the authorities to the riots.

1.6.2 Life in Wales during the Depression	Learners should understand:
	• reasons for the Depression in Wales including:
	  • the decline in the traditional industries of coal and iron
	  • the impact of the Wall Street Crash, 1929 on industry
	• the impact of the Depression on the people of Wales, including:
	  • poverty, the dole, the Means Test and hunger marches from the Rhondda
	  • unemployment and emigration from Wales
	• how Wales responded to the Depression, including:
	  • the Special Areas Act, the Treforest Industrial Estate and the growth of light industry
	  • increasing leisure opportunities, tourism, sport, radio and cinema.

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1.6.3	Wales in the Second World War	Learners should understand:
		• life on the Home Front in Wales including:
		  • the impact of rationing
		  • the stationing of US GIs in Wales
		• Welsh women in the Second World War, including:
		  • the Auxiliary Forces and the Women's Voluntary Service
		  • working in munitions factories and the Women's Land Army
		• the impact of aerial warfare on Wales, including:
		  • the experience of evacuees and host families in Wales
		  • the bombing of Cardiff, Swansea and Pembroke Dock.

1.6.4	Political developments in Wales by the 1950s	Learners should understand:
		• the impact of the 1945 Labour election victory on Wales, including:
		  • nationalisation of key industries including coal and steel
		  • Aneurin Bevan and the establishment of the NHS in 1948
		• developments in the recognition of Wales within the United Kingdom, including:
		  • Cardiff becoming the capital in 1955
		  • the adoption of the "Y Ddraig Goch" flag in 1959
		• the influence of Welsh nationalism, including:
		  • increasing support for Plaid Cymru
		  • Gwynfor Evans and the campaign against the flooding of the Tryweryn valley.

1.6.5	Developments in Welsh society by the 1950s	Learners should understand:
		• how the lives of people in Wales changed in the 1950s including:
		  • changes in the lives of women at home and at work
		  • teenagers and the development of youth culture
		• the experience of immigrants to Wales including:
		  • the Welsh Windrush generation and post-war rebuilding
		  • the multi-racial community of Tiger Bay
		• the influence of changes in leisure opportunities on the lives of people in Wales, including:
		  • the impact of television
		  • the growth of tourism.

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Unit 2

An in-depth study on European and/or World history

On-screen non-examination assessment: 3 hours
Marked by WJEC
20% of qualification
80 marks

Overview of unit

The purpose of this unit is to provide an understanding of an issue in European and/or world history in depth via the study of historical sources and interpretations.

Centres can choose one of the three periods of study: medieval, early modern or modern, not repeating a period of study studied in Unit 1 or 3. Centres will choose one of two options within the period.

Time period	Option	
Medieval	2.1	Genghis Khan c.1162–c.1227: a case study in medieval imperialism
	2.2	The Black Death c. 1330–c.1360: a case study in medieval society
Early Modern	2.3	The Spanish Conquest of the Aztecs c.1492–c.1525: a case study in early modern colonialism
	2.4	Süleyman I c.1520–c.1566: a case study in early modern imperialism
Modern	2.5	The Third Reich c.1933–c.1945: a case study in modern nationalism
	2.6	Afghanistan c.1979–c.2001: a case study in modern international relations

Areas of content

All options
Learners will study one of six historical topics to undertake an in-depth study that will provide them with an understanding of an issue in European and/or world history. They will then undertake a historical enquiry based on their selected historical topic. Learners should be able demonstrate skills of analysis and evaluation when engaging with sources that relate to the selected historical topic and historical interpretations that encompass contrasting views of events and people. Learners should also be able to apply their knowledge and understanding of the following historical concepts in the context of their chosen historical topic: • continuity and change • similarity and difference • significance and impact • cause and consequence.

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Learners should be able to select, use and apply skills and techniques used to undertake historical enquiries, including:

- gaining an overview of a specified topic
- gathering evidence to develop an understanding of the history and related debates
- summarising the key points and debates
- reviewing knowledge and forming a hypothesis linked to a specific question
- selecting, analysing, evaluating and using evidence
- planning and compiling a response to a specific question
- developing a critical self-appraisal of their performance in the task.

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Medieval

2.1 Genghis Khan c.1162–c.1227: a case study in medieval imperialism	
In this topic learners will gain knowledge and understanding in the following areas: 2.1.1 Temujin's rise to power 2.1.2 Creating the Mongol state 2.1.3 The Mongol invasion of China 2.1.4 Mongol attacks on central Asia 2.1.5 The death and legacy of Genghis Khan.	
Content	Amplification
Background: Mongol geography and society	Learners should be aware of: • the influence of geography on the Mongol tribes, such as the difficulties of terrain and climate and the Mongols' reliance on trade with neighbours • key features of Mongol society, such as their military tactics and religion.

2.1.1 Temujin's rise to power	Learners should understand:
	• the importance of Temujin's family background, including:
	  • the murder of his father by the Tatars
	  • his life in exile with his mother, Hö'elün
	• how Temujin became sole ruler of the Mongols, including:
	  • the conflict with his rivals Jamukha and Ong Khan
	  • the defeat of the Naiman tribe and the Tatars.

2.1.2 Creating the Mongol state	Learners should understand:
	• how the Mongol state was established, including:
	  • the Kurultai of Burkhan Khaldun
	  • the keshig, the royal court and the role and significance of Borte
	• the impact of Genghis Khan's social revolution, including:
	  • the military decimal system
	  • yassa, the oral law code.

2.1.3 The Mongol invasion of China	Learners should understand:
	• the importance of the weakness of China, including:
	  • the division of China between rival dynasties
	  • the submission of Emperor Xianzong
	• how the Mongols took control of China, including:
	  • the wars against Western Xia
	  • the war against the Jin dynasty.

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2.1.4	Mongol attacks on central Asia	Learners should understand:
		• the importance of the weaknesses of the Khwarazmian Empire, including:
		  • opposition to Shah Muhammad II
		  • Mongol control of Silk Road trade
		• the impact of Mongol attacks on the Khwarazmian Empire, including:
		  • the sacking of Bukhara and Samarkand
		  • the human cost of the campaign.

2.1.5	The death and legacy of Genghis Khan	Learners should understand:
		• the significance of Genghis Khan's immediate legacy, including:
		  • peaceful transition of power to Ögodei, his chosen successor, following his death in 1227
		  • the Mongol Empire as a strong imperial state with an effective military
		• the controversies of how Genghis Khan has been remembered, including:
		  • the extent of the destruction he caused
		  • the peace, stability, tolerance and diversity he brought to the peoples within his empire.

