

GCSE

WJEC GCSE

History

Approved by Qualifications Wales

Guidance for Teaching: Unit 2 Option 2.6

Teaching from 2026

For award from 2028

Version 2 - February 2025



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SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Amended to, awarded for the first time in Summer 2028.	1

Introduction

The WJEC GCSE History has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2028, using grades A* to G.

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE History and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review.

Qualification Structure

WJEC GCSE History consists of four units. 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.**

The qualification is unitised and does not contain tiering. There is no hierarchy to the order the units should be taught.

	Unit title	Type of Assessment	Weighting
Unit 1	An in-depth study on Welsh history	Written examination	30%
Unit 2	An in-depth study on European and/or World history	Non-examination assessment	20%
Unit 3	A study of a period in World history	Written examination	30%
Unit 4	A changing society	Non-examination assessment	20%

Assessment

Summary of Assessment Unit 2

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

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 2 Assessment objectives and weightings

AO2	Apply knowledge and understanding to historical concepts such as cause and consequence, continuity and change, similarity and difference, and significance	5%
AO3	Analyse, evaluate, or make judgements on source material, historical interpretations and historical debates, synthesising these strands where appropriate	5%
AO4	Select, use and apply skills and techniques in practice to undertake historical enquiries.	10%

Overview of Unit 2: Option 2.6

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

(20% of the qualification)

The purpose of Unit 2 is to provide an understanding of an issue in European and/or world history in depth, via the study of historical sources and interpretations.

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.

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.

Time period	Option	
Modern	2.6	Afghanistan, c.1979–c.2001: a case study in modern international relations
	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".

Scheme of Learning Option 2.6

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

This scheme of learning is provided as an illustrative example. It is designed to offer structure and inspiration but allows for adaptation to meet the unique needs, preferences, and dynamics of individual classes. Teachers are encouraged to modify elements as needed to align with their students' abilities and learning goals.

For each section of content in this unit, WJEC is also providing blended learning resources and knowledge organisers. These can be found on: <https://resources.wjec.co.uk/>

2.6 Background: Afghanistan, its relations with the West and the implications of those relations for the region. (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).				
Learners should be aware of:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the geographical, historical and strategic importance of Afghanistan since the late nineteenth century and its relations with the West. 	<p>Afghanistan's location at the crossroads of Central Asia, its role in the 'Great Game' between the British and Russian Empires, and its evolving strategic importance through the Cold War. Key points include the relationship with British India, the establishment of Afghanistan as a buffer state, and its relevance to US and Soviet interests during the Cold War.</p>	<p>Activity: Mapping exercises to highlight Afghanistan's geographic significance.</p> <p>Outcome: Learners understand the importance of Afghanistan in the context of the Cold War, and the opposing ideologies of the US and the Soviet Union.</p> <p>Advanced activity: Analysing primary sources on early British-Russian rivalry and comparing it to Cold War dynamics.</p>	<p>Map(s): Afghanistan</p> <p>Website(s): The Great Game - Ohio State University</p> <p>Video(s): Secrets and Spies: A Nuclear Game</p>	2 hours

		<p>Advanced Outcome: Learners engage with perceptions of Afghanistan and how its resources are viewed as assets.</p>		
<ul style="list-style-type: none"> 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. 	<p>Overview of the coups that led to Daoud Khan's rule and the subsequent communist takeover in 1978.</p> <p>Soviet anxiety over losing influence and the perceived threat of US-backed opposition.</p>	<p>Activity: Timeline activity on regime changes in Afghanistan.</p> <p>Outcome: Learners understand the transition into a Soviet state and consider how this changed relations with the US.</p> <p>Advanced activity: Debate on the significance of Afghan neutrality vs. Soviet fears of US expansionism.</p> <p>Advanced outcome: Learners continue to relate similar anxieties of this ilk to Iron Curtain fears from the West and paranoia from the East.</p>	<p>Video(s): 1970s Afghanistan Footage</p> <p>The complex history of Afghanistan</p>	<p>2 hours</p>

