This Welsh Government regulated qualification is not available to centres in England.
INTRODUCTION

The WJEC AS and A level History specification, accredited by Welsh Government for first teaching from September 2015, is available to:

- All schools and colleges in Wales
- Schools and colleges in independent regions such as Northern Ireland, Isle of Man and the Channel Islands

The AS will be awarded for the first time in Summer 2016, using grades A–E; the A level will be awarded for the first time in Summer 2017, using grades A*–E.

The specification has been developed following detailed consultation with teaching practitioners, Higher Education and experienced assessors. It will enable learners to study history through several scales and dimensions, including period, depth and breadth. This will encourage the acquisition of a wide range of historical knowledge and a full range of skills. Each unit in the specification offers a different perspective and ensures breadth and coherence. An important aspect of the specification is that learners have to study history in breadth and depth at both AS and A level.

The specification is both distinctive and attractive, giving learners the opportunity to study the history of more than one country or state; to study specific aspects of the past in breadth and in depth; to study change and/or development over a period of time both long term and short term; and to study the nature and purpose of history as a discipline and how historians work.

In following this specification, learners will be given opportunities, where appropriate, to consider both Welsh history and Welsh perspectives on history.

Learners should also be given access to primary source material and historical interpretations which reflect a Welsh perspective where appropriate.

Units 1 and 3 of the specification are assessed by open-ended questions with a focus on relevant historical concepts. Units 2 and 4 are largely assessed by analysis and evaluation of historical sources and varying interpretations of history. Unit 5 is non-examined assessment allowing learners to undertake independent and individual research and produced an extended response.

The WJEC AS and A level History specification has been designed to provide a suitable foundation for the study of history or a related area through a range of Higher Education courses, progression to the next level of vocational qualifications or employment. 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.

Additional ways that WJEC can offer support:

- Specimen assessment materials
- Face-to-face CPD events
- Examiners’ reports on each option
- Free access to past question papers and mark schemes via the secure website
- Direct access to the subject officer
- Free online resources
- Exam Results Analysis
- Online Examination Review

AIMS OF THE TEACHERS’ GUIDE

The principal aim of the Teachers’ Guide is to support teachers in the delivery of the new WJEC AS and A level History specification and to offer guidance on the requirements of the AS and A level History specification and the assessment process.

The guide is not intended as a comprehensive reference, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own students in their particular institutions.

The guide offers assistance to teachers, suggesting possible classroom activities and links to digital resources (both our own, freely available, digital materials and some from external sources) to provide ideas for engaging lessons.
Selecting a Period Study

The options available for the Period Study must be considered with the options available for the Depth Study and the Breadth Study, to ensure that learners study historical topics from a chronological range of at least 200 years and that they study the history of more than one country.

Centres must ensure that learners study either a period of British history or a period of non-British history from the Period Study options (depending on the selection of the Depth Study option in Units 2 and 4).

If a non-British Depth Study is selected then centres must select one of the British Period Studies which are:

- Government, Rebellion and Society in Wales and England c.1485-1603
- Government, Revolution and Society in Wales and England c.1603-1715
- Politics, Protest and Reform in Wales and England c.1780-1880
- Politics, People and Progress in Wales and England c.1880-1980

If a British Depth Study is selected then centres must select one of the following non-British Period Studies which are:

- Political and Religious Change in Europe c.1500-1598
- Europe in the Age of Absolutism and Revolution c.1682-1815
- Revolution and New Ideas in Europe c.1780-1881
- Europe in an Age of Conflict and Co-operation c.1890-1991

Centres must ensure that the selection of the Period Study, in combination with the Depth Study and the Breadth Study, is allowed in the Permitted Combinations set out on page 17 of the specification.

The choice of Period Study may well also be influenced by the centre’s existing Period Study from the legacy specification as it will be possible to use some of the resources from that.

Centres who intend to continue with their current HY1 Period Study should be aware that the Unit 1 Period Study will or may involve some change in content or in period coverage. Centres should note that some of the start and end dates have been amended from the current legacy HY1 units, particularly in Options 3, 5, 6, 7 and 8.

Further details of each option in the Period Study are available in the specification (see Additional Resources section below for link).

It is expected that the selected Period Study will be completed in about four half-terms of study.

Teaching the Period Study

The coverage and structure of teaching and learning of the Period Study must be organised by the centre in line with the professional judgement of the teachers.

It may be possible to deliver the specification in a variety of ways, such as taking a chronological or a perspective approach.

Advice on how this could be done is provided in the option content coverage plans in the Key Aspects of the Specification for Unit 1.
Assessment of the Period Study

The Period Study is assessed by an examination lasting 1 hour and 30 minutes involving open-ended essay questions which allow learners to demonstrate their understanding of historical concepts and skills. Learners should be encouraged to allow about 45 minutes for answering each question, one from Section A and the other from Section B.

The Period Study examination will require candidates to answer two questions which are designed to demonstrate clear progression from GCSE and which both require a debate and the reaching of a substantiated judgement.

The standard of these essays should be above that of the current HY1 structured questions and candidates should attempt to explore the issues rather than simply recall, narrate and describe the events.

In a response to an open-ended essay question it is expected that learners will analyse and address the specific question set; focus on the key words in the question; demonstrate the ability to analyse the issues in the question and evaluate their importance; and support their answers with selected and appropriate accurate information.

The assessment of the Period Study is based entirely on Assessment Objective 1 which tests knowledge and understanding of the factual material associated with the period as well as historical concepts such as cause, consequence, change, continuity, similarity, difference and significance. Centres should focus on exploring those conceptual areas and note that learners need also to demonstrate, organise and communicate their knowledge and understanding so as to analyse and to evaluate the key features related to the periods studied and to make substantiated judgements.

The questions set each year will vary from being sharply focused on specified content to being based on developments over a longer part of the period studied.

Section A questions will usually cover a period of 15–40 years; Section B questions will usually cover a period of over 40 years.

The mark scheme

The mark scheme is primarily used by the appointed examiners and is also meant to be useful to teachers and learners but it cannot and should not be considered as an extension of the specification nor as definitive in setting out the content of knowledge to be deployed. Where factual knowledge and / or concepts are included they are indicative in nature rather than prescriptive. The mark scheme is presented as two related areas: one is a common skills-based generic description and the other has a focus on each of the specific questions set.

The generic mark schemes for both questions are presented in six bands of increasing demand and the qualities in each band are clearly defined. There is a minor but important difference in the common grid mark scheme in that the descriptors for Section B refer to a broader period coverage than that at Section A.

The layout of the mark scheme is not intended to provide a model for the structure of the essay – indeed it is specifically not to be regarded as inviting two half essays. The phrase “Candidates might consider challenging the proposition in the question” is to allow examiners some flexibility in accepting a wide range of debate rather than promoting a method of answering the question.
Selecting a Depth Study

The options available for the Depth Study must be considered with the options available for the Breadth Study and the Period Study to ensure that learners study historical topics from a “chronological range of at least 200 years” and that they study the history of more than one country.

The same Depth Study is studied at both AS and A Level in Unit 2 and Unit 4. Unit 2 is therefore the first half of a complete Depth Study which is continued in Unit 4.

Centres are advised to pay particular attention to the date range in Unit 2 (Part 1 of the Depth Study) and to ensure that the full period is studied. The choice of Depth Study may well be influenced by the centre’s existing practice as there would already be subject expertise within the Department and a range of appropriate resources. However, centres should note that most of the start and end dates have been amended from the current HY2 topics and in some there are considerable changes – for example in the Depth Study on Politics and Society in Wales and England c.1900-1939 and in the Depth Study Germany: Democracy to Dictatorship c.1918-1945.

Background to the Depth Study

The Depth Study provides an opportunity to study in depth a coherent period of British or non-British history with an emphasis on learners being able to analyse and evaluate a range of primary / contemporary sources in context, and understand how and why different historical interpretations are formed.

The Depth Study specification is laid out with an introduction outlining the content and aims of the option. The British-based options encourage the use of material from Welsh sources and about Wales where appropriate. There is a detailed section on the content, key issues, concepts and perspectives that should be taught in the centre. This is intended to provide guidance to teachers but should not be regarded as constraining what can be taught.

Centres should be aware that candidates will be expected to put their responses into the appropriate historical context, and so it is essential that there is full coverage of the content exemplified in the specification, especially as the questions set in the examination are compulsory. Centres should be aware, therefore, that the whole of the Unit 2 Depth Study needs to studied covering the full chronological period.

The focus of study in Unit 2 is on studying and understanding developments and changes over a narrow timescale and in depth. The issues considered are intended to engage learners in debates about the key concepts of history though, overall, Unit 2 is primarily an evidence-based unit in which learners are encouraged to use a wide range of different types of historical evidence.

It is expected that the selected Depth Study will be completed in about four half-terms of study.

ADDITIONAL RESOURCES

WJEC > A Level History > Specification from 2015

WJEC > A Level History > Specimen Assessment Materials

WJEC > A Level History > Depth Study Reading List
Assessment of the Depth Study

The Depth Study in Unit 2 is assessed by an examination lasting 1 hour and 45 minutes. The examination is based on two compulsory questions: Question 1, which will allow candidates to demonstrate their ability to analyse and evaluate primary and/or contemporary sources in their historical context; and Question 2, an interpretation question whereby learners must analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Candidates are advised to spend some time (about 15 minutes) reading the sources and interpretations and to allocate about 45 minutes to responding to each question.

The mark scheme is primarily used by the appointed examiners and is also meant to be useful to teachers and learners but it cannot and should not be considered as an extension of the specification nor as definitive in setting out the content of knowledge to be deployed. Where factual knowledge and/or concepts are included they are indicative in nature rather than prescriptive. The mark scheme is presented as two related areas – one is a common skills-based generic description and the other has a focus on each of the specific questions set. The generic mark schemes for both questions are presented in six bands of increasing demand and the qualities in each band are clearly defined.

Question 1

This question encourages learners to use a wide range of different types of historical evidence including primary and/or contemporary source material. Learners are expected to analyse and evaluate three sources which will be fully attributed and only edited for accessibility.

Assessment of the Unit 2 Depth Study Question 1 is based entirely on Assessment Objective 2 (AO2), which tests the analysis and evaluation of source material in the context of a significant issue. Centres should focus on considering the value of a range of sources and types of sources to historians studying the key issues appropriate to the Depth Study.

The mark scheme for Question 1 will focus on assessing the extent to which candidates are able to assess the value of the sources to an historian studying a specific issue and the degree to which the candidate is able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

Note that the layout of the mark scheme is for the examiners and is not intended to provide a model for the structure of the response – indeed it is specifically not to be regarded as inviting a response in three sections.

Centres should be aware that there are no marks allocated for a display of knowledge, although candidates must have knowledge of the historical context to which the sources refers and from which they originate.

Continued on next page
Question 2
This question will encourage learners to use a range of different types of secondary sources, all of which are deliberate later constructs.

The assessment of the Unit 2 Depth Study Question 2 is based entirely on Assessment Objective 3 (AO3) which tests the analysis and evaluation, in relation to the historical context, of different ways in which aspects of the past have been interpreted.

Centres should encourage their learners to analyse and evaluate the two extracts provided not only to identify differences in interpretations but also to discuss how and why different interpretations have been formed.

Note that the layout of the mark scheme is for the appointed examiners and is not intended to provide a model for the structure of the response – indeed it is specifically not to be regarded as inviting a response in sections.

Teaching the Depth Study
The coverage and structure of teaching and learning of the Depth Study at Unit 2 must be organised by the Centre in line with the professional judgement of the teachers.

Further details of the content, key issues, concepts and perspectives to be considered can be found for each unit in the specification (see the Additional Resources section below for a link).

It may be possible to deliver the specification in a variety of ways though there must clearly be an emphasis on using primary and contemporary sources and an appreciation and awareness of how different interpretations of the key issues have been formed.

Centres should focus on considering the views of historians studying the key issues outlined in the content of the Depth Study and encourage candidates to debate and offer a judgement on the key issue set and to consider a number of interpretations within the wider historical debate of this issue.

Learners are expected to be aware of the key debates and to consider other possible interpretations than the ones presented. However, detailed knowledge of particular historians, their career and works are not required.
Selecting a Breadth Study

The options available for the Breadth Study must be considered with the options available for the Depth Study and the Period Study to ensure that learners study historical topics from a “chronological range of at least 200 years” and that they study the history of more than one country.

The broad nature of Unit 3 means that there are certain combinations that are prohibited due to overlap of content and failure to cover topics from a chronological range of 200 years. To clarify the situation for centres the combinations that are allowed can be seen on page 17 of the specification.