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2.2 The Black Death c.1330–c.1360: a case study in medieval society

In this topic learners will gain knowledge and understanding in the following areas:

2.2.1 How disease was able to spread in the fourteenth century
2.2.2 The spread of the Black Death
2.2.3 Attempts to limit the spread of disease
2.2.4 Reactions to the spread of disease
2.2.5 The legacy of the Black Death.

Content	Amplification
Background: Plagues and their impact on human society	Learners should be aware of: • the background of the Black Death, other historical outbreaks of the plague and the difference between bubonic, pneumonic and septicaemic plague. • the importance of the epidemiology of plague pandemics, the causes, symptoms, course and mortality rates of these plagues and arguments about the type and origin of the Black Death.

2.2.1 How disease was able to spread in the fourteenth century	Learners should understand:
	• the importance of trade routes in helping disease to spread, including:
	  • the Silk Road
	  • increasing mercantile and cultural interactions
	• what life was like in the Near East, North Africa and Europe in the early fourteenth century, including:
	  • living conditions and standards of hygiene
	  • travel and contact between communities.

2.2.2 The spread of the Black Death	Learners should understand:
	• how the Black Death spread geographically, including:
	  • its arrival in the Near East and Mediterranean
	  • its distribution north and westward
	• how the Black Death affected central, western and northern Europe, including:
	  • its impact in urban communities
	  • its impact in rural communities.

2.2.3 Attempts to limit the spread of disease	Learners should understand:
	• the use of strategies to reduce infection rates, including:
	  • attempts to improve living conditions
	  • social distancing and isolation
	• the importance of efforts to protect individuals and families, including:
	  • the use of superstitious practices such as the wearing of charms and flagellation
	  • doing penance.

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2.2.4 Reactions to the spread of disease	Learners should understand:
	• how individuals responded to the Black Death, including:
	  • the shock, grief and guilt of its impact
	  • the challenges faced by those trying to move on from bereavement
	• how societies responded to the Black Death, including:
	  • attempts to rationalise and find scapegoats
	  • resistance to legislation and control by elite groups.

2.2.5 The legacy of the Black Death	Learners should understand:
	• the importance of the social cost of the Black Death, including:
	  • estimates of mortality rates
	  • the impact of death and disease on families, communities and beliefs
	• how the Black Death had a wider cost, including:
	  • its economic impact
	  • its political impact.

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Early Modern

2.3 The Spanish Conquest of the Aztecs c.1492–c.1525: a case study in early modern colonialism	
In this topic learners will gain knowledge and understanding of the following areas: 2.3.1 The Spanish expansion into the "New World" 2.3.2 Aztec civilisation 2.3.3 Hernán Cortés 2.3.4 The defeat of the Aztecs 2.3.5 The effects of the Spanish conquest.	
Content	Amplification
Background: the emergence of exploration from the Iberian Peninsula	Learners should be aware of: • the power of Spain and Portugal, and their searches for new routes to Asia • the role of Isabella of Castile and Ferdinand of Aragon in supporting the voyages of discovery, and attitudes toward Indigenous Peoples and the Treaty of Tordesillas, 1494.

2.3.1 The Spanish expansion into the "New World"	Learners should understand:
	• reasons for Spanish expansion overseas, including:
	  • political, economic and religious changes
	  • technical advances in seafaring and map making
	• the Spanish conquest of the Caribbean, including:
	  • the peoples of the Caribbean – exploitation of the people and the land
	  • reasons for Spanish expansion into Mexico.

2.3.2 Aztec civilisation	Learners should understand:
	• the main features of Aztec civilisation, including:
	  • methods of rule, beliefs, tributes, codices and sacrifice
	  • wealth, agriculture, trade and warfare
	• the significance of Tenochtitlan, including:
	  • districts of the city
	  • the sacred precinct.

2.3.3 Hernán Cortés	Learners should understand:
	• the role of Cortés in the conquest of the Aztecs, including:
	  • his relations with Velazquez
	  • his expedition to Mexico
	• his relationship with Indigenous Peoples, including:
	  • the role of Malinche
	  • alliances and disputes with Indigenous Peoples.

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2.3.4 The defeat of the Aztecs	Learners should understand:
	• the ransom of Moctezuma II, including:
	  • the expulsion of the Spanish
	  • the Siege of Tenochtitlan
	• the defeat of the Aztecs, including:
	  • the fall of Tenochtitlan
	  • the establishment of Mexico City.

2.3.5 The effects of the Spanish conquest	Learners should understand:
	• the social and cultural impact of the conquest on the Aztecs, including:
	  • the treatment of Indigenous Peoples and the impact of disease
	  • cultural changes and the imposition of Christianity
	• the economic and political impact of the conquest, including:
	  • the impact on the Aztecs, such as the encomienda system and royal authority
	  • the impact on Europe, including increased trade, wealth and the consequences of inflation.

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2.4 Süleyman I c.1520–c.1566: a case study in early modern imperialism

In this topic learners will gain knowledge and understanding of the following areas:

2.4.1 The establishment of Süleyman's authority
2.4.2 The expansion of the Ottoman Empire into Europe in the 1520s
2.4.3 The maritime expansion of the Ottoman Empire
2.4.4 The significance of religion in the sixteenth century
2.4.5 The reign and legacy of Süleyman I.

Content	Amplification
Background: the Ottoman Empire and the emergence of Süleyman	Learners should be aware of: • the nature and geographical scope of the Ottoman Empire, and its relations with its neighbours • the rules of accession in the Ottoman Empire, and Süleyman's claim to the sultanate.

2.4.1 The establishment of Süleyman's authority	Learners should understand:
	• how Süleyman ruled his empire, including:
	  • his personal attributes, his leadership, his use of delegation and his government, and the use of the Timar system and the feudal system
	  • the role and significance of Hürrem Sultan
	• the development of the army under Süleyman, including:
	  • the use of recruitment, the Janissaries and the importance of taxation
	  • methods of training and promotion.

2.4.2 The expansion of the Ottoman Empire into Europe in the 1520s	Learners should understand:
	• what Süleyman's aims were at the start of his reign, including:
	  • the reasons for, and process and outcomes of the conquest of Belgrade, 1521
	  • the reasons for, and process and outcomes of the conquest of Rhodes, 1522
	• the development of Süleyman's activities in Europe, including:
	  • the reasons for, and process and outcomes of the Battle of Mohács, 1526
	  • the reasons for, and process and outcomes of the Siege of Vienna, 1529.

2.4.3 The maritime expansion of the Ottoman Empire	Learners should understand:
	• how Süleyman developed and expanded the Ottoman navy, including:
	  • the role of Barbarossa
	  • the significance of key military engagements, including: the Conquest of Tunis, 1534; the failure of the Algiers expedition, 1541; and the Siege of Malta, 1565
	• the political and economic impact of naval development, including:
	  • Ottoman relations with France
	  • trade routes and the Red Sea.