2.6.1 The Soviet invasion of Afghanistan 1979 – 1989				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the Soviet viewpoint of the invasion versus the view of the Mujahideen, including: <ul style="list-style-type: none"> 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. 	<p>Soviet justifications for the invasion, including the Brezhnev Doctrine and the goal to support a communist regime.</p> <p>Mujahideen’s religious and nationalist motivations to resist Soviet occupation, with emphasis on Islamic beliefs and tribal loyalties.</p>	<p>Activities: Role-play activity simulating peace talks between the USSR, Mujahideen and US representatives.</p> <p>Primary source analysis of Soviet and Mujahideen propaganda.</p> <p>Outcome: Learners can engage with the shift from Khrushchev to Brezhnev, and how this impacts relations with Afghanistan. Consider fears around Fundamentalism.</p> <p>Advanced activity: Compare these fears of Islamic Fundamentalism to 21st Century perspectives.</p> <p>Advanced outcome: Learners begin to understand anxieties around Fundamentalism.</p>	<p>Website(s): Brezhnev Doctrine: Speech by First Secretary of the Soviet Union Leonid Brezhnev</p> <p>Afghanistan, Code of Conduct for the Mujahideen</p> <p>Video(s): Soviet Invasion Explained</p>	2 hours

<ul style="list-style-type: none"> from Civil War to Proxy War, including: <ul style="list-style-type: none"> 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). 	<p>The impact of the end of détente on the Cold War.</p> <p>Soviet vs. Mujahideen military strategies: Soviet use of guerrilla warfare counterinsurgency vs. Mujahideen's tactics with US Stinger missiles.</p>	<p>Activities: Group discussions on how Afghanistan became a Cold War battleground.</p> <p>Research task to compare Soviet strategies with US support to the Mujahideen (e.g. Operation Cyclone).</p> <p>Outcome: Learners understand how the Mujahideen were experienced due to knowledge of terrain. Consider the advantages the Soviets had.</p> <p>Advanced activity: Compare the tactics of the Soviets and Afghanistan against the guerilla tactics that the US faced in Vietnam in essay form.</p> <p>Advanced outcome: Learners can consider the benefits and downsides of tactics employed on both sides.</p>	<p>Article(s): Articles on guerrilla warfare tactics.</p> <p>Cold Conflict - The National WWII Museum</p> <p>Video(s): Operation Magistral, Afghanistan (1987/88)</p>	<p>2 hours</p>
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2.6.2 Consequences of the end of the war				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the reasons for, and significance of the withdrawal of Soviet troops in 1989, including: <ul style="list-style-type: none"> 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. 	<p>Soviet economic strain, public opposition to the war and high casualty rates.</p> <p>Impact on the Soviet Union's collapse and Afghanistan's descent into civil war.</p>	<p>Activities:</p> <ul style="list-style-type: none"> debate on the causes of Soviet withdrawal comparative analysis of the Soviet withdrawal from Afghanistan and the US withdrawal from Vietnam. <p>Outcome: Learners can consider why this was an unwinnable conflict.</p> <p>Advanced activity: Create a briefing paper on how the Soviets should have tackled the conflict.</p> <p>Advanced outcome: Learners can consider what would have had to happen differently for the Soviets to be triumphant.</p>	<p>Article(s): Collapse (of the USSR) - BBC</p> <p>Soviet-Afghan War (1979-1989): Statistics</p> <p>The Soviet Experience in Afghanistan: Russian Documents and Memoirs</p>	2 hours
<ul style="list-style-type: none"> the links between the end of the war and increasing instability, including: <ul style="list-style-type: none"> the flight of refugees, and civil and human rights issues, especially of women the escalating political situation and US actions in the Middle East. 	<p>Post-war power vacuum, rise of the Taliban and Afghanistan's role in regional instability leading to the 9/11 attacks.</p>	<p>Activities: Research project: How the Soviet withdrawal led to the rise of the Taliban.</p> <p>Outcome: Learners understand the implications of the withdrawal, and next steps following this conflict.</p>	<p>Video(s): A history of the Taliban</p> <p>Eyewitness to 9/11: Behind the Lens</p> <p>Article(s): The Soviet invasion of Afghanistan: the</p>	1 hour

