

APPENDIX 3. Details from GCSE and A Level Specifications at 2010 (History)

GCSE - England

| Board | Specification | Details |
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| AQA | History A | <p>The following 'key issue' is identified within the 'Enquiry in Depth' option 'Germany, 1919-1945' (one from four options must be chosen):</p> <p>'Key issue: How important in Germany were Nazis' ideas on race?</p> <ul style="list-style-type: none"> - Nazi ideas: the belief in Aryan supremacy and the master race - Racism in the Nazi state, the treatment of minority groups in society - The persecution of the Jews and the Final Solution - Reactions in Germany to these developments from different individuals and groups.' |
| | History B | <p>The following 'key issue' is identified within the 'Twentieth Century Depth Study' 'Hitler's Germany, 1929-1941' (one from seven must be chosen).</p> <p><i>Key issue: To what extent did Germans benefit from Nazi rule in the 1930s?</i></p> <ul style="list-style-type: none"> - Economic policy: increased employment through public works programmes, rearmament and conscription; self-sufficiency - Social policy: standards of living; promises to the German people; effects of Nazi policy on the lives of women; effects on culture - Racial persecution: the Jews and other alien groups, e.g. gypsies. |
| Edexcel | A (2HA01) The Making of the Modern World | The modern world depth study, 'Germany 1918-39' includes reference to 'the persecution of minorities [including] Nazi racial beliefs and policies, particularly with reference to the Jews' within Key Topic 4 'Nazi domestic policies 1933-39'. (1 depth study from 3 must be chosen) |
| | B (2HB01) Schools History Project | 'Life in Germany c1919-1945' is one of three available depth studies and includes a section on the 'social impact of the Nazi state' which references 'Nazi treatment of minorities including the 'final solution'. The specification details, 'The importance of Nazi beliefs in Aryan supremacy and the 'master race'. The treatment of minority groups, for example Jews, gypsies and disabled people. The changes in policies during the period and the escalating discrimination and persecution including the Nuremberg Laws and Kristallnacht up to and including the 'final solution' |
| OCR | A (J415) Schools History Project | 'The Final Solution' is listed within the specified content for the depth study 'Germany, c1919-1945' under the key question 'The Nazi regime: What was it like to live in Nazi Germany'. (one depth study must be chosen from four). |
| | B (J417) Modern World | 'Persecution of the Jews and The Final Solution' (as well as 'the persecution of other minorities' is listed within the specified content for the depth study 'Germany, 1918-1945' under Key Question 3(a) 'The Nazi regime: how effectively did the Nazis control Germany, 1933-1945? (one depth study must be chosen from seven). Later in the specification, 'Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues' are highlighted: the specification states that 'Spiritual issues are addressed, for example, in the Germany Depth Study which requires a study of the Holocaust'. (p52). Similarly, the specification identifies opportunities for teaching citizenship issues during the course. Nazi Germany is identified as an opportunity for students to explore 'the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the operation of the criminal and civil justice systems' and the suggestion is made that the legal and human rights and responsibilities of citizens in Nazi Germany should be compared with those of citizens in a modern democratic state. (p55) |
| | Pilot | No reference made but teachers given considerable freedom to choose content. |