By adhering to these combinations centres will:

- guarantee the specified percentage of British history
- ensure coverage of topics from a chronological range of at least 200 years
- prevent overlap of coverage

Background to the Breadth Study

The Breadth Study provides an opportunity to study a substantial and coherent period of history with an emphasis on developing knowledge and understanding and reaching substantiated judgements about aspects of the history studied.

The focus of study in the Breadth Study is on studying and understanding developments and changes over a broad timescale of 100 or more years. The issues considered are intended to engage learners in debates about the key concepts of history such as similarity and difference as well as change and continuity of significant topics spanning a substantial duration of time.

The Breadth Study specification is laid out with an introduction outlining the aims of the option which, significantly, includes the requirement to be able to make links and comparisons between different aspects of the period studied.

Candidates will also be required to consider the diverse nature of society at this time and the origins, nature and impact of political, social, economic, cultural and religious developments, as appropriate. Centres should be aware, therefore, that the whole of the Breadth Study needs to be studied covering the full chronological period and both of the themes identified in the specification.
**Assessment of the Breadth Study**

The Breadth Study is assessed by an examination lasting 1 hour and 45 minutes involving essay-style questions which allow learners to demonstrate their understanding of historical concepts and skills. Two essays must be answered.

The assessment of the Breadth Study is based entirely on Assessment Objective 1, which tests knowledge and understanding of the factual material associated with the period as well as the historical concepts identified in the Objective such as cause, consequence, change, continuity, similarity, difference and significance. Centres should focus on exploring those conceptual areas and note that learners need also to demonstrate, organise and communicate their knowledge and understanding so as to analyse and evaluate the key features related to the periods studied, and to make substantiated judgements.

The Breadth Study examination will require candidates to answer open-ended essay questions which will require a debate and a substantiated judgement.

Candidates should attempt to explore the issues rather than simply recall, narrate and describe the events.

The questions will vary from being focused on a narrower section of the specified content in one of the themes to being based on developments over at least 100 years in the other theme. The question paper will be presented in two sections. In Section A candidates will choose from one of the two questions set but in Section B the question covering at least 100 years of change will be compulsory.

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**Teaching the Breadth Study**

In each Breadth Study there will be two nominated themes. Centres are advised to pay particular attention to covering both themes and to ensure that the full period is studied.

There is a detailed section on the content that should be taught in the Centre. This is intended to provide guidance to teachers but should not be regarded as constraining what can be taught. Centres should be aware, however, that the candidates will be expected to demonstrate knowledge and understanding of the full issues contained in the specification so it is essential that there is full coverage of the content exemplified in the specification.

The coverage and structure of teaching and learning of the Breadth Study must be organised by the Centre in line with the professional judgement of the teachers.

It is expected that the selected Breadth study will be completed in about four half-terms of study.

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**ADDitional RESOURCES**

**WJEC > A Level History > Specification from 2015**

**WJEC > A Level History > Specimen Assessment Materials**
Selecting a Depth Study

The Unit 4 Depth Study must be a continuation of the Depth Study selected at Unit 2. Knowledge and understanding previously learnt in Unit 2 should be utilised when addressing the study of Unit 4.

Centres should be aware that the Unit 4 Depth Study builds upon the knowledge and skills acquired in Unit 2 to ensure that there is complete coverage of the Depth Study. Centres are assured that detailed knowledge of the factual content of Unit 2 will not be expected or assessed at Unit 4, but awareness of the Unit 2 period will enable candidates to better place the areas of study in Unit 4 in the appropriate historical context and will be credited if relevant or appropriate.

Centres can be assured that the specific questions set at Unit 4 will be confined to the period stated – for example Depth Study 8 will be confined to Nazi Germany c.1933 to 1945 and Depth Study 4 will be confined to the Economic and Social Challenges in Wales and England c.1918–1939.

Background to the Depth Study

The focus of study in Unit 4 is on studying and understanding developments and changes over a narrow timescale and in depth. This Depth Study provides an opportunity to study in depth a coherent period of British or non-British history with an emphasis on learners being able to analyse and evaluate a range of primary and / or contemporary sources in context and to engage in debate about the key concepts of history such as cause and consequence as well as change and continuity of significant topics spanning a narrow duration of time.

The Depth Study provides an opportunity to develop knowledge and understanding and reach substantiated judgements about aspects of the period studied.

The Depth Study specification is laid out with an introduction outlining the content and aims of the option. The British-based Depth studies encourage the use of material from Welsh sources and about Wales where appropriate. There is a detailed section on the content that should be taught in the Centre. This is intended to provide guidance to teachers but should not be regarded as constraining what can be taught. Centres should be aware that candidates will be expected to put their responses into an appropriate historical context so it is essential that there is full coverage of the content exemplified in the specification, especially as the source-based question set in the examination is compulsory. Centres should be aware, therefore, that the whole of the Unit 4 Depth Study needs to be studied covering the full chronological period. It is expected that the selected Depth Study will be completed in about four half-terms of study.

Continued on next page
Assessment of the Depth Study

The Depth Study at Unit 4 is assessed by an examination lasting 1 hour and 45 minutes. The examination is based on one compulsory source-based question (Question 1) which will allow candidates to demonstrate their ability to analyse and evaluate primary and/or contemporary sources in their historical context and a choice of one from two open-ended essays (Question 2 or 3).

Candidates are advised to spend about 60 minutes on Question 1 and up to 45 minutes on either Question 2 or 3.

Question 1

This question will encourage learners to use a wide range of different types of historical evidence including primary and/or contemporary source material. Learners are expected to analyse and evaluate three sources which will be fully attributed and only edited for accessibility. This question represents progression from that available in Unit 2 at AS in that it requires analysis of source material of greater range, depth and complexity. In analysing and evaluating the source material, learners may deploy knowledge and understanding from their previous learning to help put the material in its historical context.

Assessment of the Unit 4 Depth Study Question 1 is based entirely on Assessment Objective 2 (AO2), which tests the analysis and evaluation of source material in the context of a significant issue.

Centres should focus on considering the value of a range of sources and types of sources to historians studying the key issues appropriate to the Depth Study.

The mark scheme for Question 1 will focus on assessing the extent to which candidates are able to assess the value of the sources to an historian studying a specific issue and the degree to which the candidate is able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

Centres should be aware that there are no marks allocated for a display of knowledge, although candidates must have knowledge of the historical context to which the sources refer and from which they originate.

Note that the layout of the mark scheme is for the appointed examiners and is not intended to provide a model for the structure of the response – indeed it is specifically not to be regarded as inviting a response in three predictable sections.

Continued on next page
Questions 2 and 3
These are essay-type questions which will require learners to recall, select and deploy appropriate knowledge and to communicate this clearly and effectively. Learners will be expected to explain, analyse and evaluate key features of the Depth Study in order to reach substantiated judgements.

These questions are based entirely on Assessment Objective 1 which tests knowledge and understanding of the factual material and of concepts associated with the period as well as historical concepts such as cause, consequence, change, continuity, similarity, difference and significance. Centres should focus on exploring those conceptual areas and note that learners need also to demonstrate, organise and communicate their knowledge and understanding so as to analyse and to evaluate the key features related to the periods studied, making substantiated judgements. Learners need to offer an analysis and evaluation of the key issues rather than describe what happened.

The layout of the mark scheme is for the appointed examiners and is not intended to provide a model for the structure of the essay – indeed it is specifically not to be regarded as inviting responses that amount to two half essays. The phrase “Candidates might consider challenging the proposition in the question” is to allow examiners some flexibility in accepting a wide range of debate rather than promoting a method of answering the question.

Centres and learners are advised to note that in Unit 4 candidates are expected to utilise previous learning from Unit 2 where it is appropriate and relevant. The mark scheme states – “Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.”

Teaching the Depth Study
The coverage and structure of teaching and learning of the Depth Study at Unit 4 must be organised by the Centre in line with the professional judgement of the teachers.

It may be possible to deliver the specification in a variety of ways though there must clearly be an emphasis on using primary and / or contemporary sources and an appreciation and awareness of the significance of the key issues.

ADDITIONAL RESOURCES

WJEC > A Level History > Specification from 2015

WJEC > A Level History > Specimen Assessment Materials

WJEC > A Level History > Depth Study Reading List
Selecting a Historical Investigation

The Non-Examined Assessment (NEA) is based on the concept of an **INDIVIDUAL INVESTIGATION**. Learners investigate an issue of historical debate through a study of different historical interpretations.

The issue chosen may allow learners to extend and enhance their understanding of aspects of the history studied in the broader parts of the specification or it can come from an area of history not studied elsewhere in the specification or from previous learning or from an area of other interest.

**To avoid narrowness of coverage, the question chosen for the NEA cannot come from the content specified in the selected Depth Study for Units 2 and 4.**

The NEA offers an open choice of issues – except for the excluded Depth Study content – including issues from the Period Study or Breadth Study or from anywhere else in the world subject to the availability of a range of primary sources and interpretations.

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

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

Although the NEA cannot be based on the Depth Study selected at the centre, it can be based on the same years studied in the Depth Study. For example, learners studying Nazi Germany 1933 to 1945 in Unit 4 could look at the policy of appeasement from a British perspective or the Depression in the USA during the 1930s.

In Unit 5 learners are encouraged to use a range of evidence, both primary and / or contemporary, to explain how and why different historical interpretations are formed. Learners are given the opportunity to complete an extended and independently researched piece of writing which brings together many of the skills developed in the other units of the specification.

Unit 5 will allow learners to demonstrate the skills and understanding developed throughout the other units in the course to show an understanding of the method and work of historians and of their debates. In Unit 5 in particular, learners are required to demonstrate how source material can be used to support the forming of different or contrasting interpretations.

Setting the Investigation

Centres and / or individual learners are free to propose an enquiry subject to the availability of an appropriate range of primary and / or contemporary sources and an appropriate range of historical interpretations.

Centres may offer ONE or up to FOUR issues to the learners in the cohort – subject to the guidance provided by WJEC.

The proposed investigation may study a topic in depth or an issue over a longer term period over several decades.

The proposal forms for centres and for individual learners will be available from autumn 2015 on the GCE History section of the WJEC website.

The GCE History section of the WJEC website also contains a range of possible titles for the NEA which centres or individuals may wish to consider (see Additional Resources section below for link).
Teaching the Investigation

Regulations prevent teachers from teaching the historical content or providing specific materials, such as sources or historiographical details, on the specific issue set for the historical investigation. This would undermine the independence crucial to the success of this Unit.

Teachers are encouraged to teach a general skills-based course covering the work of historians in creating interpretations and approaches to the analysis and evaluation of different historical interpretations. This should take no more than about two or three lessons. Teachers may find that such a general approach could be beneficial if linked to the interpretation focus in Unit 2 where learners will naturally begin to develop the skills required.

Teachers should develop the skills previously learnt at Unit 2 by discussing how primary and/or contemporary sources can be analysed and evaluated by historians and how particular sources would have strengths and limitations in enabling an interpretation to be reached by the school of history or historian they are discussing (though, of course, teachers should not discuss the specific issues in the set exercise).

Teachers should make learners aware that they need to be able to identify and discuss a range of interpretations including the work of at least two historians or schools of history, and should ensure that learners are also aware of the requirement to use their selected range of sources to show evidence for the interpretation(s) discussed.

Teachers should demonstrate the methods of an historian, including methods of research, evidence gathering, data handling, analysing, evaluating sources and making judgements about the validity of interpretations.

Conducting the Historical Investigation

The NEA investigation is subject to the JCQ Instructions for conducting coursework and a copy of the current instructions should be available to each subject leader within the centre.

It is expected that teachers will review the developing exercise with the learner, enabling the learner to take the initiative in making amendments, with reference to the assessment objective criteria in the Unit 5 mark scheme. Normally, one review will be sufficient to enable a learner to understand the demands of the assessment, but if there are more, then each review should be noted on the official feedback form.

Teachers are reminded that any discussion should be at a general level with no attempt to correct errors, omissions, misunderstandings, grammar, or presentation.

ADDITIONAL RESOURCES

- WJEC > A Level History > Suggested Investigations for NEA
- WJEC > A Level History > Specification from 2015
- WJEC > A Level History > Specimen Assessment Materials
Assessment of the Historical Investigation

The Unit 5 investigation will be available for assessment in the summer of 2017 (and each year thereafter).

A generic mark scheme for Unit 5 may be found on pages 72-74 of the specification (see the Additional Resources section below for link).

Teachers should only apply the mark scheme to the finalised response. Once the final draft has been handed in for marking it should not be returned to the learner for amendment or improvement.

In Unit 5 all three of the Assessment Objectives are evident, but application of the mark scheme should be led by the AO3 criteria and the response should not be awarded a higher band or mark at AO2 or AO1 than at AO3. The better responses will integrate all three Assessment Objectives to produce a lucid, concise and coherent response.

Further details of the weightings of the Assessment Objectives at Unit 5 may be found on page 65 of the specification (see Additional Resources section below for link).