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2.4.4 The significance of religion in the sixteenth century	Learners should understand:
	• why religion was a cause of dispute in Europe, including:
	  • Spain's attitudes to Muslims
	  • the political consequences of the religious reform movements in areas such as Germany and Switzerland
	• the reasons for religious tolerance within the Ottoman Empire, including:
	  • Süleyman's upholding of Islam
	  • the protection afforded to Jews and Christians.

2.4.5 The reign and legacy of Süleyman I	Learners should understand:
	• the domestic challenges confronting the Ottoman Empire, including:
	  • the impact of demographic changes, food shortages and inflation
	  • the costs of war, government and the royal court
	• why Süleyman has been regarded as a significant ruler, including:
	  • the reasons why he is known as Süleyman the lawgiver, and criticisms of that title
	  • the reasons why he is known as Süleyman the Magnificent, and criticisms of that title.

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Modern

2.5 The Third Reich c. 1933–c.1945: a case study in modern nationalism	
In this topic learners will gain knowledge and understanding of the following areas: 2.5.1 The consolidation of the Nazi Party c.1933–1934 2.5.2 Racial and Social policies c.1933–c.1939 2.5.3 Religious and Economic policies c.1934–c.1939 2.5.4 The effects of the Second World War on the lives of the German people 2.5.5 The fall of the Third Reich and de-Nazification.	
Content	Amplification
Background: the origins and rise of the Nazi Party	Learners should be aware of: • the reasons for the establishment of the Weimar Republic and the challenges it faced • the reasons for the emergence of, and developing support for, the Nazi Party, and Hitler's rise to the top of the Party.

2.5.1 The consolidation of the Nazi Party c.1933–1934	Learners should understand:
	• the events that helped to consolidate the Nazi Party's position, including:
	  • the Reichstag Fire and the Enabling Act
	  • the ban on opposition parties
	• how Hitler became Führer in 1934, including:
	  • the significance of the death of Hindenburg
	  • the Night of the Long Knives and the armed forces' oath of allegiance to the Nazi Party.

2.5.2 Racial and Social policies c.1933–c.1939	Learners should understand:
	• how racial policies developed under the Nazis, including:
	  • anti-Semitism, the Aryan race, the Nuremberg Laws policed by the SS and the Gestapo
	  • Kristallnacht and emigration
	• how social policies developed under the Nazis, including:
	  • propaganda, censorship, youth movements and education policies
	  • changing lives for asocials, women, youth and workers.

2.5.3 Religious and Economic policies c.1934–c.1939	Learners should understand:
	• changing policies towards religion including:
	  • the Concordat with the Catholic Church, the reaction within the Protestant Church and the emergence of the Confessional Church
	  • the development of the National Reich Church
	• the economic changes and policies implemented to establish autarky including:
	  • the economy under Schacht
	  • the economy under Göring and the Four-Year Plan.

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2.5.4	The effects of the Second World War on the lives of the German people	Learners should understand:
		• how the war affected German lives between 1939 and 1941, including:
		  • the changing role of women
		  • war propaganda
		• how Allied bombing led to 'total war' and its effect on German lives, including:
		  • opposition to the Nazis from the young, including the White Rose Group; from religious groups and people, including Martin Niemöller and Dietrich Bonhoeffer; and from sections of the military, including Operation Valkyrie
		  • the Final Solution.

2.5.5	The fall of the Third Reich and de-Nazification	Learners should understand:
		• the surrender of Berlin and the fall of the Third Reich, including:
		  • the intensification of allied bombings and the Red Army invasion
		  • the death of Hitler and the surrender of Germany in 1945
		• de-Nazification, including:
		  • the dissolution and prohibition of the National Socialist Party
		  • the Nuremberg Trials, 1945.

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2.6 Afghanistan c.1979–c.2001: a case study in modern international relations

In this topic learners will gain knowledge and understanding of the following areas:

2.6.1 The Soviet invasion of Afghanistan 1979–1989
2.6.2 Consequences of the end of the war
2.6.3 The rise of Al-Qaeda
2.6.4 Al-Qaeda's targeting of the US as a centre of Western power
2.6.5 The "Global War on Terrorism".

Content	Amplification
Background: Afghanistan, its relations with the West and the implications of those relations for the region	Learners should be aware of: • the geographical, historical and strategic importance of Afghanistan since the late nineteenth century and its relations with the West • the changing situation in the 1970s with the overthrow of King Zahir Shah in 1973 and President Daoud Khan in 1978, increasing Soviet concerns about US involvement in Afghanistan and conflicting ideologies on the international stage.

2.6.1 The Soviet invasion of Afghanistan 1979–1989	Learners should understand:
	• the Soviet viewpoint of the invasion versus the view of the Mujahideen, including:
	  • the USSR's upholding of the Brezhnev Doctrine, 1968 to support Communist regimes under threat
	  • the Mujahideen's religious and cultural beliefs, their viewpoints on the Soviets and their military support from the US
	• from Civil War to Proxy War, including:
	  • the impact of the end of détente and SALT II upon relations with Afghanistan
	  • Soviet strategies (intimidation, subversion, intelligence, search and destroy) compared to the Mujahideen's tactics (guerilla tactics and US support via anti-aircraft missiles).

2.6.2 Consequences of the end of the war	Learners should understand:
	• the reasons for, and significance of the withdrawal of Soviet troops in 1989, including:
	  • casualty and mortality rates, financial losses and public relations issues in both the Soviet Union and Afghanistan
	  • how far it contributed to the downfall of the Soviet Union in 1991
	• the links between the end of the war and increasing instability, including:
	  • the flight of refugees, and civil and human rights issues, especially of women
	  • the escalating political situation and US actions in the Middle East

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2.6.3 The rise of Al-Qaeda	Learners should understand:
	• the organisation of Al-Qaeda from 1988, including:
	  • support for Al-Qaeda from within and without Afghanistan
	  • the Northern Alliance during the Taliban's five-year rule over Afghanistan, 1996–2001
	• Osama bin Laden's role including:
	  • his support for the Mujahideen
	  • his relocation to Afghanistan in 1996.

2.6.4 Al-Qaeda's targeting of the US as a centre of Western power	Learners should understand:
	• the increasing number of attacks on US facilities and military interests, including:
	  • the bombing of the World Trade Centre in 1993 and of the US embassies in Dar es Salaam and Nairobi in 1998
	  • the bombing of USS Cole in Aden in 2000
	• the attacks on the World Trade Centre and Pentagon on 9/11, including:
	  • the significance of the targets
	  • statistical data on mortality rates and injuries, and the significance of personal accounts.