GCSE - Wales

| | Specification | Details |
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| WJEC | History A | <p>The In-depth study 'Germany, 1919-1945 includes the following: (two from nine in-depth studies must be chosen) <u>'Changing Life in Germany, 1933-1939</u></p> <p><i>Key issue: How did the Nazis affect the lives of the German people?</i></p> <p><i>Focus areas:</i> Economic policy: the workforce, trade unions, public works schemes, rearmament; Social policy: effects on women, the church, young people, leisure activities; Political control: the legal system, education, censorship and propaganda, attitudes and policies towards Jews, the Nuremberg Laws.</p> <p><u>Germany during the Second World War, 1939-1945</u></p> <p><i>Key issue: What impact did the Second World War have on the lives of the German people?</i></p> <p><i>Focus areas:</i> Organisation for total war; life in Germany in wartime; the economy; propaganda; the People's Home Guard; the 'Final Solution'; the impact of allied bombing of German cities: Dresden; changing attitudes to the war, resistance and opposition to Hitler, the July Bomb Plot 1944; reaction to total defeat; the condition of Germany in May 1945'. (p30)</p> <p>The specification also identifies that 'Germany, 1919-1945' could be used to develop 'Moral/ethical issues' by suggesting 'Classwork that supports evidence of achievement: Sources evaluation exercise focusing on the treatment of the Jews by the Nazis during the Second World War'.</p> |
| | History B | <p>The In-depth study 'Germany, 1919-1945 includes the following: (one from four in-depth studies must be chosen) <u>'Changing Life in Germany, 1933-1939</u></p> <p><i>Key issue: How did the Nazis affect the lives of the German people?</i></p> <p><i>Focus areas:</i> Economic policy: the workforce, trade unions, public works schemes, rearmament; Social policy: effects on women, the church, young people, leisure activities; Political control: the legal system, education, censorship and propaganda, attitudes and policies towards Jews, the Nuremberg Laws.</p> <p><u>Germany during the Second World War, 1939-1945</u></p> <p><i>Key issue: What impact did the Second World War have on the lives of the German people?</i></p> <p><i>Focus areas:</i> Organisation for total war; life in Germany in wartime; the economy; propaganda; the People's Home Guard; the 'Final Solution'; the impact of allied bombing of German cities: Dresden; changing attitudes to the war, resistance and opposition to Hitler, the July Bomb Plot 1944; reaction to total defeat; the condition of Germany in May 1945'. (p30)</p> <p>The specification also identifies that 'Germany, 1919-1945' could be used to develop 'Moral/ethical issues' by suggesting 'Classwork that supports evidence of achievement: Sources evaluation exercise focusing on the treatment of the Jews by the Nazis during the Second World War'.</p> |

GCSE – N. Ireland

| Board | Specification | Details |
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| CCEA | History | <p>Germany 1918 – 1941 is one of three ‘ studies in depth’ which must be chosen and includes Nazi Germany, 1933–1939 which contains 5 areas of content focus, ‘Nazi Consolidation of Power, 1933–34’, ‘Economic Policies’, ‘Social Policies: Women, Young People and the Churches’, ‘Propaganda and the Creation of the Police State’ and ‘The Jews’ further broken down into:</p> <ul style="list-style-type: none">• Master Race theory• Propaganda, anti-semitism [sic] and reasons for Nazi hatred of the Jews• Nazi policies towards the Jews, including boycotts, removal from jobs, concentration camps from 1933 to• 1939, Nuremberg Laws of 1935 and the Night of Broken Glass (Kristallnacht) in 1938• The impact of these Nazi policies on the lives of Jews |

