

For exams January, May and November onwards  
For teaching from September 2023 onwards.

# SPECIFICATION



Learning  
Resource  
Network

## LRN INTERNATIONAL GCSE **HISTORY (7021)**



THE QUEEN'S AWARDS  
FOR ENTERPRISE:  
INTERNATIONAL TRADE

## Contents

<b>Background to LRN</b>	<b>Page 03</b>
<b>Introduction</b>	<b>Page 04</b>
<b>Objective</b>	<b>Page 04</b>
<b>Mode of Delivery</b>	<b>Page 04</b>
<b>Progression</b>	<b>Page 04</b>
<b>Qualification Overview</b>	<b>Page 05</b>
<b>Assessment</b>	<b>Page 05</b>
<b>Guided Learning Hours</b>	<b>Page 06</b>
<b>Entries Codes</b>	<b>Page 06</b>
<b>Private Candidates</b>	<b>Page 06</b>
<b>Grading</b>	<b>Page 06</b>
<b>Results</b>	<b>Page 06</b>
<b>Re-takes</b>	<b>Page 06</b>
<b>Customer Service Statement</b>	<b>Page 07</b>
<b>Diversity and Equality</b>	<b>Page 07</b>
<b>Subject Content</b>	<b>Page 08</b>

## BACKGROUND TO LRN

Learning Resource Network (LRN) is a recognised Awarding Organisation that offers a range of qualifications to candidates, educational institutes, training providers, schools and employers. LRN is recognised for its high quality qualifications that enable candidates to progress to other areas of study and employment in their designated fields. In producing its qualifications, LRN uses the experience and expertise of academics, professionals working in the pertinent industries and assessment practitioners with a wealth of best practice and knowledge of validation, verification, delivery and assessment.

## ACCOLADES

### Queen's Award

In April 2020, LRN received the Queen's Award for Enterprise for International Trade. LRN is one of 220 organisations in the UK to be recognised with this prestigious accolade. This was in recognition of the expansion LRN brought to the overseas qualification market.

## MANAGEMENT SYSTEMS

LRN has been awarded international accreditation as part of its quality controls, policies, systems and overall approach to its management systems. These awards are externally validated by the British Assessment Bureau. LRN has achieved accreditation in the form of ISO 9001: Quality Management Systems, ISO 14001: Environment Management Systems and ISO 27001: Information Security Management Systems.

## CUSTOMER SERVICE EXCELLENCE

LRN has achieved the prestigious award of Customer Service Excellence. This is in recognition of its customer service practices, approach to managing and dealing with UK and Overseas customer needs, including the diverse needs of its centres.

LRN was the first UK Awarding Organisation to achieve Customer Service Excellence. Following reaccreditation in 2019, LRN received an award for Customer Service Excellence: Compliance Plus, demonstrating that LRN went above and beyond the delivery of its customer service principles.



## INTRODUCTION

This specification provides an overview to the LRN International GCSE History<sup>1</sup>. This document is suitable for various users, including candidates, centres, administrators, employers, parents/guardians, teachers (and other related staff) and examiners. The specification outlines the key features and administrative procedures required for this international qualification.

## OBJECTIVE

The LRN International GCSE History is designed to enable candidates to demonstrate their knowledge and deepen their understanding and skills of the periods studied. Candidates should be able to explain, analyse and make evaluations of different interpretations in the context of historical events and periods.

## MODE OF DELIVERY

This qualification has been constructed to be delivered within centres. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver. However, centres must be able to demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver by the method chosen by the centre.

## PROGRESSION

The LRN International GCSE History has been designed to reflect the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may, therefore, take a variety of paths. Depending on the level of qualification achieved, it may be appropriate for the candidate to progress to:

1. Similar level 2 qualification in History;
2. LRN Level 2 Certificate or Diploma in Pre-A Foundation Studies;
3. LRN Level 3 Diploma in Pre-U Foundation Studies;
4. A higher level of any qualification – e.g. A-Level, Diploma
5. Vocationally Related Qualifications

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<sup>1</sup> LRN International GCSEs are globally recognised qualifications designed specifically for international candidates and are available outside the United Kingdom. Candidates based in England refer to the Ofqual register.