2.6.5 The "Global War on Terrorism"	Learners should understand:
	• the response to 9/11, including:
	  • Operation Enduring Freedom, 7 October 2001
	  • media representation and the impact on racial perceptions in the US
	• Afghanistan in 2001, including:
	  • the Taliban regime
	  • Bin Laden's escape to Pakistan.

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Unit 3

A study of a period in world history

Written examination: 1 hour
30% of qualification
60 marks

Overview of unit

The purpose of this unit is to provide an overview of an extended historical period enabling learners to explore key concepts.

Centres can choose one of the three periods of study: medieval, early modern or modern, not repeating a period studied in Unit 1 or 2. Centres will choose one of two options within the period.

Time period	Option	
Medieval	3.1	The Vikings c.750–c.1066
	3.2	The Crusades, c.1095–c.1291
Early Modern	3.3	The Songhai Empire, c.1464–c.1591
	3.4	The Mughal Empire, c.1526–c.1707
Modern	3.5	Russia and the Soviet Union c.1861–c.1953
	3.6	Changes in US society c.1880–c.1980

Areas of content

All options

Learners will study one of six historical topics to undertake a study of a period in world history.

Learners should be able demonstrate skills of analysis and evaluation when engaging with sources that relate to the selected historical topic and historical interpretations that encompass contrasting views of events and people.

Learners should also be able to apply their knowledge and understanding of the following historical concepts in the context of their chosen historical topic:

- continuity and change
- similarity and difference
- significance and impact
- cause and consequence.

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Medieval

3.1 The Vikings c.750–c.1066

In this topic learners will gain knowledge and understanding of the following areas:

3.1.1 The influence of the eastward expansion of the Vikings
3.1.2 The impact of the westward expansion of the Vikings
3.1.3 The extent of Viking expansion around the north of the Atlantic
3.1.4 Establishing Viking rule in the Danelaw in the British isles
3.1.5 The end of Danish rule in the British isles

with the aim of developing their understanding of how Viking expansion changed and developed across the period from c.750 to c.1066.

Content	Amplification
Background: the Viking homelands in the eighth century	Learners should be aware of: • the environment of Scandinavia in the eighth century • the nature of Viking society and Viking beliefs.

3.1.1 The influence of the eastward expansion of the Vikings	Learners should understand:
	• the establishment of Viking settlements in the lands of the Rus, including:
	  • Staraya Ladoga
	  • Novgorod and Kyiv
	• the extent of Viking relations with the Arab world including:
	  • contact with Baghdad
	  • trade along the Silk Road
	• the importance of Viking relations with the Byzantine Empire, including:
	  • contact with Constantinople
	  • Vikings' role in the Varangian Guard.

3.1.2 The impact of the westward expansion of the Vikings	Learners should understand:
	• the impact of Viking attacks on the British mainland, including:
	  • raids on coastal communities and monasteries
	  • the Isle of Sheppey raid in 835
	• the influence of Viking involvement in Ireland, including:
	  • fortified bases including Dublin
	  • involvement in the wars of the Kings of Ireland
	• the effects of Viking engagements with France and Spain, including:
	  • raids on the Frankish Empire
	  • raids on Spain.

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3.1.3	The extent of Viking expansion around the north of the Atlantic	Learners should understand:
		• the establishing of Viking settlements in Iceland, including:
		  • the role of Hrafna-Flóki Vilgerðarson
		  • the Althing and Icelandic society
		• the nature of settlement of Greenland, including:
		  • Eric the Red
		  • the western and eastern settlements
		• the exploration of the North American coast, including:
		  • Leif Erikson
		  • the Leifsbudir in Vinland.

3.1.4	Establishing Viking rule in the Danelaw in the British isles	Learners should understand:
		• the nature of Viking warfare, including:
		  • battle tactics on land and at sea
		  • the role of women and the debate about shield maidens
		• the Viking invasion of mainland Britain, including:
		  • the Great Heathen Army
		  • peace with the Anglo-Saxon kingdom of Wessex
		• life in Viking Britain
		  • the nature and extent of the Danelaw
		  • the Viking settlement at Eoforwic (Jorvik).

3.1.5	The end of Danish rule in the British isles	Learners should understand:
		• the changing attitudes of the Danish Vikings, including:
		  • Harald Bluetooth and his conversion to Christianity
		  • the response to the Massacre of St Brice's Day
		• the establishment and collapse of the Anglo–Scandinavian (North Sea) Empire, including:
		  • the reign of Svein Forkbeard
		  • the reign of Cnut
		• the last of the Viking rulers, including:
		  • Harthacnut
		  • Harald Hardrada and the Battle of Stamford Bridge.

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3.2 The Crusades, c.1095–c.1291

In this topic learners will gain knowledge and understanding of the following areas:

3.2.1 The First Crusade
3.2.2 The Second Crusade
3.2.3 The Third Crusade
3.2.4 Developments in the later Crusades
3.2.5 The outcomes of the Crusades

with the aim of developing their understanding of how the Crusades changed and developed across the period from c.1095 to c.1291.

Content	Amplification
Background: The Near East in the eleventh century	Learners should be aware of: • the nature of eleventh-century Christianity in western Europe • the extent of Muslim influence in the Middle East and the Byzantine Empire.

3.2.1 The First Crusade	Learners should understand:
	• how the First Crusade came to be organised, including:
	  • the Byzantine request for military support
	  • Pope Urban II and the Council of Clermont
	• early events of the First Crusade, including:
	  • the People's Crusade and the attacks on Jews in Europe
	  • the recapture of Nicaea and the Siege of Antioch
	• the importance of Jerusalem, including:
	  • events of the siege and capture of Jerusalem
	  • the massacre of Muslims and Jews.

3.2.2 The Second Crusade	Learners should understand:
	• how the Crusader region of Outremer was established, including:
	  • the Crusader kingdoms of Edessa, Antioch, Jerusalem and Tripoli
	  • the roles of crusading military orders, including the Templars and Hospitallers
	• the Muslim challenge to the Crusades, including:
	  • Muslim military forces
	  • the capture of the Kingdom of Edessa in 1144
	• the main events of the Second Crusade, including
	  • the leadership of Louis VII of France and Conrad III of Germany
	  • the failure of the Siege of Damascus.

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3.2.3 The Third Crusade	Learners should understand:
	• Salah ad-Din's challenge to Crusader rule in the Holy Land, including:
	  • the Battle of Hattin
	  • the capture of Jerusalem
	• the achievements of Richard I's campaign in the Holy Land, including:
	  • the Siege of Acre 1189 to 1191
	  • the Battle of Arsuf
	• eventual stalemate between the forces of Salah ad-Din and Richard I, including:
	  • the Treaty of Jaffa
	  • the impact on the reputations of Salah ad-Din and Richard I.