		<p>Advanced activities: Learners present on the US-Afghan relationship post-1990.</p> <p>Advanced outcome: Learners can consider the dynamic of US-Afghan relationships as the Soviets approach a period of stagnation.</p>	<p><u>past's resemblance to the present</u></p>	
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2.6.3 The rise of Al-Qaeda				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the organisation of Al-Qaeda from 1988, including: <ul style="list-style-type: none"> support for Al-Qaeda from within and without Afghanistan the Northern Alliance during the Taliban's five-year rule over Afghanistan, 1996–2001. 	<p>Understand how Al-Qaeda was founded under Osama bin Laden in 1988, with a focus on its support both within and outside Afghanistan.</p> <p>Learn about the Taliban's rise to power and the support network between Al-Qaeda and other jihadist groups.</p>	<p>Activities: Build a timeline detailing key events in the rise of Al-Qaeda and its activities between 1988 and 2001.</p> <p>Analyse speeches or documents from Osama bin Laden to identify his reasons for forming Al-Qaeda.</p> <p>Outcome: Learners know about the formation of Al-Qaeda in 1988.</p> <p>Learners also know about the network of support for Al-Qaeda both within Afghanistan (Mujahideen) and internationally.</p> <p>Learners can consider the role of the Northern Alliance in opposing the Taliban and how this influenced Al-Qaeda's development.</p> <p>Advanced activities: Compare Al-Qaeda's foundation to the development of other jihadist movements at the time (e.g. Islamic Jihad).</p> <p>Advanced outcome: Learners can investigate how Al-Qaeda built connections with global jihadist</p>	<p>Video(s): Who are the Al-Qaeda?</p>	2 hours

		<p>groups outside Afghanistan, such as those in Sudan and Pakistan.</p>		
<ul style="list-style-type: none"> Osama bin Laden’s role including: <ul style="list-style-type: none"> his support for the Mujahideen his relocation to Afghanistan in 1996. 	<p>Understand bin Laden's role in supporting the Mujahideen during the Soviet Afghan War and his subsequent move to Afghanistan in 1996 to consolidate Al-Qaeda's base under Taliban protection.</p>	<p>Activities:</p> <ul style="list-style-type: none"> watch and analyse a documentary segment about bin Laden’s role in the Mujahideen and his return to Afghanistan in 1996 group discussion: Discuss the strategic importance of bin Laden's relationship with the Taliban for the expansion of Al-Qaeda. <p>Outcomes:</p> <p>Learners know about Osama bin Laden’s involvement in the Mujahideen during the Soviet-Afghan war.</p> <p>Learners can also consider how bin Laden’s relocation to Afghanistan in 1996 cemented his relationship with the Taliban and furthered Al-Qaeda’s reach.</p> <p>Advanced activities:</p> <p>How did Osama bin Laden’s early involvement in the Soviet-Afghan War shape Al-Qaeda’s future operations? Include references to military tactics and ideology developed during this period.</p> <p>Advanced outcome:</p> <p>Learners can examine why bin Laden chose to move Al-Qaeda’s base of operations back to Afghanistan in 1996 after being in Sudan.</p>	<p>Videos:</p> <p>Bin Laden's beginnings.</p>	

2.6.4 Al-Qaeda's targeting of the US as a centre of Western power				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the increasing number of attacks on US facilities and military interests, including: <ul style="list-style-type: none"> 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. 	<p>Know about the key terrorist attacks carried out by Al-Qaeda against the US before 9/11. These include the 1993 bombing of the World Trade Centre, the US embassy bombings in Africa and the USS Cole attack, all of which signalled Al-Qaeda's growing threat to US interests.</p>	<p>Activities:</p> <ul style="list-style-type: none"> learners create a timeline of the three major attacks (WTC 1993, Embassy bombings 1998 and USS Cole 2000) and analyse the global reaction to each learners create a mock newspaper article covering one of the attacks, focusing on the reasons behind it and its implications. <p>Outcome: Learners are aware of the major attacks Al-Qaeda carried out in the 1990s and their significance for US foreign policy.</p> <p>They can also consider the pattern of escalating violence from Al-Qaeda towards American targets abroad.</p> <p>Advanced activities: Compare Al-Qaeda's attacks on US interests with similar attacks by other groups (e.g. Hezbollah). Evaluate the differences in ideology, methods and responses from the US government.</p> <p>Investigate how each of these attacks led to shifts in US foreign policy and how this begins to implicate racial perceptions in the US.</p>	<p>Video(s): The Power of Nightmares - BBC</p> <p>Podcast(s): The Rest is History - 9/11</p>	2 hours