Monitoring, Moderation and Submission of the Investigation

Centres are responsible for ensuring, and must authenticate, that the exercise is entirely the work of the individual learner. All candidates are required to sign a statement endorsing the originality of their assignment(s) and centres must countersign that they have taken all reasonable steps to validate this. The Non-Examination Assessment coversheet should be completed for all candidates, not just for those candidates selected for the sample to be sent to the moderator. The forms can be downloaded from the website.

Where there is more than one group in a centre then there must be a process of internal moderation. External moderation will follow the general pattern currently used.

The WJEC will monitor the work submitted by the centre through the moderation process and reserves the right to call for additional material, including draft materials and a word-processed copy of the exercise.

Generally the submission will involve the completion of a form showing the marks of the candidates, usually in descending order, and the appropriate coversheet for each candidate in the sample.

Centres are required to be vigilant and to refuse to award marks or submit for moderation any work which they consider to be not the candidate’s own work. Any attempt to plagiarise will be penalised.

Presentation of the Investigation

The investigation should be word processed on A4 paper, single spaced and presented with a coversheet signed by the learner and authenticated by the centre.

The learner should ensure that:

- every page of the response is numbered;
- the sources provided are inserted in the appropriate position in the body of the response;
- there is clear reference to the origin and provenance of each of the sources and extracts / interpretations provided;
- a bibliography is provided;
- a word count is provided.

ADDITIONAL RESOURCES

WJEC > A Level History > Suggested Investigations for NEA

WJEC > A Level History > Specification from 2015

WJEC > A Level History > Specimen Assessment Materials
### UNIT 1: PERIOD STUDY

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### UNIT 3: BREADTH STUDY

<table>
<thead>
<tr>
<th>AREA OF STUDY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of the Breadth Study</td>
<td>An overview of the Breadth Study, including information on selecting a Breadth Study to teach.</td>
</tr>
<tr>
<td>Breadth Studies</td>
<td>The range of options available for the Breadth Study.</td>
</tr>
<tr>
<td>Section A Questions</td>
<td>The structure and demands of the Section A questions.</td>
</tr>
<tr>
<td>Section B Questions</td>
<td>The structure and demands of the Section B questions.</td>
</tr>
<tr>
<td>Assessment of the Breadth Study</td>
<td>General advice on assessing the Breadth study.</td>
</tr>
</tbody>
</table>
The Period Study

Key Points:
- Learners study a chronological range of at least 100 years, looking at key concepts such as change, continuity, similarity and difference and covering a range of historical perspectives (e.g. social and political change).
- In each Period Study there will be a range of concepts and perspectives, each exemplified with a range of specified content.
- Pay particular attention to the date ranges offered and ensure that the FULL PERIOD is studied.
- Pay particular attention to the KEY ISSUES identified to ensure that there is sufficient chronological coverage to enable an understanding of each of the suggested perspectives
- Centres should aim to complete the selected Period Study within four half-terms of study.

SUMMARY

Selecting a Period Study:
- The options available for the Period Study must be considered with the options available in the Depth and the Breadth Studies, to ensure that learners study historical topics from a chronological range of at least 200 years and that they study the history of more than one country.
- The Period Study allows and encourages learners to study a longer period of history by looking at a range of concepts and perspectives. The specification will outline some of the key issues within each of the suggested perspectives.
- Learners must study a unit of British history or a unit of Non-British history from the Period Study options depending on the selection of the Depth Study option in Units 2 and 4.

Ensure that the Period Study, in combination with the Depth Study and the Breadth Study, is allowed in the Permitted Combinations set out on page 17 of the specification (see Additional Resources section below for link).
When teaching this option, teachers could arrange the coverage of the historical content in the following way:

### UNIT 1, OPTION 1: GOVERNMENT, REBELLION AND SOCIETY IN WALES AND ENGLAND

**C.1485-1603**

- **The Tudor accession; Henry VII and the establishment of the Tudor dynasty; Henry VII’s relations with the nobility and church; the threat from the Pretenders, Simnel and Warbeck**

- **The Henrician revolution in government; the role of the chief ministers, Wolsey and Cromwell**

- **The Acts of Union 1536 and 1543; the work and impact of the Council in Wales and the Marches; the extent of social change in Wales after the Acts of Union; the religious issues in Wales**

- **The condition of the pre-Reformation Church; the King’s ‘Great Matter’; relations with the Papacy; the Act of Supremacy; the dissolution of the monasteries; Thomas Cranmer and religious reform**

- **Government and religion under Edward VI; government and Counter Reformation under Mary**

- **Elizabeth’s relationship with her Privy Council and Parliament to 1603; the role of Cecil and other key privy councillors**

- **Factors that caused popular discontent, protest and rebellion; the features and outcomes of the Pilgrimage of Grace, the Western, Kett, Wyatt and the Northern Earls rebellions**

- **The Elizabethan Church Settlement; the translation of the Scriptures into Welsh; the growth of recusancy and Puritanism; Mary Queen of Scots and the Catholic threat to Elizabeth**

- **Social and economic changes and challenges; growth of towns, trade and the merchant class; landlords, rents and tenants; poverty and vagrancy; the provision of relief for the poor**

### ADDITIONAL RESOURCES

- **WJEC > GCE History > Specification from 2015**
- **WJEC > GCE History > Specimen Assessment Materials**
- **WJEC > GCE History > Period Study Reading List**
When teaching this option, teachers could arrange the coverage of the historical content in the following way:

### UNIT 1, OPTION 2: GOVERNMENT, REVOLUTION AND SOCIETY IN WALES AND ENGLAND - C.1603-1715

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>James I, accession, Divine Right and royal power; the role of the chief ministers – Buckingham, Wentworth and Laud; the Petition of Right 1628</td>
<td></td>
</tr>
<tr>
<td>Charles I and the Personal Rule; Ship Money and financial conflicts; religion and the Bishops’ Wars; the Irish rebellion; the outbreak of Civil War; the division of the kingdom – Royalist and Parliamentarian</td>
<td></td>
</tr>
<tr>
<td>Irish and Scots involvement in the Civil War; the impact of the war on the people of Wales and England; Parliamentary victory and the trial and execution of the king</td>
<td></td>
</tr>
<tr>
<td>The Major-Generals; Cromwell, the Instrument of Government and the Lord Protectorate; radical ideas and political groups; impact of the Commonwealth on the lives of the people</td>
<td></td>
</tr>
<tr>
<td>The growth of dissent in Wales; the Act for the Propagation of the Gospel in Wales 1650</td>
<td></td>
</tr>
<tr>
<td>The restoration of monarchy; the politics and religion in the reign of Charles II; the succession</td>
<td></td>
</tr>
<tr>
<td>The reign and deposition of James II; the Glorious Revolution; the Bill of Rights and the Revolutionary Settlement</td>
<td></td>
</tr>
<tr>
<td>The development of party politics after 1689</td>
<td></td>
</tr>
</tbody>
</table>

### ADDITIONAL RESOURCES

- WJEC > GCE History > Specification from 2015
- WJEC > GCE History > Specimen Assessment Materials
- WJEC > GCE History > Period Study Reading List
When teaching this option, teachers could arrange the coverage of the historical content in the following way:

### UNIT 1, OPTION 3: POLITICS, PROTEST AND REFORM IN WALES AND ENGLAND C.1780-1880

- Early attempts at political reform in the 1780s under Pitt the Younger; differing reactions to revolution in France; repressive legislation 1794-1801
- Popular discontent 1812-1822; the response of Lord Liverpool’s government 1815-1822
- The importance of the liberal Tory reforms 1822-1830
- The reasons for parliamentary reform and the campaign for parliamentary reform; the significance of the Reform Act crisis 1830-1832; the importance of the Whig reforms 1833-1846;
- The causes and impact of urban protest: the Merthyr Rising and the Chartist movement
- The causes and impact of rural protest: Swing and the Rebecca Riots
- Peel’s effectiveness as party leader; the Tamworth Manifesto; the reforms of the 1841-1846 ministries; the Anti-Corn Law League and the repeal of the Corn Laws
- Conditions and problems in workplaces and in public health; campaigns for social reform; legislation on factories and mines, poor law, education and public health
- The formation of the Liberal Party; the Second Reform Act 1867; the reforms of Gladstone’s first ministry 1868-1874; the reforms of Disraeli’s second ministry 1874-1880; the effectiveness of Disraeli and Gladstone as party leaders

### ADDITIONAL RESOURCES

- WJEC > GCE History > Specification from 2015
- WJEC > GCE History > Specimen Assessment Materials
- WJEC > GCE History > Period Study Reading List
When teaching this option, teachers could arrange the coverage of the historical content in the following way:

<table>
<thead>
<tr>
<th>UNIT 1, OPTION 4: POLITICS, PEOPLE AND PROGRESS: WALES AND ENGLAND C.1880-1980</th>
</tr>
</thead>
<tbody>
<tr>
<td>The extent of poverty and hardship in Wales and England by 1900 and the calls for change; the impact of the Boer War; the economic position of Wales and England in 1914</td>
</tr>
<tr>
<td>Liberal reforms 1906 to 1914</td>
</tr>
<tr>
<td>Asquith's Governments to 1916; the impact of the First World War on industry and life in Wales and England; the Lloyd George Coalition 1916-1922</td>
</tr>
<tr>
<td>The decline of the staple industries; the onset of the Depression; the National Governments 1932-1940; reactions to the problems in the depressed areas of Wales and England in the 1930s;</td>
</tr>
<tr>
<td>Churchill’s Coalition Government 1940-1945; the impact of the Second World War on the people of Wales and England; the Labour Governments 1945-1951; establishing the Welfare State; nationalisation and new industries in Wales and England</td>
</tr>
<tr>
<td>The reasons for the changing fortunes of the main political parties 1880-1951</td>
</tr>
<tr>
<td>The women’s suffrage movement; women and the war effort in both world wars; gaining the vote 1919-1928; the impact of both wars; social and employment opportunities for women after 1945; Equal Pay; Women’s Liberation Movement; Equal Opportunities</td>
</tr>
<tr>
<td>Demands for political change in Wales; the decline of religion in Wales; changing attitudes to the Welsh language and culture; social, religious and cultural change in Wales 1918-1980</td>
</tr>
</tbody>
</table>

ADDITIONAL RESOURCES

- WJEC > GCE History > Specification from 2015
- WJEC > GCE History > Specimen Assessment Materials
- WJEC > GCE History > Period Study Reading List
When teaching this option, teachers could arrange the coverage of the historical content in the following way:

<table>
<thead>
<tr>
<th>UNIT 1, OPTION 5: POLITICAL AND RELIGIOUS CHANGE IN EUROPE C.1500-1598</th>
</tr>
</thead>
<tbody>
<tr>
<td>The condition and criticisms of the Catholic Church in the early sixteenth century; the impact of Martin Luther’s Ninety Five Theses; the Diet and Edict of Worms 1521</td>
</tr>
<tr>
<td>The dissemination of the Reformation: critical tracts, the use of the printing press, the influence of towns and cities</td>
</tr>
<tr>
<td>Charles V’s response to Lutheranism; princely support for Luther, the Peace of Augsburg, 1555; the Counter Reformation; Charles V’s inheritance and power in Europe</td>
</tr>
<tr>
<td>The development of absolute monarchy in France under Francis I; religious and financial problems in France under Francis I; the development of Renaissance culture in France</td>
</tr>
<tr>
<td>The reign of Suleiman the Magnificent and Ottoman expansion into eastern Europe; Hapsburg reaction to the Ottoman threat; French reaction to the Ottoman threat; the importance of the battle of Lepanto</td>
</tr>
<tr>
<td>Philip II's inheritance in domestic and foreign matters; economic and financial policies; centralisation of government; Philip II's foreign policy and the New World; Spain and the Netherlands to 1598</td>
</tr>
</tbody>
</table>

**ADDITIONAL RESOURCES**

- WJEC > GCE History > Specification from 2015
- WJEC > GCE History > Specimen Assessment Materials
- WJEC > GCE History > Period Study Reading List
When teaching this option, teachers could arrange the coverage of the historical content in the following way:

<table>
<thead>
<tr>
<th>UNIT 1, OPTION 6: EUROPE IN THE AGE OF ABSOLUTISM AND REVOLUTION C.1682-1815</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russia at the start of Peter the Great's reign; Peter as joint ruler and the establishment of sole rule; reforms of central and local government</td>
</tr>
<tr>
<td>Peter's reform of the army; economic and financial reforms; church reforms; the extent of the westernisation of Russia; changing power in the Baltic after the Great Northern War</td>
</tr>
<tr>
<td>Prussia at the start of Frederick the Great's reign; territorial and military position of Prussia in 1740: Frederick's domestic reforms including administration, financial, economic and legal; relations with the Church; extent of enlightened policies</td>
</tr>
<tr>
<td>Frederick's military reforms in Prussia; Silesia and the War of Austrian Succession, 1740-1748; the Seven Years War, 1756-1763 and its consequences for Prussia</td>
</tr>
<tr>
<td>France at the start of Louis XV's reign; theory of absolutism; the structure of the state; role of the court at Versailles; finances and taxation; noble privileges; social structure</td>
</tr>
<tr>
<td>Louis XVI and the causes of the French Revolution, 1774-1789</td>
</tr>
<tr>
<td>The main challenges facing the Great Powers in 1740; the impact of the War of the Austrian Succession; the Diplomatic Revolution and its effects; the impact of the Seven Years War; partitions of Poland</td>
</tr>
<tr>
<td>The French Revolutionary and Napoleonic Wars</td>
</tr>
<tr>
<td>The Congress of Vienna</td>
</tr>
</tbody>
</table>

**ADDITIONAL RESOURCES**

- WJEC > GCE History > Specification from 2015
- WJEC > GCE History > Specimen Assessment Materials
- WJEC > GCE History > Period Study Reading List
When teaching this option, teachers could arrange the coverage of the historical content in the following way:

**UNIT 1, OPTION 7: REVOLUTION AND NEW IDEAS IN EUROPE**  
**C.1780-1881**

**Great Power relations in the 1780s; the impact of the French Revolutionary and Napoleonic Wars on Europe**

**The Vienna Settlement and the Congress System; the influence of autocratic government and the Metternich System; the spread of the ideas of nationalism and liberalism; the extent of revolution in 1830 and 1848**

**The Eastern Question leading to the Crimean War**

**The main factors which stimulated and hindered Italian unification; the contributions of key personalities to the unification of Italy – the roles of Mazzini, Garibaldi, Cavour, Victor Emmanuel; key steps on the road to Italian unification; the attitude of the Great Powers to unification; the extent of unification by 1871**

**The main factors which stimulated and hindered German unification; the contributions of key personalities to the unification of Germany: the role of Bismarck; key steps on the road to German unification; the attitude of the Great Powers to unification; the extent of unification by 1871**

**Louis Napoleon and the Second Republic; the establishment of the Second Empire; the problems facing Napoleon III – domestic affairs and growing political dissent; the aims and policies of Napoleon III in foreign affairs**

**The main features of Tsarist Russia in 1825; Tsar Nicholas I; establishing and upholding order to 1855; Alexander II and his reforms – emancipation, army, financial, legal and education; the growth of opposition and repression; assassination in 1881**

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**ADDITIONAL RESOURCES**

- [WJEC > GCE History > Specification from 2015](#)
- [WJEC > GCE History > Specimen Assessment Materials](#)
- [WJEC > GCE History > Period Study Reading List](#)
When teaching this option, teachers could arrange the coverage of the historical content in the following way:

### UNIT 1, OPTION 8: EUROPE IN AN AGE OF CONFLICT AND CO-OPERATION
#### C.1890-1991

Great Power rivalries and changing European alignments to 1914; the causes of the First World War

Post-war political systems in Italy; political and economic instability in Italy; the emergence of Mussolini; the consolidation of fascist power in Italy; fascist social, religious and racial policy; fascist economic policies in Italy; the impact of these policies on different groups within society; collective security and interwar alignments; the changing nature of Italian foreign policy

Post-war political systems in Germany; political and economic instability Germany; the emergence of Hitler; the consolidation of Nazi power; Nazi social, religious and racial policy; Nazi economic policies; the impact of these policies on different groups within society; collective security and interwar alignments; the changing nature of German foreign policy; the effectiveness of resistance and opposition in Nazi Germany

The outbreaks of revolution in 1905 and 1917; Lenin, Trotsky and the Civil War in Russia; the emergence of Stalin and the Bolshevik consolidation of power; the changing nature of Russian economic policy under Lenin and Stalin; the impact of Stalin’s rule on Russian society to 1945

Relations and agreements between the wars including the League of Nations; the causes of the Second World War; relations between the powers in 1945; the post-war division of Europe and post-war alignments in Europe; the origins and impact of the Cold War in Europe after 1945; moves towards coexistence and detente from the 1970s

The drive towards European economic co-operation and moves towards integration

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**ADDITIONAL RESOURCES**

- WJEC > GCE History > Specification from 2015
- WJEC > GCE History > Specimen Assessment Materials
- WJEC > GCE History > Period Study Reading List
The Period Study – Section A Questions

Key Points:
• Learners MUST attempt ONE from the two questions set in Section A. They should allow approximately 45 minutes for this essay.
• Questions can vary from being sharply focused on specified content to being based on developments over a longer part of the period studied.
• Designed to test AO1 skills over a narrower period of time than Section B.
• Will cover issues over approximately 15-40 years.
• The questions are designed to show progression and increased challenge from the demands of History at GCSE level.
• Does not require the depth of knowledge and understanding previously demanded by Part (a) questions in HY 1.

AMPLIFICATION FOR TEACHING

Exemplar Section A Questions:

Answer one question only from this section.

1. How successfully did governments deal with economic problems in Wales and England during the 1920s and 1930s? [30]

2. How far do you agree that women gained the vote in 1918 in recognition of their efforts during the war? [30]

• Questions do not have to cover every one of the perspectives in the specification. In this example, Question 1 largely focuses on testing a social and economic perspective, while Question 2 is designed to test a political and gender perspective.

• Whatever their primary focus, questions draw on the fuller content and enable candidates to demonstrate their ability to make links and comparisons between different aspects of the period studied.

• The format of the questions set may be based on a variety of stems. For example, all examinations may not necessarily include a stem such as “How successfully ...”. However, all questions set will require a clear and substantiated judgement to be made.

ADDITIONAL RESOURCES

WJEC > A Level History > Specification from 2015

WJEC > A Level History > Specimen Assessment Materials

WJEC > A Level History > Period Study Reading List
The Period Study – Section B Questions

Key Points:
- Learners MUST attempt ONE from the two questions set in Section B. They should allow approximately 45 minutes for this essay.
- Designed to test AO1 skills over a broader, more substantial, period of time than Section A questions.
- The questions are designed to show progression and increased challenge from the demands of History at GCSE level.
- Covers issues over a longer period of more than 40 years and may even involve the full coverage the period where that is appropriate to the question set.

Exemplar Section B Questions

3. Were the Liberal social reforms 1906-1914 the most important social change in Wales and England between 1900 and 1951?

4. To what extent was the decline of religion the most significant development in Wales after 1918?

Questions do not have to cover every one of the perspectives in the specification. In this example Question 3 largely focuses on testing a social and economic perspective, while Question 4 is drawn from a Welsh perspective.

Whatever their primary focus, questions draw on the fuller content and enable candidates to demonstrate their ability to make links and comparisons between different aspects of the period studied.

The format of the questions set may be based on a variety of stems. For example, examinations may not necessarily include a stem such as “To what extent …” However, all questions set will require a clear and substantiated judgement to be made.

ADDITIONAL RESOURCES

WJEC > A Level History > Specification from 2015
WJEC > A Level History > Specimen Assessment Materials
WJEC > A Level History > Period Study Reading List
UNIT: 1  EXAM LEVEL: AS/A2

AREA OF STUDY

Assessment of the Period Study

Key Points:
• Questions may come from anywhere in the content outlined in the specification for the Period Study selected. This ensures that there can be no alternative route through the specification.
• Learners should be able to make links and comparisons between different aspects of the period studied.
• Questions are designed to demonstrate a clear progression from GCSE and will require a debate and a substantiated judgement.
• Learners should attempt to explore the issues rather than simply recall, narrate and describe events.
• Assessors are looking for a coherent and lucid response which engages with the set question.

AMPLIFICATION FOR TEACHING

Sample answer:
• Select the image (left) for an example of a Section B essay in response to the Period Study question 3 (Politics, People and Progress in Wales and England c.1880-1980).
• In a response to an open-ended essay question it is expected that learners will analyse and address the specific question set; focus on the key words in the question; demonstrate the ability to analyse the issues in the question, evaluate their importance and support their answers with selected and appropriate accurate information.
• Assessors will look for a coherent and lucid response in which the candidates offer a debate and come to a substantiated judgement regarding the specific question set.

ADDITIONAL RESOURCES

WJEC > A Level History > Specification from 2015

WJEC > A Level History > Specimen Assessment Materials

WJEC > A Level History > Period Study Reading List
An example response to the following question (with examiner's comments on the right):

*Were the Liberal social reforms 1906-1914 the most important social change in Wales and England, 1900-1951?*

The Liberals were very important to the development in social change because before everyone believed in Laissez faire, so the Liberals were the first party to recognise that there was a time where the state should intervene in the lives of individuals.

During the period of 1906-1914, the liberals passed a series of acts including two of the most important social reforms which were the Old Age Pensions Act of 1908 and the National Insurance Act of 1911. Many historians argue that the reforms of the Liberal party from 1906-1914 laid the foundations for the welfare state. However, the reforms only went some way in bringing about social change. The Old Age Pensions Act discriminated against those who were unemployed or had been to jail and the National Insurance act was not really a widespread reform because it only applied to some of the workers.

Other factors during the period of 1880-1914 which were important in the social change included the work of the work of the Sociologists such as Rowntree and Booth. In 1888 Rowntree researched into the poverty in York. Around the same time Booth carried out the same research in the east end of London. He also found that the majority of society were living below the poverty line.

The Boer War 1889-1902 also proved that Britain was not doing enough to help the poor in society and highlighted the need for ‘National Efficiency’ and social reform. People began to ask why it had taken three years for professional soldiers to defeat an army of Boer farmers. In some towns as many as nine out of ten recruits were rejected for service because they were deemed unfit. Although the Boer War was not as important in bringing about social change as the Liberal reforms it never the less proved that state intervention was necessary. The war brought about important changes especially to improve the position and status of women who enjoyed greater social, economic and political rights after 1918 than before.

The Inter War years saw Britain strive to create ‘Homes for Heroes’ after the First World War. The Addison Housing Act of 1919 encouraged the building of council houses throughout the country and by 1922, 213,000 new houses were

*Continued on next page*

There is some credit to this answer in that there is an attempt to cover the fuller period and to offer an answer to the question set in general terms as well as providing a judgement in the conclusion. However, the essay does lack clear and consistent focus on debating the issue of what could be judged the most important social change in Wales and England, 1900-1951.

The introduction is far too generalised and not particularly accurate. It is followed by a short paragraph on the Liberal reforms but, although the candidate is aware of two of the main Liberal reforms, the response is limited by a failure to evaluate a fuller range – for example reforms to improve the lives of children – and drifts into discussing their limitations rather than the key issue (the most important social change) in the exact question set. There then follows a series of largely descriptive, narrative type responses on “other factors” covering the period 1900 to 1951 which does display knowledge but lacks debate and evaluation of the most important social change. There are some almost mechanistic evaluative statements – such as “Although the Boer War was not as important in bringing about social
built under the responsibility of the State. The scheme was revived by the Wheatley’s Housing Act 1924 which provided grants for nine million pounds a year for the building of council houses. H.A.L Fisher also passed his Education Act 1918 which made education compulsory to the age of fourteen. David Lloyd George passed the Unemployment Insurance Act which covered all workers earning less than two hundred and fifty pounds. This was important to social reform because it prevented a revolution in Britain.

The Labour government also passed the Local Government Act 1929 during a time of economic crisis. The act overhauled the local organisation, rates and provision for the poor. The Poor Law Act was abolished and therefore the workhouses were no longer controlled by central government and given to the borough councils which were given a grant to help the poor. The Inter War Years were not as important as the First World War as The 1929 Wall St Crash forced the world economy into a slump which lasted throughout the 1930s.

During the Second World War, Britain experienced Total War for the first time. Unemployment was effectively ended since the government had to find 8.5 million workers as a result of the war. Perhaps the most important development during this period was The Beveridge Report of 1942 which identified the five giant evils of society, want, disease, idleness, ignorance and squalor. The Labour Governments of 1945-1951 wanted to implement the reforms outlined in the Beverage Report to create a Welfare State. On the 5th July 1948, the National Health Service was created by Bevan. This provided free health care for all. The National Insurance Act 1946 extended the 1911 act to cover all adults. The National Assistance act of 1948 intended to cover any loop holes in the previous act. Education was based on the Butler Education Act of 1942. Education was made free until the age of 15 and the state provided free school meals, milk and medical care. 700,000 houses had been lost as a result of the war and the government’s reforms on housing meant that in 1949-51 they were averaging 200,000 houses a year.

