

GCSE History at The Heathland School

Examination Board: Edexcel

The aims of the GCSE History course are to enable students to:

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

Curriculum Plan

At The Heathland, students will begin their study of GCSE History in the second half of the summer term of Year 9, when they will study the historic environment element (Whitechapel) of Unit 1.

At the start of Year 10, students will begin Crime and Punishment, followed by Unit 2 Superpower Relations. After pre-public examinations in the summer term of Year 10, students will begin their study of Unit 3: Weimar and Nazi Germany.

In Year 11, students will continue Unit 3, before finishing the course with Unit 2 Early Elizabethan England.

Assessment

Students will complete three sets of internally-assessed pre-public examinations across the course of Years 10 and 11.

Assessment also takes place in the form of weekly standardised homework tasks. These tasks are comprised of examination style questions, revision for knowledge tests and revision activities.

Course Structure/Examinations

Unit 1: Thematic Study and historic environment (30% of qualification, 52 marks)

Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.

Examination: 1 hour 15 minutes

Section A: Whitechapel

- Describe two features of... (4 marks)
- How useful are Sources A and B for an historical enquiry into..... (8 marks)
- How could you follow up a detail in Source to find out more about..... (4 marks)

Section B: Crime and Punishment

- Explain one similarity / difference between.... (4 marks)
- Explain why..... (12 marks)
- How far do you agree / To what extent..... (16 marks + 4 SPaG)

Unit 2: Period Study and British Depth Study (40% of qualification, 64 marks)

Superpower relations and the Cold War, 1941–91

Early Elizabethan England, 1558–88

Examination: 1 hour 45 minutes

Superpower Relations

- Explain two consequences of.... (8 marks)
- Write a narrative account of.... (8 marks)
- Explain the importance of.....to (16 marks – two of these questions, each worth 8 marks)

Early Elizabethan England

- Describe two features of..... (4 marks)
- Explain why..... (12 marks)
- How far do you agree / To what extent.....(16 marks)

Unit 3: Modern Depth Study (30% of qualification, 52 marks)

Weimar and Nazi Germany, 1918–39

Examination: 1 hour 20 minutes

Section A

- Give two inferences.... (4 marks)
- Explain why.....(12 marks)

Section B

- How useful are Sources B and C for an understanding of... (8 marks)
- What is the difference between interpretations 1 and 2 in relation to..... (4 marks)
- Why are interpretations 1 and 2 different? (4 marks)

- To what extent do you agree with the view given in interpretation.... about.... (16 marks + 4 SPaG)