		<p>Advanced outcome: Learners gain a deeper understanding of the domestic implications of these attacks.</p>		
<ul style="list-style-type: none"> the attacks on the World Trade Centre and Pentagon on 9/11, including: <ul style="list-style-type: none"> the significance of the targets statistical data on mortality rates and injuries, and the significance of personal accounts. 	<p>Learners should understand the full scale of the 9/11 attacks, including their symbolic targeting of the US as a global superpower. They should also recognise the human cost, using personal accounts and statistical data to grasp the event's gravity.</p>	<p>Activities:</p> <ul style="list-style-type: none"> watch excerpts from 9/11 documentaries, focusing on personal testimonies from survivors and first responders have learners analyse statistical data from the 9/11 attacks to understand the scale of loss and damage. <p>Outcome: Learners recognise the significance of targeting the World Trade Centre (financial hub) and the Pentagon (military hub).</p> <p>They are also aware of the mortality and injury statistics, and how personal accounts reflect the broader impact of the attacks.</p> <p>Advanced activity: Evaluate the symbolic significance of the 9/11 attacks on US economic and military power. Use statistical evidence and personal accounts to support your analysis.</p>	<p>Video(s): Inside 9/11 - National Geographic</p>	<p>2 hours</p>

•		Advanced outcome: Learners understand the symbolism of the targets: Why did Al-Qaeda choose the World Trade Centre and the Pentagon and what did these represent to both the US and Al-Qaeda?		
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2.6.5 The “Global War on Terrorism”				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the response to 9/11, including: <ul style="list-style-type: none"> Operation Enduring Freedom, 7 October 2001 media representation and the impact on racial perceptions in the US. 	<p>After the 9/11 attacks, the US launched Operation Enduring Freedom on October 7, 2001, targeting al-Qaeda and the Taliban in Afghanistan. The US response significantly altered foreign policy and led to a prolonged conflict. Media representation post-9/11 intensified racial profiling and Islamophobia in the US, impacting public perceptions of Muslims and contributing to domestic policies like increased surveillance.</p>	<p>Activities:</p> <ul style="list-style-type: none"> class discussion on the events of 9/11, including geopolitical consequences source analysis: examining media reports from 2001 to present group presentations on how racial perceptions changed in the US post-9/11. <p>Outcome: Learners understand the causes and immediate aftermath of the 9/11 attacks.</p> <p>Learners can consider Operation Enduring Freedom, which began on October 7, 2001, and targeted Al-Qaeda and the Taliban in Afghanistan.</p> <p>Advanced activities: Look at the role of media representation in shaping public perceptions of race and Islam in the US following 9/11.</p> <p>Debate on the ethical implications of US counterterrorism tactics.</p>	<p>Website(s): 9/11 and After - New York Times</p> <p>Resources from the 9/11 Memorial Museum</p> <p>Video(s): 9/11: George Bush breaks down his very public initial reaction - BBC</p>	2 hours

		<p>Advanced outcome: Learners have an In-depth understanding on US foreign policy shifts post-9/11 and the global responses to terrorism in the aftermath of the attacks.</p>		
<ul style="list-style-type: none"> ● Afghanistan in 2001, including: <ul style="list-style-type: none"> ● the Taliban regime ● Bin Laden’s escape to Pakistan. 	<p>In 2001, the Taliban controlled Afghanistan, enforcing strict Islamic law and harbouring Al-Qaeda. The US invasion quickly dismantled the Taliban regime, but Osama bin Laden escaped to Pakistan, prolonging the conflict. US-Pakistan relations were complicated by suspicions of covert support for Taliban elements and bin Laden was not captured until 2011.</p>	<p>Activities:</p> <ul style="list-style-type: none"> ● timeline creation of Afghanistan’s history from 1990 to 2001 ● group research on the rise of the Taliban ● source analysis of primary documents like U.N. resolutions related to Afghanistan. <p>Outcome: Learners understand an overview of Afghanistan’s political situation in 2001, with a focus on the Taliban regime. They should consider the US decision to invade Afghanistan.</p> <p>They understand the geopolitical implications of Osama bin Laden’s escape to Pakistan.</p> <p>Advanced activity: Presentation on how US foreign policy toward Afghanistan evolved after 2001.</p> <p>Advanced outcome: Learners understand the analysis of US-Pakistan relations during the War on Terror.</p>	<p>Video(s): How the CIA Found Osama bin Laden</p> <p>News Report: George W. Bush announces Afghanistan war</p>	<p>2 hours</p>