3.2.4 Developments in the later Crusades	Learners should understand:
	• the main events of the Fourth Crusade, including:
	  • the involvement of the Venetian Republic
	  • the attack on Constantinople
	• the attempts to recover Jerusalem, including:
	  • the Fifth Crusade and the Siege of Damietta
	  • the Sixth Crusade and control of Jerusalem
	• the events of the Barons' Crusade, including:
	  • Muslim victory at Gaza
	  • the restoration of the Kingdom of Jerusalem.

3.2.5 The outcomes of the Crusades	Learners should understand:
	• the fate of the Crusader kingdoms, including:
	  • civil war in Outremer
	  • the Siege of Acre 1291
	• the reasons for the outcomes of the Crusades, including:
	  • divisions amongst Christian rulers
	  • effective military campaigns by Muslim leaders
	• the impact of the Crusades in the East and the West, including:
	  • religious polarisation
	  • the use of religion to justify political aims.

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Early Modern

3.3 The Songhai Empire, c.1464–c.1591

In this topic learners will gain knowledge and understanding of the following areas:

3.3.1 The early Songhai Empire under the Sonni Dynasty
3.3.2 The rule of Askia Muhammad c.1493–1528
3.3.3 The Golden Age of Songhai in the sixteenth century
3.3.4 Life in the Songhai Empire in the sixteenth century
3.3.5 The decline and fall of the Songhai Empire

with the aim of developing their understanding of how the Songhai Empire changed and developed across the period from c.1464 to c.1591.

Content	Amplification
Background: the establishment of the kingdom of Songhai in the Middle Ages	Learners should be aware of: • the geographical, trading and religious context of West Africa • the decline of the Mali Empire and the origins of the Songhai Empire

3.3.1 The early Songhai Empire under the Sonni Dynasty	Learners should understand:
	• Sonni Ali and his leadership of the Songhai Empire, including:
	  • his ancestry and accession to power
	  • his religious beliefs and relationships with the Islamic scholars
	• the importance of Sonni Ali's military campaigns, including:
	  • strategies and tactics
	  • the seizure of Timbuktu in 1468 and Djenné in 1472, and their importance
	• the nature and impact of Sonni's rule, including:
	  • his adaptable leadership style and the importance of inclusivity to the stability of the Songhai Empire
	  • his death in 1492, and the end of the Sonni Dynasty under Sonni Baru at the Battle of Anfao, 1493.

3.3.2 The Askia dynasty, 1493–1528	Learners should understand:
	• the emergence of Askia Muhammad including:
	  • his early life and extensive education
	  • his rise to power through the ranks
	• Muhammad's rule, including:
	  • the overthrow of Sonni Baru
	  • his promotion of Islamic education and Sharia law
	• administrative reforms under Askia Muhammad, including:
	  • political and administrative change; including centralised administration, the role of key officials and the promotion of a meritocracy
	  • developments in military organisation.

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3.3.3	The Golden Age of Songhai in the sixteenth century	Learners should understand:
		• the economic prosperity of the empire, including:
		  • the economic and cultural significance of the trans-Saharan trade routes, including the slave trade
		  • the importance of market centres including Gao, Timbuktu and the currency system
		• cultural and intellectual developments, including:
		  • the advancements in poetry, literature and science, including the importance of manuscripts
		  • Timbuktu and Djenné as centres of learning, including the development of libraries
		• military advancements under the Askia dynasty, including:
		  • the importance of the commitment to Islam in unifying the army
		  • the organisation into divisions, specialisation and the professionalism of the Songhai army.

3.3.4	Life in the Songhai Empire in the sixteenth century	Learners should understand:
		• the social organisation of the Songhai Empire, including:
		  • the organisation of people according to social class
		  • the role of women including artisan work and craftwork
		• the culture of the Songhai people, including:
		  • the importance of traditional dance, clothing, body art, music and storytelling
		  • special events such as the Gani Festival and Askia Festival
		• the significance of slavery, including:
		  • the reasons for slavery within the empire including capture through warfare or debt
		  • the uses of slavery in terms of labour and social status for the upper classes.

3.3.5	The decline and fall of the Songhai Empire	Learners should understand:
		• the impact of leadership problems, including:
		  • the succession problems faced after the death of Askia Daoud
		  • the importance of regional rivalries including governors and military commanders
		• the economic and environmental factors affecting the success of the empire, including:
		  • the decline of trade routes
		  • the impact of drought and famine
		• the threat from Morocco and the collapse of the Songhai Empire, including:
		  • Moroccan advantages and the Battle of Tondibi, 1591
		  • the impact of the destruction of Timbuktu and the division of Songhai territory and the formation of smaller kingdoms.

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3.4 The Mughal Empire, c.1526–c.1707

In this topic learners will gain knowledge and understanding of the following areas:

3.4.1 From Babur to Humayan, c.1526–1556
3.4.2 Akbar and the extension of the Mughal Empire, 1556–1605
3.4.3 Expansion and stability under the rule of Jahangir, 1605–1627
3.4.4 The rule of Shah Jahan, 1627–1657
3.4.5 Aurangzeb and the end of the Mughal Empire, 1657–1707

with the aim of developing their understanding of how the Mughal Empire changed and developed across the period from c.1526 to c.1707.

Content	Amplification
Background: the origins of the Mughal Empire	Learners should be aware of: • the origins of the Mughals in central Asia and the reasons for their spread into South Asia • the geography, religions and cultures of the region that came to be known as “Hindustan” (Indian subcontinent).

3.4.1 From Babur to Humayan, c.1526–1556	Learners should understand:
	• the significance of Babur, including:
	  • his military campaigns, including the First Battle of Panipat, and the establishment of the Mughal Empire
	  • his contribution to the development of the Mughal Empire and its culture, and the challenges facing the Empire following his death
	• the first rule of Humayun, including:
	  • the challenges he faced in ruling the Empire
	  • the culture, beliefs and organisation of the early Empire
	• Humayun’s loss and re-establishment of the Mughal Empire, including:
	  • the Battle of Kannauj, 1540 and Humayun’s exile
	  • the significance of the recapture of Delhi, 1555 and Humayun’s consolidation of power.

3.4.2 Akbar and the expansion of the Mughal Empire 1556–1605	Learners should understand:
	• the military conquests of Akbar, including:
	  • Rajasthan and the Battle of Chittorgarh, 1567
	  • further expansion between 1570 and 1605
	• the court and administrative system, including:
	  • the Imperial camps at Agra, Fatehpur Sikri and Lahore
	  • the role of Mughal officials and methods of revenue generation
	• the beliefs of Akbar, including:
	  • the key principles of his divine faith
	  • the significance of religious tolerance in the empire.