| Board/ Specification | Details |
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| <p>AQA</p> | <p>Unit 1 - Change and Consolidation HIS1N - Totalitarian Ideology in Theory and in Practice, c1848–c1941 (1 of 13 available options) <i>[includes]</i> Nazi Germany</p> <ul style="list-style-type: none"> • Nazi ideology, with reference to nationalism, socialism, race and anti-semitism and <i>Volksgemeinschaft</i> • The rise to power of Hitler from 1928 to January 1933: the economic crisis in agriculture and industry, the attraction and strengths of the Nazis and Nazism, the failures of democracy and the role of the elite • The establishment of dictatorship from January 1933 to the Army Oath of Loyalty • The intolerance of diversity with reference to anti-semitism, the Roma, asocials and competing political ideologies • The Fuhrer Myth and Nazi ideology, including the <i>Fuhrerprinzip</i> <p>Unit 2 - Historical Issues: Periods of Change HIS2O - Anti-semitism, Hitler and the German People, 1919–1945 (1 of 13 available options). Introduction This unit provides an opportunity to investigate Hitler’s impact on German attitudes and policies towards the Jews. Students will need to have a sound understanding of the context and chronology of anti-semitism in Germany but the main emphasis will be on an analysis and assessment of Hitler’s own anti-semitic ideas and actions. The study will focus on the advent and development of Hitler’s views and the implementation of Nazi anti-semitism, both before and during the years of war. Issues of responsibility for the Holocaust and the degree to which the anti-Jewish measures were planned will also be addressed. Content Wider Historical Context In order to judge the extent of change across the period, candidates will need to have a broad understanding of the historical origins of anti-semitism and in particular the new forms of anti-semitism which emerged in Europe in the late 19th and early 20th centuries. Candidates should also have an awareness of the nationalist reaction against the economic advancement of the Jews during the Kaiserreich and the emergence of new ‘scientific’ anti-semitic ideologies. The impact of defeat in the First World War and the reasons for, and extent of, anti-semitism in Germany by 1919 should also be considered. Anti-semitism in Germany, 1919–1930</p> <ul style="list-style-type: none"> • The increased assimilation and social achievement of Jews in Weimar Germany • The extent of anti-semitism in Weimar Germany; right wing political views; Jews and Communism; Jewish politicians and financiers • The importance of anti-semitism in election campaigns to 1930 <p>Hitler’s anti-semitic views</p> <ul style="list-style-type: none"> • The origins of Hitler’s views; Social Darwinism and racial theory • <i>Volksgemeinschaft</i>, <i>Lebensraum</i> and the ideology of Nazism; <i>Mein Kampf</i> • The spread of Nazi anti-semitism to March 1933; Hitler’s personal role; links between anti-semitism and the Depression <p>The Racial State, 1933–1939</p> <ul style="list-style-type: none"> • Action taken in law including the Civil Service Laws (1933); Nuremberg Laws (1935); Decrees of April/November 1938 • Nazi Propaganda: attempts to enforce views, for example, through education and the media especially the press and cinema • Nazi violence: terror; the SS and the Concentration camps; actions such as the boycott of Jewish shops (1933) and Reichkristallnacht (1938) • The practice of racism in society: aryanisation, discrimination and sterilisation • Emigration: voluntary departures; the work of the Reich Office for Jewish Emigration |

The Impact of War, 1939–1941

- Polish Jews and the ghettos; the 'problem' of Jews in occupied countries, 1940
- Euthanasia and schemes of 'racial hygiene'
- The Madagascar plan; lebensraum and links between anti-semitism and foreign policy
- Operation Barbarossa; the Einsatzgruppen; attitudes to Jews in Germany and occupied Europe by 1942

The Holocaust 1941–1945

- The decision to begin the 'Final Solution'; developments in 1941; the Wannsee Conference (1942) and its immediate aftermath
- The gassings and deaths of Jews and other non-Jewish 'undesirables'; the activities at Auschwitz and other camps; forced labour and economic considerations
- The situation in 1945; the evacuations and marches; the liberation of the camps
- Responsibility for the Holocaust; the parts played by Hitler, leading Nazis and the SS; the responsibility of ordinary Germans and other groups; the degree to which policies were planned; the importance of war