## QUALIFICATION OVERVIEW

Number	Subject Content	AO	Exam
1	The Twentieth Century: International relations since 1919	1 and 2	Combination of written exam papers (externally set and marked)  <b>Paper 1:</b> Structured and Document (source material) questions based on the Twentieth Century: International Relations  Duration: 2 hours  Weighting: 50%  <b>Paper 2:</b> Structured and Document (source material) questions based on the Twentieth Century: International Relations <b>and</b> the Depth Study  Duration: 2 hours  Weighting: 50%
2	Depth Study: Germany, 1918–45	1, 2 and 3	
3	Depth Study: Russia, 1905–41  <i>Only one Depth Study is to be Studied</i>	1, 2 and 3	

## BREAKDOWN OF ASSESSMENT OBJECTIVES

**AO 1** – To show knowledge and understanding of the key features and characteristics of the periods studied.

**AO 2** – To explain and analyse historical events and periods studied using second-order historical concepts.

**AO 3** – To explain, analyse, interpret, evaluate and use a range of source material as evidence, in their historical context.

## ASSESSMENT

The assessment for this qualification consists of written exam papers, set and marked by the LRN.

Assessment objectives (AOs)	Weighting	
	Paper 1	Paper 2
AO1	33%	20%
AO2	67%	0%
AO3	0%	80%

## GUIDED LEARNING HOURS

The guided learning hours (GLH) for this qualification are 130. Please note the hours stated are indicative.

## ENTRY

One entry, for each learner, per qualification is sufficient and will cover all the question papers (and the practical assessment) including certification.

## PRIVATE CANDIDATES

Centres are advised that private candidates are only to be enrolled with prior agreement and confirmation from LRN.

## GRADING

Results are reported, as 9 to 1.

## RESULTS

Exam series are in:

- January (results released in March)
- June (results released in August)
- November (results released in January)

## RE-TAKES

Whereas candidates can re-take the whole qualification as often as they wish, individual components cannot be re-taken as it is a traditional linear specification. Please remember, one entry per qualification is sufficient and will cover all the question papers including certification.

## CUSTOMER SERVICE STATEMENT

Learning Resource Network (LRN) is committed to ensuring all customers are dealt with promptly and in a professional and helpful manner. In order to guarantee this, we commit to ensuring the following in our day to day interactions with candidates, assessment centres and our stakeholder network:

- All customers will be treated equally and with respect;
- All customer information will only be used in a way which has been agreed in advance, unless we are informed of something that places them or others at risk of harm;
- All customers will be treated by staff in a professional manner.

LRN has arrangements in place to provide a telephone and e-mail helpdesk which will be staffed from 09:00 to 17:00 from Monday to Friday. Furthermore, it will respond to each e-mail, letter or telephone message it receives regarding feedback on its qualifications, centre approvals process or other matters relating to its products and/or services. The timetable for responding is as follows:

- E-mail: 5 working days
- Letter: 5 working days
- Telephone message: 5 working days

## DIVERSITY AND EQUALITY

Learning Resource Network (LRN) is committed to ensuring fair and equal access to its qualifications, examinations and support materials. Our Diversity and Equality policy seeks to eliminate unjustifiable discrimination, harassment and/or victimisation and to advance equality of opportunity, thereby ensuring all candidates are treated fairly, in accordance with the protected characteristics of the Equality Act 2010. Specifically, we comply fully with the requirements laid out in the Equality Act 2010. In addition, and within the constraints of this policy, LRN will have due regard for the General data Protection Regulations (GDPR) in the retention of information which is unnecessary.

<b>1</b>	<b>The twentieth century: international relations since 1919</b>		
<b>Aim</b>			
The aims are to enable students to develop knowledge and understanding of individuals, people and societies in the past; nature and use of historical evidence; key historical concepts; international issues in history; historical skills, including investigation, analysis, evaluation and communication skills and interests.			
<b>Learning Outcomes - The learner will:</b>		<b>Assessment Criteria - The learner can:</b>	
1	Understand the motives and aims of the Big Three at Versailles.	1.1	<b>Examine</b> the reasons and objectives of the Big Three during the negotiations at the Versailles peace conference.
		1.2	<b>State</b> why the winners did not receive all of their desired outcomes.
		1.3	<b>Investigate</b> the effects of the Treaty on Germany until the conclusion of 1923.
2	Understand the extent of the League of Nations' success.	2.1	<b>Analyze</b> the organization of the League, its goals, and the key individuals who were a part of it.
		2.2	<b>Examine</b> the extent that the League of Nations successfully had in maintaining peace during the 1920s.
		2.3	<b>Evaluate</b> the significance of the League's efforts in humanitarian work.
		2.4	<b>Examine</b> the weaknesses in the League's structure and membership which led to its inevitable failure.
		2.5	<b>Discuss</b> the extent to which the Great Depression hindered the League of Nations' efforts in the 1930s.
		2.6	<b>Understand</b> the following specified information: <ul style="list-style-type: none"> <li>• Accomplishments and setbacks in peacekeeping efforts in the 1920s: <ul style="list-style-type: none"> <li>– Vilna in 1920</li> <li>– Aaland Islands from 1920 to 1921</li> <li>– Corfu in 1923</li> <li>– Bulgaria in 1925</li> </ul> </li> </ul>