From the period 1880-1951, the most important change in social reform was undoubtedly the Liberal reforms of 1906-14.
The Depth Study

Key Points:
- Learners study a short period of history at a time of considerable change and development.
- Learners need to be allowed to analyse and evaluate a range of primary / contemporary source material in context.
- Learners need to understand the wider historical debate surrounding the key issues specified in the specification.
- Pay particular attention to the date range in Unit 2 (Part 1 of the Depth Study) and ensure that the WHOLE of the Unit 2 Depth study, covering the full chronological period, is studied.
- Unit 2 is the first half of a complete Depth Study which is continued in Unit 4.

AMPLIFICATION FOR TEACHING

- The options available for the Depth Study must be considered with the options available in the Period and the Breadth Studies, to ensure that learners study historical topics from a chronological range of at least 200 years and that they study the history of more than one country.
- The Depth Study provides an opportunity to study in depth a coherent period of British or non-British history with an emphasis on learners being able to analyse and evaluate a range of primary/contemporary sources in context, and understand how and why different historical interpretations are formed.
- In Unit 2 the learners study the earlier part of one Depth Study, focusing on the complexity of issues affecting society.
- The choice of Depth Study may well be influenced by existing practice, as there will already be subject expertise within the department and a range of appropriate resources available.
- Further details of the Unit 2 Depth Study are available in the specification (see Additional Resources section below for link),

ADDITIONAL RESOURCES

WJEC > A Level History > Specification from 2015
WJEC > A Level History > Specimen Assessment Materials
WJEC > A Level History > Depth Study Reading List
OPTIONS AVAILABLE IN THE DEPTH STUDY: BRITISH DEPTH STUDIES

There are a range of options that can be studied in depth in this specification. These are split into two parts: the first part comprises Unit 2 and the second part comprises Unit 4. Students following the whole courses must complete both parts of the depth study.

1. THE MID TUDOR CRISIS IN WALES AND ENGLAND C.1529-1570

<table>
<thead>
<tr>
<th>Unit 2 (AS): Part 1:</th>
<th>PROBLEMS, THREATS AND CHALLENGES c.1529-1553</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4 (A2): Part 2:</td>
<td>CHALLENGES FACING MARY AND ELIZABETH c.1553-1570</td>
</tr>
</tbody>
</table>

2. ROYALTY, REBELLION AND REPUBLIC C.1625-1660

<table>
<thead>
<tr>
<th>Unit 2 (AS): Part 1:</th>
<th>THE PRESSURE ON THE MONARCHY AND THE DRIFT TO CIVIL WAR c.1625-1642</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4 (A2): Part 2:</td>
<td>CIVIL WAR, COMMONWEALTH AND PROTECTORATE c.1642-1660</td>
</tr>
</tbody>
</table>

3. REFORM AND PROTEST IN WALES AND ENGLAND C.1783-1848

<table>
<thead>
<tr>
<th>Unit 2 (AS): Part 1:</th>
<th>RADICALISM AND THE FIGHT FOR PARLIAMENTARY REFORM c.1783-1832</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4 (A2): Part 2:</td>
<td>PROTEST AND CAMPAIGNS FOR SOCIAL REFORM c.1832-1848</td>
</tr>
</tbody>
</table>

4. POLITICS AND SOCIETY IN WALES AND ENGLAND C.1900-1939

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4 (A2): Part 2:</td>
<td>ECONOMIC AND SOCIAL CHALLENGES IN WALES AND ENGLAND c.1918-1939</td>
</tr>
</tbody>
</table>

ADDITIONAL RESOURCES

- WJEC > A Level History > Specification from 2015
- WJEC > A Level History > Specimen Assessment Materials
- WJEC > A Level History > Depth Study Reading List
There are a range of options that can be studied in depth in this specification. These are split into two parts: the first part comprises Unit 2 and the second part comprises Unit 4. Students following the whole courses must complete both parts of the depth study.

1. RELIGIOUS REFORMATION IN EUROPE C.1500-1567
   - Unit 2 (AS): Part 1: THE OUTBREAK AND SPREAD OF THE REFORMATION IN GERMANY c.1500-1531

2. FRANCE IN REVOLUTION C.1774-1815

3. THE CRISIS OF THE AMERICAN REPUBLIC C.1840-1877
   - Unit 2 (AS): Part 1: SECTIONAL DIFFERENCES AND THE ROAD TO CIVIL WAR c.1840-1861
   - Unit 4 (A2): Part 2: CIVIL WAR AND RECONSTRUCTION c.1861-1877

4. GERMANY: DEMOCRACY TO DICTATORSHIP C.1918-1945
   - Unit 2 (AS): Part 1: WEIMAR AND ITS CHALLENGES c.1918-1933
   - Unit 4 (A2): Part 2: NAZI GERMANY c.1933-1945

ADDITIONAL RESOURCES
- WJEC > A Level History > Specification from 2015
- WJEC > A Level History > Specimen Assessment Materials
- WJEC > A Level History > Depth Study Reading List
The Depth Study:  Question 1 – Source-Based Questions

Key Points:

• All three of the sources used in Question 1 will be primary evidence and/or contemporary to the Depth Study period.
• Encourage learners to consider the strengths and limitations of the provided sources within the context of this specific key issue, rather than the Depth Study as a whole.
• Focus on considering the value to an enquiry of a range of types of sources, primary and contemporary to the period studied.
• Assessment of the Unit 2 Depth Study Question 1 is based entirely on Assessment Objective 2 which tests the analysis and evaluation of source material in the context of a significant issue.
• Encourage learners to debate and offer a judgement on the value of the sources to an historian studying a specific issue with a focus on discussing the content, provenance and tone of the source as well as the historical context in which it was produced.

AMPLIFICATION FOR TEACHING

Sample answer:

Select the image (left) for an example of the structure of Question 1 and an example response (with comments), in response to the Unit 2, Part 1 Depth Study (Politics, Society and the War: Wales and England c.1900-1918).

• Question 1, because of the focus on a specific key issue, enables candidates to demonstrate their skills of source analysis and evaluation in the context of that specific key issue.
• There will be three primary and / or contemporary sources in the context of a specific issue [not in the context of the depth study as a whole as in HY2] together with their provenance. Clearly who says it and when they say it, will have a bearing upon the evaluation of the source within the context of the set issue.
• Further guidance on the source-based question can be found in the specification (see Additional Resources section below for link).

ADDITIONAL RESOURCES

WJEC > A Level History > Specification from 2015

WJEC > A Level History > Specimen Assessment Materials

WJEC > A Level History > Depth Study Reading List
Study the sources below and answer the question that follows:

Source A
Cardiff is essentially a well-kept and well-governed city. The visitor comes to it under the impression that he will find a city stained with the sins of its coal trade, that its streets will be dirty and ill-kept, but he soon finds his pre-conceived notions scattered before reality. The city has been much improved in recent years, and the lower elements of society are kept in check in their respective areas. There are new buildings and parks, large open spaces, substantial houses and commercial properties. The city gives the visitor the feel of urban pride and the prospect of prosperity.

[From an article entitled “Tourism in Wales – Visiting Cardiff” published in Mayfair, a society magazine produced in England and read mainly by the upper class (1912)]

Source B
It is true that the houses in the area are in need of attention, but closer inspection of the general conditions leaves one with the clear view that the housing issue isn’t a problem, it is rather the unhygienic practices of the people themselves and their children. On the whole I found the housing situation to be good and rents affordable and reasonable. The sanitary movement and public health reforms, together with the paternalism of the employers, have been instrumental in moderating the potential effects of industrialisation and in improving the health of the people of the area.

[Dr. F.H. Smith, a medical inspector employed by the local coal owners, writing in a report on the living conditions of the people of the Rhondda Valley (1913)]

Source C
In towns and villages all over the area, poverty is causing huge neglect. Mothers are having to work to scrape a living and are leaving their children at home alone or are in the care of others who are too old or too young to look after them properly. Medical officers testify that it is impossible to bring up healthy children in these conditions. In Senghenydd, many families live in wooden huts and have scarcely enough food for one meal a day. In many of the huts there are dead bodies. In one house the body of a man lay in the only room in the house which also housed the widow, her four children and a lodger, all wearing rags rather than clothes.

[From an article in the South Wales Daily News, a left-wing newspaper supportive of workers’ rights (1910)]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying living conditions in Wales before 1918.

[30]
Continued on next page
With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying living conditions in Wales before 1918.

Source A is a primary source from 1912 which says that living conditions were quite good in parts of Cardiff and Wales. It is written by an upper class man from England who thought things would be much worse in Wales than in England before he arrived. He seems to say that the working class were “kept in check” in not such good areas but the other areas had new buildings and better large open spaces. As it is for an upper class magazine the visitor may have been biased against the lower classes. The source is reliable because there were government buildings and big business in Cardiff in 1912 when the coal and steel industry was booming before the War. The source would be useful to an historian studying life in Wales as it shows that the working class were kept in their areas but the upper class had better living conditions.

The strength of Source B is that it is from someone who was a doctor in Wales and knew about the living conditions of the coal owners and miners in the Rhondda Valley. He says that there were some problems with the houses but even so the people there were getting better. The source is limited because it is only from one valley and although I know that the Rhondda was the biggest industrial area in the world in 1913 it is not all of the coalfield. This would be a reliable source for the historian studying living conditions as at the time Rhondda coal workers were well paid and living conditions were quite good and improving according to the Doctor who worked there. The historian would need more evidence from other sources such as the working class before making up his mind about whether the source is 100% reliable because the Doctor was working for the coal owners and may be biased.

Source C is biased because it is from a left wing newspaper which supported the workers. It says living conditions were bad because of poverty with mothers and children suffering from hunger and with no proper clothes and dead people in the house. This source is not reliable to an historian because the newspaper is trying to get support for worker’s rights by saying how bad things were for a few people in Senghenydd when we know from other sources such as A and B.

The candidate discusses the content and authorship of the sources and makes some relevant and valid comments on issues such as bias and reliability, and strengths and limitations of the sources. There are also comments on the utility of the sources.

Although there is some attempt to debate these issues – for example the candidate notes “The historian would need more evidence from other sources such as the working class before making up his mind about whether the source is 100% reliable because the Doctor was working for the coal owners and may be biased” – the candidate tends to assert that the source is reliable or not reliable, or biased, or limited rather than considering the issues in a more balanced manner.

There is some attempt – not well developed - to consider the sources in the context of the period – for example the candidate has knowledge that Cardiff was “booming before the War” and that “life was better” in other areas of Wales, which is good practice. There is also an attempt to compare the evidence across all three sources which is to be encouraged.
that things were improving in the Rhondda and in Cardiff. The source uses the images of the starving people to get sympathy for the workers but even so the historian would find it valuable is showing that parts of Wales were not as nice to live in as other parts. The limitation of this source is that like the other two sources they do not tell us anything about most of Wales where life was better like in Carmarthen and other parts of north Wales on the coast.

I think that Source A is the best source for a historian studying living conditions in Wales because it is the most reliable and most accurate. Source B is next because it has a biased writer even if it is accurate in what it has to say but Source C is a biased newspaper and just talks about a few huts and the people there.

The structure of the response is a little mechanistic and so lacks engagement with the authorship and the tone of the source while the conclusion does not answer the question set – there is no requirement to rank the value of the sources but rather to assess the utility of the collection as a whole in an historical enquiry.

This response would be marked at Band 4 with 18 out of 30 marks because there is a focus on some evaluation and judgement on the utility of the content and authorship of the source material and some attempt to place all three sources in the context of the living conditions in Wales before 1918.
The Depth Study – Question 2 – Interpretation Questions

Key Points:

- The specification provides reference to historical interpretations of specific key issues from the selected Depth Study option. Usually four key issues are identified.
- Questions set may come from any of the key issues outlined in the specification for the Depth Study selected.
- Learners are expected to be aware of a range of possible interpretations of these key issues made by historians, but specific knowledge and recall of particular historians and their careers or publications is not required.

AMPLIFICATION FOR TEACHING

Sample answer:

Select the image (left) for an example of the structure of Question 2 and an example response (with comments), in response to the Unit 2, Part 1 Depth Study (Politics, Society and the War: Wales and England c.1900–1918).

- Both of the extracts used in Question 2 will be extracts from the work of historians and will show their interpretation of significant development(s) during the Depth Study period.
- The mark scheme for Question 2 will focus on assessing the extent to which candidates are able to analyse and evaluate the validity of the two provided interpretations on a specific issue in the appropriate historical context and also to show an awareness of different interpretations of the issue set.

ADDITIONAL RESOURCES

WJEC > A Level History > Specification from 2015
WJEC > A Level History > Specimen Assessment Materials
WJEC > A Level History > Depth Study Reading List
Interpretation 1

There was no firm programme of social and political reform in 1906 when the Liberals came to power. However, it quickly became clear to the New Liberals that a new political force had appeared in British politics and that a new approach was needed if they were to retain their foothold in an evolving democratic state. Lloyd George deliberately stoked up controversy in the 1909 Budget by turning on wealthy landowners, who were refusing to contribute a fair share to the costs of social welfare. By doing this, Lloyd George would ensure that the Liberal Party would be committed to radical change. A key part of his plan lay in gaining an advantage over the Labour Party. This did not involve preaching socialism or starting a class war. By attacking greedy landowners Lloyd George hoped to unite people of all classes behind himself and the Liberals.