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3.4.3 Expansion and stability under Jahangir, 1605–1627	Learners should understand:
	• the influence of his chief consort, Nur Jahan, including:
	  • Nur Jahan's background and rise to power
	  • her role in administration and decision-making
	• the developing Mughal economy and Mughal society, including:
	  • trade with Europe and solutions to trading problems
	  • urban and rural society, the middle classes, women and merchants
	• the patronage of the arts, including:
	  • the development of new artistic themes such as symbolism, nature and portraits as a result of European influences
	  • the development of the Mughal miniature.

3.4.4 The rule of Shah Jahan 1627–1657	Learners should understand:
	• the nature of Shah Jahan's rule, including:
	  • the luxury of his court and opulent lifestyle
	  • the impact of crop failures on living conditions
	• cultural and architectural achievements, including:
	  • the impact of religious tolerance and building of religious harmony
	  • the main developments in Mughal art and architecture including the Taj Mahal and the City of Delhi
	• the extension and continuation of the empire, including:
	  • the wars to extend the empire between 1629 and 1653
	  • the impact on the empire of the wars of succession between Dara Shikoh and Aurangzeb.

3.4.5 Aurangzeb and the end of the Mughal Empire 1657–1707	Learners should understand:
	• the impact of Aurangzeb's religious piety, including:
	  • his early actions as ruler, resolution of family conflict and personal lifestyle
	  • the complete imposition of Sharia law and the suppression of other religions
	• the attempts at strengthening the empire including:
	  • methods of control in the north and south through administrative reform, reactions to rebellions and military campaigns.
	  • the threats facing Aurangzeb by regional revolts and breakaway states from 1668
	• the causes of Mughal decline, including:
	  • the consequences of the campaigns against the Marathas in the Deccan from 1681
	  • the condition of the empire on Aurangzeb's death.

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Modern

3.5 Russia and the Soviet Union c.1861–c.1953	
In this topic learners will gain knowledge and understanding of the following areas: 3.5.1 The rule and overthrow of Nicholas II 3.5.2 The Bolshevik Revolution 3.5.3 The rule of Lenin 3.5.4 Stalin 3.5.5 The Second World War and its aftermath with the aim of developing their understanding of how Russia and, later, the Soviet Union evolved across the period from c.1861 to c.1953.	
Content	Amplification
Background: Tsardom in the late-nineteenth century	Learners should be aware of: • the geography, government and society of Russia at the end of the nineteenth century • the reigns of Alexander II and Alexander III.

3.5.1 The rule and overthrow of Nicholas II	Learners should understand:
	• the nature of political, economic and social challenges during Nicholas's reign, including:
	  • the domestic background to the Russo–Japanese War, Bloody Sunday and the 1905 Revolution
	  • the extent and limitations of political, economic and social reform
	• how the First World War contributed to the destruction of the Tsarist regime, including:
	  • Nicholas's decision to take personal direction of the war and the influence of Rasputin over the Tsarina, Alexandra
	  • the March [February] Revolution 1917 and the abdication of Nicholas
	• the impact of the First World War on Russia, including:
	  • social and economic disintegration and shortages of basic necessities
	  • the rise of the Petrograd Soviet and Lenin's return to Russia from exile.

3.5.2 The Bolshevik Revolution	Learners should understand:
	• the key events of the 1917 Bolshevik Revolution, including:
	  • the July Days and the fall of the Provisional Government.
	  • the storming of the Winter Palace
	• the course of the Civil War, including:
	  • the weakness and divisions of the Whites and the effects of foreign intervention
	  • Trotsky's effectiveness as Commissar for War and the reasons behind the communist victory
	• pogroms during the 1917 Revolution including:
	  • the background to, and treatment of, minority ethnic groups
	  • anti-Semitic violence.

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3.5.3 The rule of Lenin	Learners should understand:
	• the policy of War Communism, including:
	  • repression and requisitioning
	  • growing opposition to the system; the Tambov Rebellion
	• the famine of 1921–1922, including:
	  • drought, poor harvests and their death toll
	  • the deteriorating economic and social situation and the end of War Communism
	• Lenin's New Economic Policy (NEP) including:
	  • its aims and methods
	  • the extent of its success by 1925 and the reasons for its end.

3.5.4 Stalin	Learners should understand:
	• the rise of Stalin, including:
	  • Stalin's appointment as General Secretary and his use of that role
	  • Lenin's growing concerns about Stalin and his comments on Stalin in his Will
	• the removal of Trotsky and Stalin's rivals from the Politburo, including:
	  • the reduction of the Politburo's powers
	  • Stalin's defeat of Left Opposition
	• life under Stalin, including:
	  • the programme of Collectivism, the Five-Year Plans, the purges
	  • Stalin's use of persuasion and coercion.

3.5.5 The Second World War and its aftermath	Learners should understand:
	• the relationship between Germany and the Soviet Union including:
	  • the Nazi–Soviet Pact
	  • Operation Barbarossa and the invasion of the Soviet Union
	• the defeat of the German army including:
	  • strategic failures in the German conduct of the war on the Russian front
	  • Leningrad, Stalingrad, and the retreat of the German army
	• post-war reconstruction, including:
	  • the refusal of Marshall Aid and the requisition of German industrial and natural resources
	  • the imposition of communist regimes in eastern Europe, and the Warsaw Pact.

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3.6 Changes in US society c.1880–c.1980

In this topic learners will gain knowledge and understanding of the following areas:

3.6.1 Race and immigration
3.6.2 The roaring ’20s
3.6.3 The end of prosperity
3.6.4 Civil Rights c.1945–c.1968
3.6.5 Second-wave Feminism c.1960–c.1980

with the aim of developing their understanding of how US society changed and developed across the period from c.1880 to c.1980.

Content	Amplification
Background: the US at the turn of the twentieth century	Learners should be aware of: • the governance of the United States in the early twentieth century, the Federal Constitution, States’ Rights, the most prevalent political ideologies in the US • the impact of inequalities in the US at the start of the period as they relate to slavery, race, sex and the experiences of Indigenous Peoples and immigrants.

3.6.1 Race and Immigration	Learners should understand:
	• the legacy of slavery, including:
	  • the impact of the Jim Crow laws and the experiences of African Americans in the Northern States
	  • the activities of the Ku Klux Klan
	• the treatment of Indigenous Peoples, including:
	  • “Assimilation” and the impact of “Indian” Boarding Schools
	  • the Indian Citizenship Act of 1924 and the continuing issue of Indigenous Peoples’ voting rights in different states
	• the experiences of immigrant communities, including:
	  • the impact of “New Immigration” from c.1880 to the First World War
	  • the impact of post-war restrictions such as the National Origins Formula 1921 and the Immigration Act 1924.