NB - HIS1N and HIS2O CANNOT be studied together

| Board/ Specification | Details |
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| Edexcel | <p>Unit 1 – Historical Themes in Breadth</p> <p>Option F: The Expansion and Challenge of Nationalism. <i>(1 option paper from 6 must be chosen and 2 topics within each option paper must be studied)</i></p> <ul style="list-style-type: none"> - F1: The Road to Unification: Italy, c1815-70 - F2: The Unification of Germany, 1848-1943 - F3: The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896-1943 - F4: Republicanism, Civil War and Francoism in Spain, 1931-75 - F5: Germany Divided and Reunited, 1945-91 - F6: The Middle East, 1945 – 2001: The State of Israel and Arab Nationalism - <u>F7: From Second Reich to Third Reich: Germany 1918-45</u> <ul style="list-style-type: none"> - The fall of the Second Reich: threats from extremes of left and right; the economy; Stresemann as Chancellor and Foreign Minister - The rise of the Third Reich: formation of Nazi party; reasons for support and opposition to the Nazis - The Third Reich in action: Nazi economic solutions; Nazi social policies – racism, minorities, treatment of Jews - The fall of the Third Reich: impact of the Second World War on Germany and reasons for defeat <p><i>[Additional notes of clarification from Appendix 1, p173: ‘The third bullet point relates to the Third Reich between 1933 and 1941. Students should be aware of the salient features of Nazi social and economic policies, in particular the determination to prepare Germany for war and to create the Volksgemeinschaft. They should be aware of how this latter aim translated into the escalating persecution of minorities, in particular the Jews. The policies of the Nazi regime regarding women, children and education should also be studied’.]</i></p> <p>Unit 3 – Depth Studies and Associated Historical Controversies</p> <p>Option D: The Challenge of Fascism <i>(1 option paper from 5 must be chosen and 1 topic within each option paper studied)</i></p> <ul style="list-style-type: none"> - <u>D1: From Kaiser to Führer: Germany 1900-45</u> <ul style="list-style-type: none"> - The Second Reich — society and government in Germany, c1900-19: economic expansion; political and social tensions; the impact of the First World War - The democratic experiment, 1919-29: crises and survival, 1919-24; Stresemann and recovery; the ‘Golden Years’ of the Weimar Republic; Weimar culture. - The rise of the Nazis: origins to 1928; impact of the slump in town and country, 1928-33; growing support; coming to power. - Life in wartime Germany, 1939-45: opposition and conformity; persecution of the Jews and the development of the idea of the ‘Final Solution’; the efficiency of the war economy. <p>Associated controversies:</p> <ol style="list-style-type: none"> a) To what extent was Germany responsible for the outbreak of the First World War? b) How popular and efficient was the Nazi regime in the years 1933-39? <p><i>[Additional notes of clarification from Appendix 1, p213: ‘The fourth bullet point relates to the Third Reich during the Second World War. This is primarily concerned with the domestic impact of war rather than with the conduct of military operations. Students should be aware of the issues of morale, the efficiency or otherwise of war production, repression of dissent and opposition and the evolution of the ‘Final Solution’.]</i> NB Unit 1, Option F is a prohibited combination with Unit 3, Option D, Topic D1</p> <p>Unit 4 – Historical Enquiry (coursework) <i>Edexcel has designed 45 coursework programmes, including:</i></p> <p>CW41: Germany United and Divided, 1890-1991 <i>which makes reference to ‘The rise and fall of Nazism in Germany’ (but NOT directly to the Holocaust, Final Solution or persecution of Jews</i> NB Unit 4, Option CW41 is a prohibited combination with either Unit 1, Option F OR with Unit 3, Option D, Topic D1</p> |

| Board/ Specification | Details |
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| OCR (A) | <p>Unit F962 Option B Study Topic 8: Democracy and Dictatorship in Germany 1919–63 (1 of 10 options) Key Issues</p> <ul style="list-style-type: none"> - How strong was Weimar Germany in the 1920s? - How and why did the Nazi Party come to power in 1933? - How effectively did the Nazis maintain their position in power after 1933? - How successful were Hitler’s economic and social policies, 1933–45? - Why and with what consequences was Germany divided after the Second World War? - How successful was Adenauer as Chancellor from 1949 to 1963? <p><i>(‘Indicative content’ includes reference to ‘racial policy’)</i></p> <p>Unit F964 Option B Study Topic 4: Dictatorship and Democracy in Germany 1933–63 (1 of 5 options) This option is concerned with the establishment and experience of Nazi and Communist dictatorship in 1933–34 and 1945–49 respectively, and the imposition and experience of Democracy in West Germany after the Second World War. Candidates should consider the nature of, and reasons for, change, divergence and continuity in political, economic and social structures in Germany during the period. Knowledge of foreign policy, the Second World War and the Cold War is not necessary except insofar as it affects domestic issues within Germany, such as anti-Semitism to 1942 and the impact of the Cold War on the two Germanys after 1945. For the period after 1945, the extracts may be set from historians both contemporary and post-1963.</p> <p>Key Issues</p> <ul style="list-style-type: none"> - How effectively did Hitler establish and consolidate Nazi authority 1933–45? - To what extent did the Nazis transform German society? - To what extent and in what ways did communism transform the GDR? - How far did Western democratic structures (political, economic and social) succeed in the Federal Republic? <p><i>(‘Indicative content’ includes: ‘Change in society (Volksgemeinschaft) 1933–39 (youth, education, women and the Churches), propaganda and control, racial purity and anti-semitism 1933–42 (Nuremberg Laws, Kristallnacht, the decision to implement a ‘Final Solution’).</i></p> <p>Unit F965: Historical Interpretations and Investigations (coursework) (two topics must be chosen from 22 including: u. Nazi Germany 1933–1945 Focus: the nature of Nazi government, its impact on Germany and the extent of the social revolution it brought about; its racial aims and policies; the nature and extent of opposition to the regime.</p> <p>Key Issues</p> <ul style="list-style-type: none"> - How did Nazi Germany maintain control and reduce the chances of effective opposition – by repression, propaganda or compliance? - How far did domestic policies create the ideal of the Volksgemeinschaft? - To what extent was the Holocaust the result of premeditated planning and to what extent did it evolve as a result of cumulative radicalism and the circumstances of war? - How effective was the structure of government at central and local level? To what extent was Hitler ‘a weak dictator’? |