[Martin Pugh, an academic historian and specialist in twentieth-century British history, writing in a biography of Lloyd George (1988)]

Interpretation 2

Lloyd George was clearly always a man destined for higher office. He truly believed that he had been given the task of looking after the common man and being the champion for the silent majority. This can be seen in his role in the reforms of the government after 1906. He looked down on those who had been born into privilege and ridiculed their opinions for he believed that they did not know the real world. He was aggressive and determined to see things through. On the other hand Lloyd George was arrogant and at times quite oppressive in his behaviour.

[Henry Jones, a specialist in Welsh history, writing in a short article entitled 'Lloyd George – the man and the mission' (1956)]

Historians have made different interpretations about Lloyd George. Analyse and evaluate the extracts and use your understanding of the historical debate to explain your answer to the following question:

How valid is the view that Lloyd George was an effective politician?

[30]

Continued on next page
An example response (with examiner's comments on the right) to the following question:

*How valid is the view that Lloyd George was an effective politician?*

Martin Pugh is saying in Interpretation 1 that Lloyd George was effective as a politician because he used a new approach to get people to support himself and the Liberals. Lloyd George stoked up controversy against the landowners to get support and he was effective because he did not start a class war against the Labour Party who were socialists. Lloyd George was effective because he played the landowners off against the socialists, for example using the Peoples Budget and the Constitutional Crisis. Martin Pugh is an academic and specialist historian so he would have done research to come to his interpretation by looking at newspapers such as the Times which was a landowners newspaper and also workers papers such as the South Wales Daily News. His book is a biography of Lloyd George from 1988 which means that many documents from 1906 to 1909 would available to help him interpret Lloyd George. A limitation would be that Martin Pugh is only saying Lloyd George was affective in these few years of his politician life as Lloyd George was accused of losing the Liberals a lot of MPs in the elections in 1910. Lloyd George was also arrogant and looked down on people he did not like.

The Interpretation 2 is by a Welsh historian who says that Lloyd George was very effective in all that he did and he is right because Lloyd George did become the only Welsh Prime Minister in 1916. Henry Jones also says that Lloyd George was arrogant and oppressive and looked down on people which is not praising him but saying that Lloyd George probably used his position to take over from Asquith and make himself Prime Minister in 1916 even though he knew the Liberals would split which goes against what Martin Pugh said he was doing in 1906 to 1909 to get support for the Liberals. The limitation of this source is that it was written in 1956 when not many sources were available and the author was writing a short article which was meant for people in Wales who looked up to Lloyd George.

I think that both interpretation 1 and 2 say that Lloyd George was an effective politician who did well in the period 1900 to 1918 to rise from nothing to the top but he only did so by turning against his leader to get made the Prime Minister.

Continued on next page
I think that both interpretation 1 and 2 say that Lloyd George was an effective politician who did well in the period 1900 to 1918 to rise from nothing to the top but he only did so by turning against his leader to get made the Prime Minister.

awareness of the wider historical debate surrounding this issue such as the differing views between those who portray Lloyd George as a principled and effective politician and those who view him as a self-serving political opportunist.

This response will be marked at Band 3 with 15 out of 30 marks because there is a focus on analysing and evaluating both extracts as well as an awareness of the different interpretations presented.
The Breadth Study

Key Points:

- Learners study a chronological range of at least 100 years, looking at the key concepts such as change, continuity, similarity and difference and covering a range of historical perspectives (e.g. social and political change).
- In each Breadth Study there will be two nominated themes. Centres are advised to pay particular attention to covering both themes and to ensure that the FULL PERIOD is studied.
- It is expected that the selected Breadth Study will be completed in about four half-terms of study.

AMPLIFICATION FOR TEACHING

The Breadth Study allows learners to study a long period of time by looking at a range of concepts and themes. Teachers and learners will need to pay particular attention to the key issues identified and to ensure that there is sufficient chronological coverage to enable an understanding of each of the set themes. Amongst these key issues are an understanding of:

**CHRONOLOGY:** Learners should be aware of the main events and be able to discuss these, including causes and consequences of developments as well as major turning points over the period studied.

**CHANGE:** Learners should be able to discuss not only the causes of change but also the varying pace of change over the period studied. They should be aware of the importance and significance of changes during the period studied.

**CONTINUITY:** Learners should be able to discuss continuity as well as change over the period studied.

**SIMILARITY AND DIFFERENCE:** Learners should be able to discuss similarity and difference over the period studied.

**INDIVIDUALS:** Learners should be able to discuss the importance and significance of the role of individuals, especially those identified in the specification, to developments in the period studied.

**CONCEPTS:** Learners should be able to discuss the key concepts of history (as identified in Assessment Objective 1) and a range of concepts specific to the Breadth Study studied – for example “democracy”.

ADDITIONAL RESOURCES

WJEC > A Level History > Specification from 2015

WJEC > A Level History > Specimen Assessment Materials
OPTIONS AVAILABLE IN THE BREADTH STUDY:

Centres may select from this range of Breadth Studies subject to meeting the requirements that learners must study historical topics from a "chronological range of at least 200 years" and that they study the history of more than one country.

Learners will be required to study one of the following Breadth Studies:

1. WALES: RESISTANCE, CONQUEST AND REBELLION C.1240-1415
2. POVERTY, PROTEST AND REBELLION IN WALES AND ENGLAND, C.1485-1603
3. REFORMATION AND DISCOVERY: EUROPE C.1492-1610
4. ROYALTY, REVOLUTION AND RESTORATION IN WALES AND ENGLAND, C.1603-1715
5. FRANCE: ANCIEN REGIME TO NAPOLEON C. 1715-1815
6. PARLIAMENTARY REFORM AND PROTEST IN WALES AND ENGLAND, C.1780-1885
7. SOCIAL CHANGE AND REFORM IN WALES AND ENGLAND C.1890-1990
8. THE AMERICAN CENTURY C.1890-1990
9. CHANGING LEADERSHIP AND SOCIETY IN GERMANY, C.1871-1989
10. CHANGING LEADERSHIP AND SOCIETY IN RUSSIA C.1881-1989

ADDITIONAL RESOURCES

WJEC > A Level History > Specification from 2015
WJEC > A Level History > Specimen Assessment Materials
The Breadth Study – Section A Questions

Key Points:
• Learners MUST select ONE from the two essay questions set. They should allow approximately 45 minutes for this essay.
• Questions in Section A may come from either of the themes outlined in the specification for the Breadth Study.
• Designed to test AO1 skills over a narrower period of time than Section B questions.
• Covers issues over a range of approximately 20–50 years.

AMPLIFICATION FOR TEACHING

Example Section A Questions:
1. How far do you agree that US foreign policy was mainly isolationist in the period 1919-1941? [30]
2. To what extent was US policy towards communism in Asia in the years 1949-1975 a consistent failure? [30]

• Question 1 largely focuses on testing understanding of foreign policy in the interwar period while Question 2 is designed to test understanding of foreign policy in the period of Cold War.
• Whatever their primary focus, questions draw on the fuller content and enable candidates to demonstrate their ability to make links and comparisons between different aspects of the period studied.

ADDITIONAL RESOURCES

WJEC > A Level History > Specification from 2015
WJEC > A Level History > Specimen Assessment Materials
The Breadth Study – Section B Questions

Key Points:
- Learners MUST answer the compulsory question set in Section B. They should allow approximately 45 minutes for this essay.
- Designed to test AO1 skills over a broader, more substantial period of time than Section A questions.
- Covers issues over the whole period covered by the Breadth Study.

AMPLIFICATION FOR TEACHING

Example Section B Question

3. "The decisions of the Supreme Court were the most important influence on the development of civil rights for African Americans in the period 1890-1990". Discuss

[30]

- In the Section B response candidates will have to analyse change and continuity, and similarity and difference, showing understanding of the main developments and turning points over the long period studied.
- Whatever their primary focus, questions draw on the fuller content and enable candidates to demonstrate their ability to make links and comparisons between different aspects of the period studied.

ADDITIONAL RESOURCES

WJEC > A Level History > Specification from 2015

WJEC > A Level History > Specimen Assessment Materials
Assessment of the Breadth Study

Key Points:
- Questions may come from anywhere in the content outlined in the specification for the Breadth Study selected and there can be no alternative route through that specification.
- Learners should be able to make links and comparisons between different aspects of the period studied.
- Questions are designed to demonstrate a clear progression from GCSE and AS and will require a debate and a substantiated judgement.
- Learners should attempt to explore the issues rather than simply recall, narrate and describe events.
- Assessors are looking for a coherent and lucid response which addresses the question set.

Sample answers:
- Select the image (left) for an example of a Section B essay in response to the Breadth Study question on Parliamentary Reform and Protest c.1780-1880.
- In a response to an open-ended question it is expected that learners will analyse and address the specific question set; focus on the key words in the question; demonstrate the ability to analyse the issues in the question, evaluate their importance and support their answers with selected and appropriate accurate information.
- Assessors are looking for a coherent and lucid response in which the candidates offer a debate and come to a substantiated judgement regarding the extent to which the issue set was addressed during the stated period.
An example response (with examiner's comments on the right) to the following question:

**To what extent was Parliamentary reform mainly the result of popular protest in the period 1780 – 1885?**

When looking at the reasoning for parliamentary reforms being introduced in the period of 1780-1885, many would argue that this was due to the popular protest that was going on during the period eg the days of May crisis in 1832. However, it is important to consider that there are both political and economic factors to consider also.

One of the major parliamentary reform Acts during this period was the 1832 Reform Act. A major reason behind this reform was due to the popular protest that surrounded this period. For example the reign of terror during Pitt's time in power during the 1780s combined with the French Revolution meant that social discontent was massively feared as the government believed that if a revolution could happen in France then it could easily happen in Britain. These fears were further brought about when the days of May crisis occurred in 1832, where Thomas Attwood the leader of the BPU encouraged a run on banks and attempts to overthrow local government. This combined with the riots that occurred in Merthyr in 1831 when the first bill was rejected meant that the government was forced to reform and expand the electorate from 1/10 to 1/7. However, many would argue that it could of been due to political factors as the death of George IV, a staunch opponent of reform meant that William IV was more open to reform and so accepted change. The Whigs also wanted this to happen to maintain what they had as a party. Economic factors also played a role, for example, the Swing riots meant that wages were low, especially in agriculture as well as there being an economic slump. However, when looking at all factors it is clear to see that popular protest was the most significant factor as it was clear that the Days of May crisis and Merthyr riots sparked fear in the government of a revolution in Britain and they passed the reform act to avoid it.

However, unlike the reform act of 1832 popular protest can be argued to play less of a role as time goes on. This can be seen in the 1867 reform act. While it can be argued that there was popular protest such as Hyde Park where fences were knocked down, the time between Hyde Park and reform was six months and so this was hardly a knee-jerk reaction, as if popular protest was that much of a threat it would be argued that it would have been a much

Continued on next page
quicker urgent response to reform. Political self-interest can be seen to play a much more important role. This is because in 1866 the Liberals attempted to pass a much less radical bill themselves and Disraeli led a campaign with Lowe against Gladstone only to pass a more radical 1867 reform bill himself which allowed 1/3 to vote. And so it can be argued that the passing of this bill was purely to undercut the Liberals and for Disraeli to cut Gladstone down to size as well as gain the votes from the new electorate who would vote for them. It could be suggested that economic factors play a role for example the agricultural depression of 1866 combined with a particularly cold winter. However, on the whole political advantage and an opportunity to undercut the Liberals can be seen as the main reasons for reform rather than the Hyde Park protest which was not an instant reaction.

Following the 1867 Reform Act, the 1872 Secret Ballot Act combined with the corrupt and illegal practices act of 1883 both were major reforms in regulating and safeguarding the way people vote. It could be suggested that the 1872 Act resulted from social discontent as there was a campaign since Pitt's reign to have a secret ballot and with the influence of the press and violence and individuals such as Bright leading the social campaigns this was a contributing factor. However, it can be argued that the political gain from both reforms was the main reasoning. This is because the 1872 secret ballot act would ensure that Gladstone gained Bright on his side which meant that Gladstone would gain more votes and support from radicals who favoured Bright in the hope that new voters would vote for him. This political interest was also the reasoning behind the Corrupt and illegal practices Act of 1883 as the cut down in money spent in elections meant that the radicals could afford to be part of the voting system and MPs and so gain more votes. However, unlike the beginning of the period in 1832 and in 1867, economic factors can be seen to play a more prominent role. This is because the fact that radicals could not afford to stand meant that Gladstone had to consider these economic factors. However on the whole political self interest of gaining Bright and votes has to be seen as the main reasoning as although there economic issues these were only adopted to ensure the political interest of gaining votes.