3.6.2 The roaring ’20s	Learners should understand:
	• why the US economy boomed in the 1920s, including:
	  • the country’s natural resources, the economic impact of the First World War, mass production and the car, the Republican Presidents’ policies
	  • why some groups including farmers and “old” industries did not benefit from the economic boom
	• how popular entertainment developed, including:
	  • the radio, cinema and television
	  • speakeasy culture and the Jazz Age
	• how the Harlem Renaissance developed, including:
	  • the Great Migration of 2 million African Americans from the South to the North
	  • famous African American artists including Louis Armstrong, Duke Ellington and Bessie Smith.

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3.6.3 The end of prosperity	Learners should understand:
	• the long-term causes of the economic depression, including:
	  • overproduction and falling consumer demand
	  • Republican policies of protectionism
	• the short-term causes of the economic depression, including:
	  • saturation and speculation of the stock market
	  • panic selling, Black Thursday and the Wall Street Crash
	• the impact of the depression, and Franklin D Roosevelt's New Deal, including:
	  • closure of banks, Hoovervilles, unemployment and Hoover's unpopularity
	  • the 1932 election and FDR's New Deal.

3.6.4 Civil Rights c.1945–c.1968	Learners should understand:
	• the impact of the Second World War, including the contribution of African Americans, on Civil Rights, including:
	  • the experiences overseas of returning African American servicemen and women
	  • Truman's desegregation of the armed forces
	• how Civil Rights developed between 1953 and 1968, including:
	  • the impact and consequences of Brown vs Topeka
	  • the significance of the March on Washington, 1963
	• the contribution and impact of civil rights activists, including:
	  • Martin Luther King Jr and Malcolm X; bus boycotts and sit-ins
	  • the passage and impact of civil rights legislation.

3.6.5 Second-wave Feminism c.1960–c.1980	Learners should understand:
	• attitudes towards the role and status of women in the 1950s and early 1960s, including:
	  • the extent of the return to traditional roles and values following the Second World War
	  • the significance of film and television in defining the role of the housewife and mother
	• the contribution and impact of feminist writers and activists, including:
	  • Betty Friedan, Gloria Steinem and Martha Lear
	  • the campaigns of the National Organization for Women (NOW)
	• the impact on women's rights of equality legislation and Supreme Court rulings, including:
	  • the Equal Pay Act 1963, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and the Equal Educational Opportunities Act of 1974
	  • Reed v. Reed 1971 and Roe v. Wade 1973.

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Unit 4

A changing society

Non-examination assessment: 4 hours 15 minutes
Marked by centre and moderated by WJEC
20% of qualification
80 marks

Overview of unit

The purpose of this unit is to provide an insight into the different experiences of people through the study of themed events within an extended timeframe. The experiences of the people studied are limited to the islands of Great Britain and/or Ireland.

The unit will be based on the following concepts:

- continuity and change
- similarity and difference
- significance and impact
- cause and consequence.

Areas of content

A period of change in society

Learners are required to undertake a historical enquiry based on a thematic study of a continuous period of c.75 to c.100 years in order to understand a period of change in society.

The period studied can be medieval, early modern or modern.

Learners should understand discrete historical topics related to each of the following nine themes (the historical topics will be identified by the teacher):

- culture
- equality and inequality
- ethnicity
- international relations
- peace and conflict
- politics
- religion
- sex, sexuality and gender
- social and economic issues.

The geographical location of the study must be located within the islands of Great Britain and/or Ireland. The study may use all of the region or identify specific areas to be addressed.

Each of the historical topics is not expected to cover the whole of the period of study, instead it is likely that they will form episodes of the change in society within the chosen timeframe. Learners should be able to identify links between topics where relevant.

During the course of study, learners should engage with four items (two historical sources and two interpretations) per theme. A selection of these studied items will then make up the evidence for the enquiry.

Together, the selected historical topics should provide coverage of the whole period and illustrate change over time.

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4. A changing society	
In this unit learners will gain knowledge, skills and understanding of the following areas: 4.1 Undertaking a historical enquiry	
Content	Amplification
4.1 Undertaking a historical enquiry	Before undertaking the historical enquiry, learners should understand: • a period of approximately 75 to 100 years' history (the wider period), with a detailed understanding of aspects of the wider period • how those different aspects contributed to a period of change in society. Learners should be able to apply their knowledge and understanding of the period and geography of their study to address the following historical concepts: • continuity and change • similarity and difference • significance and impact • cause and consequence. Learners should be able to demonstrate their historical skills by: • reviewing available evidence in the context of the wider period and selecting an appropriate question to debate the significance of given concepts • selecting, analysing, evaluating and organising relevant available source material • identifying different interpretations and analysing how they have been developed • planning, drafting and refining an analytical answer that reaches a conclusion which responds to their selected question • critically reflecting on the conclusions they have reached and the processes they have undertaken.

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Opportunities for integration of learning experiences

GCSE History generates opportunities for the following experiences to be developed (the experiences will not be directly assessed):

- make appropriate use of digital technology when completing the qualification, for example through accessing historical source material digitally
- participate in educational visits in person or digitally
- develop empathy, tolerance, compassion and curiosity through studying different historical contexts
- engage in collaborative working.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences into delivery.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills see Appendix A.

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3 ASSESSMENT

The Assessment Pack will include all detailed information relating to assessment.

3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must:

AO1
Demonstrate knowledge and understanding of the features and characteristics of the period studied

AO2
Apply knowledge and understanding to historical concepts such as cause and consequence, continuity and change, similarity and difference, and significance

AO3
Analyse, evaluate, or make judgements on source material, historical interpretations and historical debates, synthesising these strands where appropriate

AO4
Select, use and apply skills and techniques in practice to undertake historical enquiries.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	AO1	AO2	AO3	AO4	Total
Unit 1	10%	10%	10%	-	30%
Unit 2	-	5%	5%	10%	20%
Unit 3	10%	10%	10%	-	30%
Unit 4	-	5%	5%	10%	20%
Overall weighting	**20%**	**30%**	**30%**	**20%**	**100%**

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3.2 Overview of arrangements for non-examination assessment

Unit 2: Overview

Learners will complete the assessment of Unit 2 digitally through WJEC's e-assessment platform.

For the assignment, learners will undertake a historical enquiry, providing a focused response on a specific issue. They will:

Stage 1: Review the question, timeline and narrative and form a hypothesis
Stage 2: Review and critically analyse the evidence (items)
Stage 3: Plan the response
Stage 4: Develop the response
Stage 5: Critically reflect on the process they have undertaken and the conclusion they have reached.