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| OCR (B) | <p>3.3 A2 Units F985 and F986: Historical Controversies</p> <p>This unit builds on Units F981/F982 and Units F983/F984 and involves candidates studying how and why historians disagree about the past. Candidates will focus on one topic. This will involve studying:</p> <ol style="list-style-type: none"> how historians work and how the nature of the discipline makes disagreements and different interpretations inevitable; how and why different methodological approaches have led to different interpretations of these events; the contribution that different approaches and interpretations make to our understanding of the past, and the strengths and weaknesses of these different approaches and interpretations; the historical events of the chosen topic. <p>The unit should begin with a short study of how and why there are different interpretations of the past, and the importance of different interpretations. Candidates will consider the nature of the subject: understanding reasons why historians do not 'reconstruct' the past; why the complete truth about the past will never be known and why there will always be scope for differences when human behaviour and motives are studied. This should lead to an understanding that different interpretations are the very 'stuff' of the discipline of history. The following aspects of historical interpretations should be covered:</p> <ul style="list-style-type: none"> - the fragmentary, incomplete and sometimes contradictory nature of historical evidence; - the different types of evidence used – eg literary, statistical, oral, pictorial, artefacts and archaeology the selection and interpretation of evidence, and new types of evidence being used; - the different interests of historians and the different questions they ask, (eg political, social, economic and cultural approaches, issues of gender and class, history from below, the use of local history, comparative history, total history, the history of mentalities); - the advantages and drawbacks of narrative history and analytical history; - the historian's view of human society and the past, and the role of theory (eg Marxism, the role of structures and human agency); - the way in which the work of historians is influenced by the political, social, economic and cultural climate of the time; - the differences and similarities between different interpretations and their strengths and weaknesses. <p>(Unit F985 focuses on British History and the Study Topics are: 1 – The Debate over the Impact of the Norman Conquest, 1066-1216; 2 – The Debate over Britain's 17th Century Crises, 1629-89; 3 – Different Interpretations of British Imperialism c.1850-c.1950; and 4: The Debate over British Appeasement in the 1930s. Unit F986 focuses on Non-British History and the Study Topics are: 1 – Different Approaches to the Crusades 1095-1272; 2 – Different Interpretations of Witch-hunting in Early Modern Europe c.1560-c.1660; 3 – Different American Wests 1840-1900; and 4 – Debates about the Holocaust)</p> <p>Study Topic 4: Debates about the Holocaust</p> <p>Candidates should consider the following approaches to this debate:</p> <ul style="list-style-type: none"> - different approaches towards the question of the role of the German people and whether the Holocaust was Nazi or German; Hannah Arendt's thesis, theories of mass psychology, the role of Nazi propaganda; Goldhagen's approach and thesis and the ensuing debate; approaches that variously stress the Holocaust as a product of German history, European anti-semitism and 19th century colonial practices; - Intentionalist approaches towards explaining the Holocaust, emphasising Hitler's role; - Functionalist approaches towards explaining the Holocaust, emphasising other factors including the role of the bureaucracy and local factors; - attempts to produce a synthesis of these approaches, eg Kershaw; - factors influencing different approaches and interpretations, eg the start of the Cold War and the need to place responsibility for the Holocaust on Hitler and the Nazis, differing views about human agency and structuralist approaches in History; - different views about Jewish resistance; - approaches that stress the minorities who were victims of the Holocaust; - the issues surrounding Holocaust denial and the Irving trial. <p style="text-align: right;"><i>cont.</i></p> |