By the period of 1884 when the Representation of the Peoples Act was passed and 1885 when the Redistribution of seats Act was passed, it is clear to see that popular protest is playing a diminishing role. This is because despite there being some protest for counties to have the same voting rights as boroughs, there was no dominant, impacting social discontent. Rather it can be argued

Continued on next page
that political interest again played a more dominant role. This is because the conservatives would only pass the reform in 1884 if the reform of 1885 was also passed. This shows clear political self interest as the Conservatives were aware that the 1884 bill was going to happen and that counties would have uniform rights to boroughs and so manipulated it in order to gain advantage out of this. For example, the Redistribution of Seats Act 1885 was a gain in villa conservatism as the reform allowed the conservatives to gain votes in places they never had before as it allowed them MPs in new places. It was also an act of political self interest for the liberals as the Representation of the Peoples Act in 1884 was an attempt to keep the Liberal party together and an attempt to gain more support. Unlike the role economic factors played in 1883 however it played little part in the passing of both these acts as although was agricultural depression there was no major issues. And so it can be argued that in terms of the passing of both these acts political self interest and self gain for the conservatives as the concept of villa conservatism was the main reasoning for such reform.

To conclude when considering why parliamentary reforms were introduced and if it was largely due to popular protest it can be argued that at the beginning of the period due to Pitt's reign of terror and the impact of the French revolution, such reforms as the 1832 Reform Act were dominated by reform. However it is clear to see that as time develops the shift changes from popular protest to the political self gain that the government in power would gain by passing the reform. And so when reviewing the whole period it can be argued that political self gain was the dominant factor.

This essay would be placed at Band 5 of the mark scheme with a mark of 23 out of 30 because the candidate was able to consider and debate a reasonable range of issues that affected the reform of Parliament and to offer a valid and balanced discussion covering most of the period set.
### UNIT 4: DEPTH STUDY

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### UNIT 5: NON-EXAMINED ASSESSMENT

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UNIT: 4  EXAM LEVEL: A2

AREA OF STUDY

The Depth Study

Key Points:
- Unit 4 should be approached via analysis and evaluation of primary / contemporary source material.
- Unit 4 is the second half of the complete depth study continuing from Unit 2.
- Unit 4 allows learners to build synoptically on the skills learned earlier in the course.

AMPLIFICATION FOR TEACHING

- The options available for the Depth Study must be considered with the options available in the Period and the Breadth Studies, to ensure that learners study historical topics from a chronological range of at least 200 years and study the history of more than one country.
- The choice of Depth Study may well be influenced by existing practice, as there will already be subject expertise within the department and a range of appropriate resources available.
- Unit 4 must continue the Depth Study started in Unit 2.
- Further details of the Unit 4 Depth Study are available in the specification (see Additional Resources section below for link).

ADDITIONAL RESOURCES

WJEC > A Level History > Specification from 2015

WJEC > A Level History > Specimen Assessment Materials

WJEC > A Level History > Depth Study Reading List
The Depth Study: Question 1 – Source-Based Questions

Key Points:
- All three of the sources used in Question 1 will be primary evidence and/or contemporary to the Depth Study period.
- Encourage learners to consider the strengths and limitations of the provided sources within the context of this specific key issue, rather than the Depth Study as a whole.
- Focus on considering the value of a range of types of sources to historians studying the key issues appropriate to the Depth Study.
- Assessment of the Unit 4 Depth Study Question 1 is based entirely on Assessment Objective 2 which tests the analysis and evaluation of source material in the context of a significant issue.
- Encourage learners to consider the content, provenance and tone of the presented sources with appropriate reference to the historical context in which the sources are set.

AMPLIFICATION FOR TEACHING

Sample answer:

Select the image (left) for an example of the structure of Question 1 and an example response (with comments), in response to the Unit 4 Part 2 Depth Study (Nazi Germany c.1933-1945).

- Question 1, because of the focus on a specific key issue, enables candidates to demonstrate their skills of source analysis and evaluation in the context of that specific key issue.
- The sources are intended to be more demanding in detail and complexity than the sources used at Unit 2, to build upon and extend the previous learning and skills developed.
- There will be three primary and/or contemporary sources set in the context of a specific issue (not in the context of the depth study as a whole) together with their provenance. Clearly, who says it and when they say it will have a bearing upon the evaluation of the source within the context of the set issue.
- Further guidance on the source-based question can be found in the specification (see Additional Resources section below for link).

ADDITIONAL RESOURCES

WJEC > A Level History > Specification from 2015

WJEC > A Level History > Specimen Assessment Materials

WJEC > A Level History > Depth Study Reading List
Study the sources below and answer the question that follows:

Source A
The anti-Jewish laws are not taken very seriously because the population has other problems on its mind and is mostly of the opinion that the whole fuss about the Jews is only being made to divert people’s attention from other things and to give the SA something to do. One must not imagine that the anti-Jewish agitation does not have the desired effect on many people. On the contrary, there are enough people who are influenced by the defamation of the Jews and regard the Jews as the originators of many bad things. They have become fanatical opponents of the Jews. Enmity often finds itself expression in the form of spying on people and denouncing them for having dealings with the Jews, probably in the hope of winning recognition and advantages from the Party. But the vast majority of the population ignore this defamation of the Jews; they even demonstratively prefer to buy in Jewish department stores and adopt a really unfriendly attitude towards the SA men on duty there, particularly if they try and take photographs of people going in.

[From a pamphlet produced by a branch of the Social Democratic Party in Saxony (April 21st 1933)]

Source B
With the conclusion of the Nuremberg Congress, Germans are left to reflect on the significance of the three laws which were the only concrete outcome of the week of speeches and parades. Of the three, only the two laws affecting the Jews have been thought to require a word of commentary from our correspondent in Germany.

The German people, so it is stated, have nothing against any Jew, so long as he behaves as a member of a Jewish community. On the other hand, the German people decline to regard the Jew as a member of their nation and to extend to him the same rights and duties as German citizens enjoy. Incidentally it is pointed out that the restrictions apply only to “full Jews”. The members of the Jewish minority in Germany have received through the new legislation the right to live their own cultural and national life. They can have their own schools, theatres, and sports clubs: in short, in all the departments of human activity they can make their own arrangements. But the participation of Jews in the political or social affairs of the German people is now and forever prohibited.

The commentary avoids the question of how the Jews in Germany are to live any kind of life if they are also isolated economically from the rest of the community. Presumably the recently intensified efforts made to that end in many parts of the country come under the description of 'individual actions' against the Jews, and these, as Herr Hitler again informed the Party leaders late on Sunday night, are forbidden.

[From an editorial in the British newspaper, The Times (September 18th 1935)]

Continued on next page
Study the sources below and answer the question that follows:

Source C
Fellow Christians! In the pastoral letter of June 26th 1941, which was read out in all the Catholic churches in Germany, it states that there are commandments in Catholic moral doctrine which are no longer applicable if their fulfilment involves too many difficulties. However, there are sacred obligations of conscience from which no one has the power to release us and which we must fulfil even at the cost of our own lives. Never under any circumstances may a human being kill an innocent person apart from in war and legitimate self-defence. If you establish and apply the principle that you can kill unproductive fellow human beings then woe betide us all when we become old and frail. Even if it only initially affects the poor defenceless mentally ill, as a matter of principle murder is permitted for all unproductive people, in other words for the incurably sick, the people who have become invalids through labour and war, for us all when we become old, frail and therefore unproductive, Then none of our lives will be safe anymore. Some commission will can put us on the list of the unproductive who in their opinion have become worthless life. Woe to mankind, woe to our German nation if God's holy commandment; 'Thou shalt not kill' is not only broken, but if this transgression is actually tolerated and permitted to go unpunished. And no police force will protect us and no court will investigate our murder. Who will be able to trust his doctor anymore? It is impossible to imagine the degree of moral depravity if this dreadful doctrine is tolerated, accepted and followed.

[Bishop Graf von Galen, a leading German Catholic, speaking in a public sermon protesting against the Nazi euthanasia policy, August 1941]

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying Nazi racial policy after 1933.

[30]
Nazi racial policy was against the Jews and in the context of 1933 to 1945 involved making laws such as the Nuremburg Congress Laws, persecuting the Jews and ended up with the Holocaust in which more than 6 million Jewish people were killed. The three sources are all primary sources and show that the Jews were spied on, bullied and killed. Source A says that Jews were subject to anti Jewish laws and spied on by others who became their fanatical opponents and by the SA but even so most people were not against them in Germany. Source B says that the Nazis made the Jews live separate lives but otherwise left them alone. Source C says that the killing of people goes against the teaching of the Catholic Church and the word of God which means that the Jews were being killed.

The strength of Source A is that it is from 1933 and from the Social Democratic Party who were the opponents of the Nazis in the Weimar years. It is from just a few months after Hitler became Chancellor and so gives us information about the early months of Nazi Germany. It is an accurate and reliable source because we know that the SA use to stop people going to Jewish shops. Source B is a good source because it comes from the Times, a British newspaper of 1935 and has no reason to be biased. The Source is reliable in that it is trying to show both sides of the policy in saying it only applied to full Jews. Source C has the words of a sermon protesting against the Nazi euthanasia policy towards the Jews and frail people. This is a valuable source to an historian because it is Bishop Galen who was a leading German Catholic speaking in the context of August 1941 when Jews were being sent to concentration camps during the Second World War.

Source A is limited because it is biased against the Nazis and it is only from a small place called Saxony which is not all of Germany. It is also a pamphlet and pamphlets are written to get support for the Social Democratic Party so it may not be entirely true. In the context of 1933 this source Source B is limited as the Times did not understand what Hitler’s hatred of the Jews actually meant as they were British not living in Germany in the context of 1935. Source C is limited because it is about euthanasia where people were killed by the Nazi...
doctors and not really all about anti-Jewish racial policy. It was more about getting rid of sick and disabled or mentally ill people who might damage the Aryan race such as the disabled boy that was the first to be killed in this way. All three source are also limited because they do show all the steps by which Nazi racial policy were taken by not mentioning events such as Kristallnacht or the setting up of concentration camps and the killings of the Final Solution in Auschwitz.

The tone of all three sources also would be valuable to an historian studying Nazi racial policy. Source A is anti-Nazi because it is from the Social democratic party and would want to show that most Germans were against Hitler. Source B seems to be more balanced in its tome by trying to be fair to the Nazi policies as it says it left the Jews alone provided they stayed in their own areas but then says that would mean that the Jews would be “isolated economically from the rest of the community” and so would lose out. Source C has a strong tone to try and stop euthanasia and is very against what the Nazis were doing in the context of the early years of the War.

All the sources would be valuable and useful to an historian studying Nazi racial policy because they tell the historian what people were thinking at the time. In the context of 1933 Source A is valid because it says that anti Jewish laws were beginning and the SA were picking on Jews but it is true that the worse laws were not in place by the time the pamphlet was written. Source B is useful to the Historian as it gives view of a newspaper outside of Germany which had no reason to lie about the way Jews were treated in the context of 1935. Source C is a useful source for a Historian as it shows that even in 1941 the Catholic Church were able to speak out against what the Nazis were doing so there must have been people who were against the Nazi racial policy. Overall I think that Source C is the most useful source to an historian as it is so strongly against the Nazis.

The sources into a discussion of their value to an historian studying the development of Nazi racial policy over the period 1933–1945.

The response has some merit in that the candidate has considered the strengths and the limitations of the nominated sources and offered some judgement on their utility. There is some focus on considering the sources in the context in which they were made – for example in looking at Source C the candidate says “This is a valuable source to an historian because it is Bishop Galen who was a leading German Catholic speaking in the context of August 1941 when Jews were being sent to concentration camps during the Second World War.” Although the candidate is clearly aware of the context from which the sources originate there needs to be greater awareness of the changing context of Nazi racial policy over the period 1933–1945. This response would be marked at Band 4 with a mark of 20 out of 30. The candidate has been able to analyse and evaluate the content and authorship of all three sources though there is a lack of focus on the real value of the sources to an historian studying Nazi racial policy over the stated time period. There is some attempt to consider the bias, veracity, reliability and utility of the sources by considering their content, authorship and tone. There is a judgement though it is not necessary to offer a view on which is the best source.
The Depth Study – Questions 2 and 3 – Open-Ended Essays

Key Points:
- Essays may come from anywhere in the content outlined in the specification for the Depth Study selected and there can be no alternative route through that specification.
- Learners should be able to make links and comparisons between different aspects of the period studied.
- Questions are designed to demonstrate a clear progression from AS and which require a debate and a substantiated judgement.
- Learners should attempt to explore the issues rather than simply recall, narrate and describe events.
- Assessors are looking for a coherent and lucid response which answers the question set.