		Learners know of bin Laden's network and Al-Qaeda's influence in the region.		
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Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
<p>Make appropriate use of digital technology when completing the qualification, for example through accessing historical source material digitally</p>	<p>Learners should have the opportunity to access online archives from around the world. This will enable them to access a range of historical source materials such as letters, diaries or government documents.</p> <p>Learners may also make use of digital technology to research the topic of study and to further their understanding of the historical context.</p> <p>Learners will also have the opportunity to complete their historical enquiry digitally, as part of the assessment of this unit.</p>
<p>Participate in educational visits in person or digitally</p>	<p>Learners can visit the 9/11 memorial using the virtual tour.</p>
<p>Develop empathy, tolerance, compassion and curiosity through studying different historical contexts</p>	<p>The study of the terrorist attack on 9/11 provides an opportunity for learners to learn through empathy and compassion. Considering racial tensions following 9/11, learners can exercise tolerance and empathy.</p>
<p>Engage in collaborative working</p>	<p>Throughout this course, learners are encouraged to engage in debate and presentation to the class in groups.</p>

Opportunities for embedding elements of the Curriculum for Wales

Unit 2 Option 2.6 Modern – Afghanistan, c.1979 – c.2001

Curriculum for Wales Strands	
Cross-cutting Themes	
Local, National & International Contexts	This unit enables learners to study a region that has dominated issues of international security and counterterrorism. It has been a focus for humanitarian aid, and diplomatic engagement and there is an ongoing effort to promote regional stability given Afghanistan’s strategic significance.
Relationships and Sexuality Education	Learners can consider religious tolerance and discrimination when learning about the aftermath of the 9/11 attacks. They can engage in personal testimony when listening/reading to 9/11 victims There are opportunities for learners to engage with the history of Central or East Asia.
Human Rights Education and Diversity	Learners can consider the experiences of Muslim communities following 9/11, acknowledging the racial torrent this subjected many communities to unjustly. They can consider this when looking at the aftermath of 9/11.

Cross-curricular Skills - Literacy

There are many opportunities to include Literacy in GCSE History. These opportunities include the analysis of source material, extended writing opportunities, vocabulary development, debating and discussion. These opportunities are important to learners because they will develop cross-curricular skills which underpin the four purposes of the Curriculum for Wales, as well as communication skills which can be used across subjects and prepare them for future education or employment.

Below are some examples of how Literacy can be embedded into teaching and learning for GCSE History.

Listening	<p>Learners will have the opportunity to assess the accuracy and reliability of source material and share views through discussion and verbal questioning techniques when being taught the specification content.</p> <p>Examples</p> <ul style="list-style-type: none"> ● Learners are encouraged to debate and respond to the views of others. ● Learners will have opportunities to listen to podcasts and recordings in order to develop their vocabulary and listening skills. ● Use of oral history and interviews develop listening skills and the ability to respond to others appropriately. ● Learners have the opportunity to share and respond to peer presentations.
Reading	<p>Learners will have the opportunity to read contemporary source material as well as a variety of historical interpretations, before critically evaluating the sources, analysing their content, and comparing and contrasting sources focusing on the interpretation they give on events.</p> <p>Examples</p> <ul style="list-style-type: none"> ● Learners can use a range of reading techniques such as skimming and scanning or reading for a purpose. ● Reading extracts from a wide range of sources such as speeches, articles, diary extracts, historians and newspapers. ● Comparing and contrasting the content of historical sources. ● Assessing the reliability and accuracy of the text to develop the skill of critical reading.
Speaking	<p>Learners will have the opportunity to develop their understanding of viewpoints and content through debate, discussion, presentations and group work.</p> <p>Examples</p>