Candidates should consider how these approaches have contributed to our understanding of the following issues:

- How far can the roots of the Holocaust be found in the 19th century?
- How did persecution of Jews in Germany develop into the Holocaust – the nature of Nazism and the Nazi state?
- How far was the Holocaust the result of Hitler's long-term planning? How far was it a reaction to circumstances, eg the failure of Nazi deportation policy, German bureaucracy, logistical problems of occupation and the importance of local factors?
- What was the role of the German people, how much did they know and were they knowingly involved? How can their role be explained?
- Jewish resistance;
- Why were other groups victims of the Holocaust?
- Defending against denial: should Holocaust denial be a criminal offence?

GCE (A Level) – Wales

| Board/ Specification | Details |
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| <p>WJEC</p> | <p>In-depth Study 9 – Nazi Germany c. 1933-1945 (1 from 9 options must be chosen)</p> <p>Candidates will be required to study in depth a range of historical topics and problems relating to Nazi Germany c.1933-1945. Candidates will be required to consider a range of perspectives including political, social, economic, religious and cultural issues. This will be primarily through a range of different types of historical sources, including contemporary and later sources and historical interpretations. In addition, candidates will be required to investigate in greater detail an historical issue arising from within the in-depth study itself. Candidates will also have to study further topics or themes arising out of the in-depth study.</p> <p>UNIT HY2 (AS):</p> <p>Origins:</p> <ul style="list-style-type: none"> - Reasons for Nazi party growth and support by 1933 - Hitler's appointment as Chancellor. <p>Key Issues:</p> <ul style="list-style-type: none"> - The establishment of the Nazi dictatorship - The roles of propaganda, indoctrination and terror in the Third Reich. - Nazi social, religious and racial ideology and policy. - The nature and organisation of the Nazi political system. - Nazi economic policy: recovery and rearmament - Nazi foreign policy up to 1939 <p>Significance/consequences:</p> <ul style="list-style-type: none"> - The significance and consequences of the main developments in Nazi Germany to 1939 <p>UNIT HY3 (A Level) (<i>teacher set assignment</i>)</p> <p>UNIT HY4 (A Level):</p> <p>General topic 1: Support, opposition and resistance within the Third Reich, c.1933-1945</p> <p>Focus:</p> <ul style="list-style-type: none"> - The nature and extent of support, opposition and resistance at various times <p>Origins:</p> <ul style="list-style-type: none"> - Support for the Nazis in the early 1930s - Challenges to the Nazis in the early 1930s <p>Key Issues:</p> <ul style="list-style-type: none"> - Reasons for support of the Nazi regime - The issues which affected public opinion - The motivation and extent of opposition and resistance: individual and collective - Conspiracies and plots - The war and its effect on popular support - The Nazi state and its reaction to opposition <p>Significance/ consequences:</p> <ul style="list-style-type: none"> - The significance and consequence of support, opposition and resistance within the Third Reich |

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| | <p>General topic 2: Germany – war and defeat, c. 1939-1945</p> <p>Origins:</p> <ul style="list-style-type: none"> - Hitler’s aims and objectives in foreign policy - The Nazi foreign position in 1939 - Challenges to the Nazis in the early 1930s <p>Key Issues:</p> <ul style="list-style-type: none"> - The impact of Blitzkrieg and Total War - German successes in Western Europe and the collapse of France. - The invasion of the Soviet Union. - The impact of German occupation on the peoples, regions and countries of Europe - The defeat of Germany and liberation of Europe - The post-war settlement <p>Significance/ consequences:</p> <ul style="list-style-type: none"> - The significance and consequence of the main developments in the war years to 1945. |
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GCE (A Level) – N. Ireland