AMPLIFICATION FOR TEACHING

Sample answer:

Select the image (left) for an example of the structure of Questions 2 and 3 and an example response (with comments), in response to the Unit 4 Part 2 Depth Study (Nazi Germany c.1933-1945).

- In a response to an open-ended essay question it is expected that learners will analyse and address the specific question set; focus on the key words in the question; demonstrate the ability to analyse the issues in the question, evaluate their importance and support their answers with selected and appropriate accurate information.
- Assessors are looking for a coherent and lucid response in which the candidates offer a debate and come to a substantiated judgement regarding the extent to which the issue set was addressed during the stated period.

ADDITIONAL RESOURCES

- WJEC > A Level History > Specification from 2015
- WJEC > A Level History > Specimen Assessment Materials
- WJEC > A Level History > Depth Study Reading List
An example of the structure for Question 2 and 3 is shown below:

**ANSWER EITHER QUESTION 2 OR QUESTION 3**

2. ‘The Nazi regime faced no serious threat from within Germany between 1933-1945.’ Discuss. [30]

3. To what extent did the Nazis solve Germany’s economic problems between 1933-1945? [30]

The response that follows offers an answer to another possible question covered in Unit 4 Part 2 Depth Study on Nazi Germany c.1933–1945:

‘Germany lost the Second World War largely as a result of Hitler’s decision to invade the Soviet Union.’ Discuss. [30]

Germany’s loss in the Second World War in August 1945 was predominantly down to Hitler’s decision to invade the Soviet Union. Especially as 80% of German losses took place in the USSR. However, this was alongside a number of strategic and tactical mistakes made by Hitler.

Germany’s early success up to 1942 was down to their new tactics and intelligent ways of thinking which their enemies did not expect. However, after 1942, Hitler’s risky leadership took a turn in another direction as the tactics of Blitzkreig used successfully before 1942 began to fail.

This seems evident in 1941 when Hitler decided to invade Russia in Operation Barbarossa in June. The tactics of Barbarossa were made for short decisive victories as seen in Britain in 1940. Russia is a huge country and as Germany moved fast into the Soviet Union, they were open to counter-attack on their supply line. This was not going to be a quick victory like previous ones before 1942.

The plan of Operation Barbarossa was based mainly on the assumption that the war would be over in eight to ten weeks. Here it is clear that Hitler had

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The candidate starts by answering the question before discussing the issues, a technique which is not to be recommended. In the second paragraph the candidate refers to “Hitler’s risky leadership” and this concept appears again in the conclusion which suggests some drift from the exact question set and, perhaps, some reliance on a previous exercise.

There is knowledge and understanding of the issues around the decision to launch Operation Barbarossa and for its failure, though there is too much narrative rather than meaningful evaluation and debate on Hitler’s leadership failings than was required for this essay and perhaps too much narrative on …
‘Germany lost the Second World War largely as a result of Hitler’s decision to invade the Soviet Union.’ Discuss.

underestimated the Red Army and the sheer size of their country and army. Hitler's poor preparation, bad intelligence and inability to take advice from his generals began to prove that his leadership was to blame in the USSR. The Germans had a lack of rail cars and resorted to trucks, however when rain began this was disastrous as roads became unusable. There was also a shortage of rubber for the trucks' wheels. This was down to Hitler hoping that the war would be over by this time. The lack of supplies became critical. This plan based on guesswork began to fail in mid-November when Hitler called a halt to all German offensives to allow his infantry to catch up. This delay gave Stalin time to transport troops, tanks and planes to Moscow as he knew the Japanese sights were now on the Pacific not Russia. Here it shows that Hitler's lack of numbers caused German troops delay which was key for his opponents.

When bad weather in the winter began the Germans had no winter equipment and were severely unprepared. The poor leadership by Hitler during this operation sent his troops to failure in December 1941.

The loss at the Battle of Kursk in 1942 was another sign that Hitler's leadership in the Soviet Union was sending his army towards defeat. Germany wanted to attack Kursk's weak point which was their salient / bulge. The Soviets anticipated this and prepared accordingly. The Soviets built trenches 100 miles deep embedded with anti-tank guns. Hitler received information of their defensives but decided to attack anyway, blinded by racial ideology, believing the Russians were inferior. Soviet anti-tank mines shattered German tanks. This battle could have been easily avoided if Hitler had taken advice from his generals, a sign once again, that Hitler's poor leadership sent his troops towards defeat.

Hitler's loss at Stalingrad was also another example of this (1943). When bad weather began in September, it was certain that there was to be again no success here. Hitler's generals in the sixth army asked Hitler for strategic withdrawals as the mission seemed impossible. Hitler had replaced General Halder with General Zeitzler for this reason, resulting in having a less skilled general. This showed Hitler disregarding information from the frontline and giving a no-retreat order which ended badly for the Sixth Army. The Soviets...
‘Germany lost the Second World War largely as a result of Hitler’s decision to invade the Soviet Union.’ Discuss.

launched a counter-attack and trapped the Sixth Army in a pocket who eventually surrendered on the 6th December. Here lies another instance where Hitler was outnumbered by the Red Army and failed.

It must not be forgotten that Hitler failed to prepare his economy for war. Wage and price controls were only restricted with rationing in 1942 and 1943 after Goering's total war speech following Stalingrad. Hitler was 3-4 years late preparing his economy for war. German aircraft prediction was only 14% greater in 1941 than it had been in 1940. This shows how Hitler had underestimated his opponents and failed to gear his economy for war. Hitler didn’t put women in war factories to protect Germany's ideology. This is more evidence that Hitler was blinded by racial ideology. Whereas Britain and America had women in factories and Germans had prisoners of war who had little incentive to work hard. This shows how Hitler's enemies were co-operating better.

The strengths of Germany's enemies mustn't be forgotten. Britain's use of underwater radar in the Battle of the Atlantic proved important in defeating U-boats, whilst the Americans provided huge industrial strength and Soviets with their unbelievable resilience and triumph. Whilst Germany's armies helped their defeat in 1945 outside the USSR, Hitler made it worse by opening a war on two fronts allowing his opponents to take advantage of their material and resource strength over Germany.

Hitler also failed to knock Britain out of the war in the Battle of Britain as he was obsessed with war in the East. He chose to remove resources and boats towards the east when it seemed close to beating the navy. This is another tactical mistake made by Hitler. Hitler missed this opportunity to knock Britain out of the war but continued making huge errors in leadership. He declared war on the USA in December 1941 which proved to be the most costly mistake as he was now in war with the three largest economies in the world. Hitler could not keep up with this war as he had huge disadvantages of materials as opposed to Britain, America and Russia.

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‘Germany lost the Second World War largely as a result of Hitler’s decision to invade the Soviet Union.’ Discuss.

However, Hitler was saddled with weak allies like Japan, Poland and Finland which did not help. He failed to follow up the Blitz with a grand attack on the 7th September 1940 which was another mistake along with switching from attacking RAF airfields to bombing London which gave the RAF time to recover.

In conclusion, invading the USSR was a huge factor in Germany’s loss. But other factors outside the Soviet Union like failing to knock Britain out of the war and declaring war on the USA also contributed to defeat along with the strengths of their enemies. Nevertheless, Hitler’s leadership after 1942 especially in the Soviet Union was the predominant cause of Germany’s failings in August 1945.

The conclusion begins by offering a similar answer to that stated in the introduction though the concluding sentence actually contradicts the opening sentence. This response has merit in that there is an attempt to answer the question set even though there is not a clearly developed sustained argument leading to a substantiated and integrated judgment. The essay is reasonably well structured and written and there is relevant historical knowledge. The candidate was able to offer a valid analysis and explanation of a range of the key issues why Germany lost the war and there is some attempt to reach a judgement.

This response would be placed at Band 4 with 20 out of 30 marks awarded. The candidate needed to have thought about his or her judgement on the question set before putting pen to paper and then planned a response which was more evaluative in tone and consistent in addressing the question set.
**Key Points:**

- Make learners aware of the need to plan and construct a response within the standard style of history essay writing.
- Learners are required to demonstrate how source material can be used to support the forming of different or contrasting interpretations.
- The integration of source evaluation, discussion of the validity of the set interpretation and historiography surrounding the issue is the best way to approach Unit 5.
- Centres will be able to submit titles for the enquiry from the 1st of January 2016 (second term of Year 12).
- It is the responsibility of the centre to get prior approval for the issues selected by the individual learner and/or the centre ten weeks before the exercise is commenced.
- The deadline for approvals for the 2017 award will be the 31st of October 2016.
- The issue chosen must not duplicate the content of the depth studies chosen in Units 2 and 4.

**APPROACHING THE INVESTIGATION**

- The Non-Examined Assessment (NEA) is based on the concept of an INDIVIDUAL INVESTIGATION. Learners investigate an issue of historical debate through a study of different historical interpretations.
- The emphasis in the essay should be on using the sources to discuss both the validity of the interpretation set in the question and the historiography related to this issue.
- Learners should attempt to set the issue in its historical context at the start of the essay, followed by a discussion of the supporting evidence and the historical debate leading to a substantiated conclusion.
- There needs to be awareness of the development of the historiographical debate and how much value certain historians/schools of history would place on the particular sources selected for the essay.
- Learners should discuss how interpretations are made and why they are provisional. They should outline the range of factors that could explain the making of interpretations, such as the availability of evidence, the political, social and economic factors influencing a school of history, the influence of other historians as well as how and why historiography develops.

**ADDITIONAL RESOURCES**

- WJEC > A Level History > Suggested Investigations for NEA
- WJEC > A Level History > Specification from 2015
- WJEC > A Level History > Specimen Assessment Materials
Learners must independently and individually:

- research and find, analyse and evaluate, a range of primary and/or contemporary evidence;
- research and find at least two differing or contrasting historical interpretations of the issue selected;
- research and set the issue in the context of the historiographical debate set in the enquiry;
- ensure that the response focuses on the exact historical enquiry set and that a range of different types of source material is used;
- ensure that they explain how and why there are differences in historical interpretations;
- ensure that they answer the question set by providing a substantiated judgement;
- ensure that the response is coherent, lucid, integrated and concise, it should be completed using 3000–4000 of their own words (sources, extracts and the bibliography are excluded from the word count but footnotes are not);
- ensure that the sources used are fully attributed and placed in the appropriate place in their word-processed response;
- use ICT in their research and in the presentation of their response to the task.

Learners will be expected to sign a declaration stating that the work submitted is entirely their own.
Historical Investigation – The Role of the Teacher

Key Points:

- You must exercise supervision over the work of learners but must not make suggestions on improvements or amendments to the draft of the exercise beyond pointing out the criteria in the mark scheme.
- Support learners in the development of enquiry and presentation skills, for example, effective record keeping and referencing and planning skills.
- Ensure that learners are shown how to make use of books, articles, source and document packs, libraries, record offices and the internet, as appropriate, to develop research and evidence gathering skills.
- Encourage learners to keep a file to retain any rough notes and materials as evidence of work done independently and to verify the exercise.
- Encourage learners to be concise in their response – sources, extracts and the bibliography are excluded from any word count but elongated footnotes are not.

ASSESSING THE INVESTIGATION

The NEA is based on the concept of an INDIVIDUAL INVESTIGATION by the learner and consequently the role of the teacher is strictly limited, namely:

1. Teachers must ensure that for the proposed historical enquiry:
   - the issue is of sufficient significance to be capable of generating historical debate over two or three differing or contrasting historical interpretations;
   - there is a sufficient range of primary and / or contemporary sources available for learners to research, analyse and evaluate in their response. A “range” is six to eight primary and / or contemporary sources that can be used to show how differing or contrasting historical interpretations can be formed;
   - there is ample scope for the learner to research and discuss the historiography of the selected issue;
   - the enquiries are changed after three years.

2. Teachers must mark and adequately annotate the exercise:
   - award the band first and then the appropriate mark from within the marks in the band range for each of the three Assessment Objectives
   - show clearly by annotation on the text or in the margin area, in red ink, and by summative comments how marks have been awarded against the marking criteria. The annotation and comments should be designed to enable the moderator to clearly recognise how far the learner has met the demands of the marking criteria
   - offer a comment at the end of the exercise, a holistic judgement on the exercise, as to the quality of the response so as to justify the band and mark awarded. This is most effectively done in relation to each of the Assessment Objectives.

3. Teachers must administer the moderation process.

ADDITIONAL RESOURCES

WJEC > A Level History > Suggested Investigations for NEA
WJEC > A Level History > Specification from 2015
WJEC > A Level History > Specimen Assessment Materials