The items (sources and interpretations) for the enquiry will be released during the first week of June for assessment in the following academic year and will change annually. Centres have the flexibility to decide when, in the period between 7 January and 31 March, learners undertake the assignment. The question that makes up the focus of the historical enquiry will be available within WJEC's e-assessment platform from the start of the assessment window, alongside a brief narrative and a timeline of the period.

This assessment contributes to 20% of the overall qualification grade and will take 3 hours to complete. The assignment may be completed in one sitting, or in multiple, shorter sessions. The assignment will be marked out of a total of 80 marks.

This unit will be assessed through an externally set assignment and will be marked by WJEC.

Unit 4: Overview

For the assignment, learners will undertake a historical enquiry, providing an understanding of change across a period of c.75-c.100 years. They will:

Stage 1: Select the question, review the evidence and form a hypothesis
Stage 2: Review and critically analyse the evidence (items)
Stage 3: Plan the response
Stage 4: Develop the response
Stage 5: Critically reflect on the process they have undertaken and the conclusion they have reached

The historical enquiry will focus on two of the nine themes studied for Unit 4. Two set themes will be released by WJEC during June for assessment in the next academic year and will change annually. Centres have the flexibility to decide when during the year learners undertake the assignment.

This assessment contributes to 20% of the overall qualification grade and will take 4 hours and 15 minutes to complete. The assignment could be completed in one sitting, or in multiple, shorter sessions. The assignment will be marked out of a total of 80 marks.

This unit will be assessed through an externally set assignment, will be marked by the centre and moderated by WJEC.

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4 MALPRACTICE

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for GCSE History.

Information regarding malpractice is available in our Guide to preventing, reporting and investigating malpractice.

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet Suspected Malpractice: Policies and Procedures.

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5 TECHNICAL INFORMATION

5.1 Entries and awards

This is a unitised qualification. Learners are entered for each unit separately.

Assessment opportunities will be available in the summer series each year, until the end of the life of the specification.

Unit 1, Unit 2 and Unit 3 will be available in 2027 (and each year thereafter). Unit 4 will be available in 2028 (and each year thereafter) and the qualification will be awarded for the first time in summer 2028.

Pre-16 Candidates (i.e. candidates who are 16 or under on 31st August in the academic year in which they were entered)

The terminal rule is set at 40% of the overall qualification for Pre-16 Candidates for GCSE History.

If the assessment being re-taken contributes to the 40% terminal rule requirement, the mark for the new assessment will count regardless of previous results in the assessment.

Candidates may resit an individual unit once only. The better uniform mark score from the two attempts will be used in calculating the final overall grade subject to the terminal rule being satisfied first, i.e. that candidates must complete 40% of the assessment for a qualification in the series in which they are cashing in.

If any unit has been attempted twice and a candidate wishes to enter the unit for the third time, the candidate will have to re-enter all units and the appropriate cash-in(s). This is referred to as a 'fresh start'. When retaking a qualification (fresh start), a candidate may have up to two attempts at each unit. However, no results from examination units taken prior to the fresh start can be used in aggregating the new grade(s).

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt. The candidate would, however, qualify as a resit candidate in the final resit series.

Marks for non-examination assessment may be used for the life of the specification.

Post-16 Candidates (i.e. candidates who are 16 or over on 1st September in the academic year in which they are entered)

There is no terminal rule that applies to Post-16 Candidates for GCSE History.

There is no limit on the number of times a candidate can resit an individual unit; however, the better uniform mark score from the most two recent attempts will be used in calculating the final overall grade.

The ‘fresh start’ rule does not apply to post-16 candidates.

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt. The candidate would, however, qualify as a resit candidate in the final resit series.

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Marks for non-examination assessment may be used for the life of the specification.

The entry codes appear below:

		Entry codes	
		English medium	**Welsh medium**
Unit 1a	An in-depth study on Welsh history - medieval	3130UA	3130NA
Unit 1b	An in-depth study on Welsh history - early modern	3130UB	3130NB
Unit 1c	An in-depth study on Welsh history - modern	3130UC	3130NC
Unit 2a	An in-depth study on European and/or World history – medieval – Ghengis Khan	3130UD	3130ND
Unit 2a	An in-depth study on European and/or World history – medieval – The Black Death	3130UE	3130NE
Unit 2b	An in-depth study on European and/or World history - early modern – The Spanish Conquest of the Aztecs	3130UF	3130NF
Unit 2b	An in-depth study on European and/or World history - early modern – Süleyman I	3130UG	3130NG
Unit 2c	An in-depth study on European and/or World history – modern – The Third Reich	3130UH	3130NH
Unit 2c	An in-depth study on European and/or World history – modern - Afghanistan	3130UJ	3130NJ
Unit 3a	A study of a period in world history - medieval	3130UK	3130NK
Unit 3b	A study of a period in world history - early modern	3130UL	3130NL
Unit 3c	A study of a period in world history - modern	3130UM	3130NM
Unit 4	A changing society	3130U4	3130N4
WJEC GCSE History		3130QS	3130CS

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

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5.2 Grading, awarding and reporting

GCSE qualifications are reported on an eight-point scale from A*–G, where A* is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).

Individual units are recorded on a uniform mark scale (UMS) with the following grade equivalences:

UNIT	Max	A*	A	B	C	D	E	F	G
Unit 1	180	162	144	126	108	90	72	54	36
Unit 2	120	108	96	84	72	60	48	36	24
Unit 3	180	162	144	126	108	90	72	54	36
Unit 4	120	108	96	84	72	60	48	36	24
Subject Award	600	540	480	420	360	300	240	180	120

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Appendix A: Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4
Cross-cutting Themes				
Local, National and International Contexts	✓	✓	✓	✓
Sustainability aspect of Local, National and International Contexts	✓	✓	✓	✓
Relationships and Sexuality Education	✓	✓	✓	✓
Human Rights	✓	✓	✓	✓
Diversity	✓	✓	✓	✓
Careers and Work-Related Experiences	✓	✓	✓	✓
Cross-curricular Skills - Literacy				
Listening	✓	✓	✓	✓
Reading	✓	✓	✓	✓
Speaking	✓	✓	✓	✓
Writing	✓	✓	✓	✓

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Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4
Cross-curricular Skills - Numeracy				
Developing Mathematical Proficiency				
Understanding the number system helps us to represent and compare relationships between numbers and quantities				
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world	✓	✓	✓	✓
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	✓	✓	✓	✓
Digital Competence				
Citizenship		✓		✓
Interacting and Collaborating		✓		✓
Producing		✓		✓
Data and Computational Thinking				

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Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4
Integral Skills				
Creativity and Innovation	✓	✓	✓	✓
Critical Thinking and Problem Solving	✓	✓	✓	✓
Planning and Organisation		✓		✓
Personal Effectiveness	✓	✓	✓	✓

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