| Board/ Specification | Details |
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| CCEA | <p>AS 1: Historical Investigations and Historical Interpretations: Option 5: Germany 1918-1945 (1 of 5 must be chosen).</p> <p>Includes ‘Nazi Germany 1933-1945</p> <ul style="list-style-type: none"> • creation of the Nazi dictatorship 1933-34: the ‘Legal Revolution’, Co-ordination, and the defeat of the ‘Second Revolution’; • the Nazi Economy 1933-45: the economic recovery 1933-36, the introduction of the Four year Plan 1936-39, and the economy at war 1939-45, the roles of Schacht, Göring and Speer; • social impact of the Nazis: women and family; youth and education; anti-semitism, euthanasia and genocide; • opposition and resistance to the Nazis: youth and student protest; the Christian Churches; Social Democrats, Communists and Industrial Workers; and Conservative and Military resistance against Hitler; • culture in the Third Reich: the use of the arts and the media as a means of control. |

APPENDIX 4. Details from GCSE and A Level Specifications at 2010 (Religious Studies)

GCSE – England

| Board | Specification | Details |
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| AQA | Religious Studies A | <p>Unit 10 Judaism (2 from 14)</p> <p>3. Festivals and Pilgrimage Within this topic, candidates should show understanding of how the festivals celebrated in Judaism. They should also consider the role of pilgrimage in the Jewish tradition. • Shabbat;• Rosh Hashanah and Yom Kippur;• Pesach;• Western Wall;• Yad Vashem (Holocaust Memorial).</p> <p>6. Justice and Equality In this topic, candidates should show understanding of Jewish views on prejudice and discrimination, women, and suffering.</p> <ul style="list-style-type: none"> • the role and status of women – differences between Orthodox and Reform approaches; • prejudice and discrimination with reference to race, religion and the Jewish experience of persecution; suffering – Jewish attitudes, the Holocaust. (p27) |
| | Religious Studies B | <i>No reference</i> |
| Edexcel | Religious Studies | <p>Unit 12: Judaism (2 from 16)</p> <p>Section 12.2 Community and tradition Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.</p> <ul style="list-style-type: none"> • The reasons for, and significance of, differences between the Ashkenazi and Sephardim communities. • The nature and significance of Orthodox Judaism. • The nature and significance of Reform/Liberal Judaism. • The nature and significance of Hasidic Judaism. • The role and importance of the Bet Din. • The role and importance of the Rabbi. • The main features of an Orthodox synagogue and the reasons for them. • The main features of a Reform/Liberal synagogue and its worship and the reasons for them. • The nature and significance of Zionism. • Different attitudes to the state of Israel among Jewish people. • The significance of the Holocaust for Judaism. (p65) |
| OCR | Religious Studies A: World Religions | <p>3.11 Unit B579: Judaism 1 (Beliefs, Special Days, Divisions and Interpretations) [1 of 22 units, 4 must chosen].</p> <p>3.11.3 Major divisions and interpretations [includes] Candidates should have a knowledge and understanding of the following:</p> <ul style="list-style-type: none"> • Zionism • The land and State of Israel • Twentieth century Holocaust/Shoah (p36) |
| | Religious Studies B: Philosophy & Ethics | <p>Unit B602: Philosophy 2 (Good and Evil, Revelation, Science) [Unit must be studied but choice over which religion to study in context.] Judaism</p> <p>Good and evil: • Concepts of good and evil • G-d and Satan • The idea of sin</p> <p>The problem of evil: • Concepts of natural and moral evil • Approaches to why there is evil and suffering in the world • Responses to the problem • Responses to the Holocaust</p> <p>Coping with suffering: • Understanding ways of coping with suffering • Coping through acceptance and prayer</p> <p>Sources and reasons for moral behaviour: • The Torah and the Talmud • Conscience • Reasons why Jews try to follow a moral code (p19-20)</p> |
| | Religious Studies C: Religion and Belief in Today's World | <i>No reference</i> |