			<ul style="list-style-type: none"> <li>• The League of Nations' efforts in promoting humanitarian causes: <ul style="list-style-type: none"> <li>– assisting refugees</li> <li>– improving health conditions</li> <li>– enhancing working conditions</li> <li>– combating slavery</li> </ul> </li> <li>• The League of Nations in the 1930s: reasons, occurrences, and outcomes of the Manchurian crisis and the Abyssinian crisis.</li> </ul>
3	Understand to what extent Hitler's foreign policy can be held responsible for the start of the war in Europe in 1939.	3.1	<b>Analyze</b> the lasting impacts of the Treaty of Versailles.
		3.2	<b>Analyze</b> whether the strategy of appeasement was deemed reasonable and justified.
		3.3	<b>Describe</b> the outcomes of the League of Nations' failures and shortcomings during the 1930s.
		3.4	<b>Examine</b> and <b>assess</b> the significance of the Nazi-Soviet Pact.
		3.5	<b>Examine</b> the causes behind Britain and France declaring war on Germany in September 1939.
		3.6	<p><b>Understand</b> the following specified information:</p> <ul style="list-style-type: none"> <li>• Hitler's goals in foreign policy</li> <li>• Hitler's rearmament of Germany</li> <li>• The Saar, 1935</li> <li>• Remilitarisation of the Rhineland, 1936</li> <li>• Alliances – The Nazi-Soviet Pact, the Anti-Comintern Pact, the Rome-Berlin Axis Alliance</li> <li>• The Spanish War – the contributions by Germany and Italy</li> <li>• Anschluss, 1938</li> <li>• Tension surrounding Czechoslovakia and the Munich Agreement</li> <li>• The Polish crisis and the declaration of war</li> </ul>

4	Understand the complex superpower dynamics and its relation to the Cold War	4.1	<b>Examine</b> the reasons for the deterioration of the US-Soviet alliance in 1945.
		4.2	<b>Explain</b> the methods through which the Soviet Union established authority over Eastern Europe by 1948.
		4.3	<b>Examine</b> the response of the United States to the expansionist policies of the Soviet Union.
		4.4	<b>Discover</b> the outcomes of the Berlin Blockade.
		4.5	<b>Assess</b> which country bore greater responsibility for initiating the Cold War: the United States or the USSR.
		4.6	<p><b>Understand</b> the following specified information:</p> <ul style="list-style-type: none"> <li>• The meetings between world leaders in 1945 and the deterioration of the relationship between the US and the Soviet Union in 1945-46</li> <li>• The Soviet Union's expansion into Eastern Europe until 1948 and how the US responded to it</li> <li>• The occupation of Germany, the Berlin Blockade and Berlin Airlift</li> <li>• The formation of NATO and the Warsaw Pact</li> <li>• Containment and the Truman Doctrine, and the Marshall Plan</li> </ul>
5	Examine the United States' successful efforts in preventing the proliferation of Communism.	5.1	<b>Examination</b> of how the Americans responded to North Korea's attack on South Korea, the United Nations' participation, and the Korean war from 1950-1953.
		5.2	<b>Analyse</b> how Americans responded to the Cuban Revolution, which includes the Missile Crisis and its consequences (1959-1962).
		5.3	<b>Analyse</b> the United States' participation in the Vietnam War from 1955 to 1975, which includes the motivations behind their involvement, methods and plans, as well as the reasons for their eventual withdrawal.
6	Understand the level of influence that the Soviet Union held over Eastern Europe from 1948 to approximately 1989.	6.1	<b>Explain</b> why resistance to Soviet domination arose in Hungary in 1956 and Czechoslovakia in 1968, and what the response from the USSR was.
		6.2	<b>Explain</b> how both Khrushchev and the West responded to this event.