	<ul style="list-style-type: none"> • Debating the most important reason why an event happened • Asking questions for clarification and development of understanding. • Learners can develop speaking skills through group and pair work.
<p>Writing</p>	<p>Learners will have the opportunity to use a range of subject-specific vocabulary, idiomatic language and be able to present their work digitally. They will also have opportunities to reflect on the structure and content of their writing.</p> <p>Examples</p> <ul style="list-style-type: none"> • Role modelling of answers through teacher, peer and self-assessment activities. • Learners have the opportunity to use a wide range of writing styles such as formal, informal and first person.

Cross-curricular Skills - Numeracy

There are many opportunities to include Numeracy in GCSE History, for example analysing population change, interpreting statistics in primary and secondary sources, analysing graphs and timelines and engaging with concepts such as chronological awareness. These opportunities are important to learners because it allows them to contextualise events and quantify change. Learners can draw evidence-based conclusions based on statistics and numerical data.

Below are some examples of how Numeracy can be embedded into teaching and learning for GCSE History.

<p>Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world</p>	<p>Learners will have opportunities to analyse maps in order to understand the growth and development of empires or the geographical representation of wars.</p> <p>Examples</p> <ul style="list-style-type: none"> ● Learners can analyse maps, structures and artifacts. ● Learners can then analyse land division and urban planning. ● There are opportunities to analyse military strategies and fortifications.
<p>Learning that statistics represent data and that probability models chance help us make informed inferences and decisions</p>	<p>Learners will have the opportunities to examine or interpret data and graphs through source analysis.</p> <p>Examples</p> <ul style="list-style-type: none"> ● Learners can analyse data to draw conclusions on statistics such as population growth, costs and land expansion. ● Secondary material such as graphs and charts can be interpreted. ● There are opportunities for learners to create their own numerical representations of data gathered.

Cross-curricular Skills - Digital Competence

There are many opportunities to include Digital Competence in GCSE History. Learners can make use of digital technology to access a broad range of historical sources and to undertake research of a historical topic. Learners will also have the opportunity to develop their digital skills in preparing and completing their non-examination assessments. These opportunities will allow learners to develop cross-curricular skills which underpin the four purposes of the curriculum, as well as allowing further access to historical information while fostering current and future critical thinking and ethical awareness.

Below are some examples of how Digital Competence can be embedded into teaching and learning for GCSE History.

<p>Citizenship</p>	<p>Learners will develop an understanding of the importance of attributions, including the use of resources in digital formats such as e-books and online articles. Learners will be required to address attributions when analysing items for their historical enquiry and to think critically about the authors of digital evidence.</p> <p>Example</p> <p>Learners should be made aware of copyright and plagiarism when looking at historical evidence and when developing and presenting their own arguments in relation to a topic.</p>
<p>Interacting and Collaborating</p>	<p>Learners can work collaboratively (digitally) on tasks in preparation for the exam. These could include peer assessment, responding to teacher feedback or work creation.</p> <p>Example</p> <p>In groups, learners could research and present a topic to introduce an area of study.</p>
<p>Producing</p>	<p>Learners will have opportunities to research a variety of sources digitally and will develop digital skills when producing non-examinations assessments in a digital format.</p> <p>Examples</p> <ul style="list-style-type: none"> ● Use of national and international archives to find source materials that link to the area of study. ● Complete the assessment using digital technology.