GCSE – Wales

| | Specification | Details |
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| WJEC | Religious Studies A | <i>No reference, apart from Yom Hashoah under Festivals and Holy Days (p35)</i> |
| | Religious Studies B | <i>No reference</i> |

GCSE – N. Ireland

| Board | Specification | Details |
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| CCEA | Religious Studies | <i>No reference</i> |

GCE (A-Level) – England

| Board/ Specification | Details |
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| <p style="text-align: center;">AQA</p> | <p>Unit 3 Studies in Religion - Unit 3H World Religions, Christianity OR Judaism OR Islam (Judaism).</p> <p>2. Holocaust issues and theology</p> <ul style="list-style-type: none"> • Issues concerning the Holocaust for Jews; the conflict between the event and ideas about God and the covenant relationship, and the concept of the chosen people • The determination that the Holocaust will never happen again • How theology has attempted to provide some answers to these questions; the different types of theology, including views about the following ‘solutions’: <ul style="list-style-type: none"> – that there is need to review understandings about the nature of God – that God has a purpose that humans cannot understand – that the Holocaust is a punishment from God – that good has arisen from the Holocaust so it was justified – that there is a need to revise the Jewish ideas about the covenant and the special relationship with God <p><u>Issues arising</u></p> <ul style="list-style-type: none"> • To what extent is the Holocaust still an issue for Jews today? • Does the ‘solution’ require a change in views about God and his relationship with the Jews? • How convincing is each of the responses to the Holocaust? • Is the Holocaust really about good and evil? (p66/7) |
| <p style="text-align: center;">Edexcel</p> | <p>Unit 3 – Developments Area G: Judaism (2 of 9 must be studied)</p> <p>1 Developments and expansion:</p> <ul style="list-style-type: none"> • The historical and religious context, key teachings and significance of: Moses Mendelssohn; David Friedlander; Abraham Geiger; Samson Raphael Hirsch • Zionism and the state of Israel, historical and religious context, key emphases and events • The Holocaust, historical context, significance for Jewish beliefs. (p28) <p>[From Appendix 1, ‘Guidance for teachers’]</p> <p>This topic may be linked to other aspects of the specification on Judaism. Students should examine relevant contextual material including historical and literary evidence. Students should understand and evaluate issues such as the relationship between God and the Jewish people, belief in God acting in history, problem of such horrendous evil and responses including views of survivors. Students may refer and evaluate the views of various scholars regarding their interpretations of the Holocaust such as suffering servant analogy, punishment and resurrection, messianic movements. (p 91)</p> |

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| OCR | <p>3.18- G589: A2 Judaism [1 of 9 units, 2 to be chosen].</p> <p>The twentieth-century Holocaust and post-Holocaust theology</p> <p>Candidates should be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • the origins and scale of the twentieth-century Holocaust; • anti-semitism; • the twentieth-century Holocaust and its effects on world Jewry; • the physical consequences on world Jewry and the particular theology which has resulted from it: the thinking of Rubenstein, Fackenheim, Maybaum and Berkovitz; • Orthodox and Progressive responses to the Holocaust. <p>Candidates should be able to discuss these areas critically. (p61)</p> |
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GCE (A Level) – Wales

| Board/ Specification | Details |
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| WJEC | <p>Western Religions (either Islam or Judaism) [1 of 7 possible units for study]</p> <p>Studies in Judaism [includes] 4. Significant Issues and Events</p> <p>TOPICS: Holocaust theology, including traditional Biblical understanding of Jewish suffering as divine punishment (Jeremiah 32:26-30; Amos 3:1-2). Candidates will be expected to be familiar with the relevant work of the following holocaust theologians — Rubenstein; Wiesel; Maybaum, Berkovitz and Fackenheim—although questions will not be set on named individuals.</p> <p>ISSUES: • Strengths and weaknesses of Holocaust theology responses • Whether the Holocaust poses an unique challenge to traditional Biblical understanding of Jewish suffering as divine punishment (p58).</p> |

GCE (A Level) – N. Ireland

| Board/ Specification | Details |
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| CCEA | <i>No reference</i> |