Integral Skills	
Creativity and Innovation	<p>There are many opportunities to include Creativity and Innovation in GCSE History. These opportunities are important to learners to become more engaged in lessons and enjoy learning through stimulating tasks. Deeper understanding is developed through the encouragement for learners to take an active role in their learning.</p> <p>Examples</p> <ul style="list-style-type: none"> • Learners will demonstrate creativity when developing responses, expressing their opinions about relevant historical issues and critically evaluating sources and evidence within assessments. • Learners have opportunities to be creative and innovative when presenting information and findings.
Critical Thinking and Problem Solving	<p>There are many opportunities to include Critical Thinking and Problem Solving in GCSE History. These opportunities are important to learners because they develop the ability to think analytically, and to collect, reflect and critically evaluate evidence in order to make informed judgements on a range of topics. This skill can be applied to real-life scenarios.</p> <p>Examples</p> <ul style="list-style-type: none"> • Learners will have opportunities to ask meaningful questions of source material and historical interpretations, as well as to evaluate them as part of their process of developing relevant critical arguments. • Learners will develop their ability to see issues from multiple viewpoints. • Studying continuity and change over time allows learners to develop their problem-solving skills that can be applied in their future lives. • Learners will evaluate sources and historical interpretations in terms of reliability, bias and purpose. • Critical thinking and problem solving encourages independent learning and promotes the ability to come to reasoned and informed decisions in other aspects of life such as further education or work.
Planning and Organisation	<p>There are many opportunities to include Planning and Organisation in GCSE History. These opportunities are important to Learners because these integral skills allow Learners to engage with the past, analyse information and communicate their findings which allow Learners to enhance their academic understanding and prepare them to apply historical knowledge in modern contexts.</p> <p>Below are some examples of how Planning and Organisation can be embedded into teaching and learning of GCSE History.</p>

	<p>Example</p> <ul style="list-style-type: none"> Learners will have opportunities to plan and then complete their response to an enquiry question.
<p>Personal Effectiveness</p>	<p>There are many opportunities to include Personal Effectiveness in GCSE History. These opportunities are important to learners because it develops resilience and the ability to work effectively. This helps to develop learners' time management skills and the ability to prioritise tasks, enhancing learners' ability to become adaptable individuals.</p> <p>Examples</p> <ul style="list-style-type: none"> Learning about potentially sensitive topics will allow learners to develop their emotional intelligence and historical awareness. Opportunities for peer, self and teacher assessment encourage learners to develop effective strategies to improve their work. Collaborating on a research task or presentation. Developing resilience through the revision and remodelling of answers. There are opportunities for learners to express their opinions about relevant historical issues, contemporary source materials and historical interpretations.

Glossary for Option 2.6

Modern: Afghanistan, c.1979 – c.2001

Term	Definition
9/11 Attacks	Coordinated terrorist attacks by Al-Qaeda on the United States on September 11, 2001. The attacks led to the US invasion of Afghanistan to dismantle Al-Qaeda and overthrow the Taliban.
Civil War	A period of intense fighting between various Afghan factions after the fall of the Soviet-backed government, leading to widespread devastation.
Cold War	The global geopolitical tension between the Soviet Union and the United States from 1947 to 1991. Afghanistan became a key battleground during this period due to its strategic position.
Geneva Accords	An international agreement, which led to the withdrawal of Soviet troops from Afghanistan, brokered by the UN and signed by Afghanistan, Pakistan, the US, and the Soviet Union.
Jihad	In the Afghan context, this refers to the 'holy war' declared by the Mujahideen and Islamic groups against the Soviet forces and later against internal rivals.
Mujahideen	Afghan guerrilla fighters who opposed the Soviet occupation and later fought in the Afghan Civil War. They received support from the US, Pakistan and other countries.
Northern Alliance	A coalition of anti-Taliban factions, mainly composed of ethnic minorities like Tajiks, Uzbeks and Hazaras. They fought the Taliban from 1996 until the US invasion in 2001.
Operation Cyclone	A covert CIA program that provided financial and military support to the Mujahideen during the Soviet-Afghan War.
Osama bin Laden	The leader of the Al-Qaeda terrorist organization, who was given sanctuary by the Taliban in Afghanistan. His involvement in the 9/11 attacks led to the US invasion of Afghanistan in 2001.
Sharia Law	Islamic legal system based on the Quran and Hadith. The Taliban imposed a strict interpretation of Sharia law during their rule, leading to widespread human rights abuses.

Soviet Invasion	The military intervention by the Soviet Union in Afghanistan to support the communist government against insurgent groups, leading to a decade-long conflict.
Taliban	An Islamist militant group that emerged in the mid-1990s, seizing power in Afghanistan in 1996. They imposed strict Sharia law and ruled until the US-led invasion in 2001.
US-led Invasion	The military operation launched by the United States and its allies in response to the 9/11 attacks, aimed at toppling the Taliban regime and eliminating Al-Qaeda in Afghanistan.