		6.3	<b>Discuss</b> if the uprisings in Hungary in 1956 and Czechoslovakia in 1968 were similar in nature.
		6.4	<b>Discuss</b> the reasons behind the construction of the Berlin Wall in 1961.
		6.5	<b>Examine</b> the role that solidarity played in Poland in weakening Soviet influence in Eastern Europe.
		6.6	<b>Evaluate</b> to what extent Gorbachev can be held accountable for the fall of Soviet control in Eastern Europe.

Only one Depth Study is to be Studied

2	<b>Depth Study: Germany, 1918–45 (Option 1)</b>		
<b>Aim</b>			
The purpose of this course material is to enhance the candidate's comprehension of the key attributes and qualities of the development or event outlined in this in-depth study. It also aims to explore the significance of the individual/organization/development/event highlighted in this depth study.			
<b>Learning Outcomes - The learner will:</b>		<b>Assessment Criteria - The learner can:</b>	
1	Understand if the Weimar Republic was destined for failure since its establishment.	1.1	<b>Analyse</b> how Germany recovers from its defeat at the conclusion of World War I.
		1.2	<b>Describe</b> the effects that the Treaty of Versailles had on the Republic.
		1.3	<b>Explain</b> how much the Republic improved after 1923.
		1.4	<b>Discuss</b> what the accomplishments during the Weimar era were.
2	Understand how Hitler managed to gain control over Germany by 1934.	2.1	<b>Discuss</b> the political background of Adolf Hitler and how he and the Nazi Party consolidated power.
		2.2	<b>Discuss</b> what level of resistance the Nazi regime encountered.
		2.3	<b>Explore</b> how the Nazis utilized culture and mass media as tools for manipulating the population.
		2.4	<b>Comprehend</b> the reasons behind the Nazi persecution of various societal groups in Germany.
		2.5	<b>Comprehend</b> whether Nazi Germany operated as a totalitarian regime.
3	Understand what life was like living in Nazi Germany.	3.1	<b>Provide</b> significant positive and negative points for the Nazi regime.
		3.2	<b>Explain</b> the economic policies employed by Hitler, especially the rearmament of Germany.
		3.3	<b>Discuss</b> the Nazi social policies and how they affected the following: women; young people; minorities

		3.4	<b>Explore</b> the response of young people to the Nazi government.
		3.5	<b>Comprehend</b> the impact of the war on daily life in Nazi Germany.
		3.6	<p><b>Understand</b> the following specified information:</p> <ul style="list-style-type: none"> <li>• The creation of the Republic and the Revolution of 1918</li> <li>• The reactions and response of the Germans to the Versailles Settlement</li> <li>• The Weimar Constitution, political divisions, and the army's role</li> <li>• Political turmoil, 1919-23</li> <li>• Dangers from both the left and the right</li> <li>• Financial challenges and hyperinflation</li> <li>• The seizure of the Ruhr region</li> <li>• The Weimar Constitution, the main political divisions, the role of the army</li>   <li>• Political disorder, 1919–23: <ul style="list-style-type: none"> <li>– threats from the left and the right</li> <li>– economic crises and hyper-inflation</li> <li>– the occupation of the Ruhr</li> </ul> </li>   <li>• The Stresemann era: <ul style="list-style-type: none"> <li>– economic achievements</li> <li>– foreign policy achievements</li> </ul> </li> <li>• Cultural achievements of the Weimar period</li> <li>• The early years of the Nazi Party: <ul style="list-style-type: none"> <li>– –Nazi ideas and methods</li> <li>– the Munich Putsch</li> <li>– the roles of Hitler and other Nazi leaders</li> </ul> </li>   <li>• The impact of the Depression on Germany: <ul style="list-style-type: none"> <li>– political, economic and social crisis of 1930–33</li> <li>– reasons for the Nazis' rise to power</li> <li>– Hitler takes power</li> <li>– the Reichstag Fire and the election of 1933</li> </ul> </li> </ul>

			<ul style="list-style-type: none"><li>• Nazi rule in Germany:<ul style="list-style-type: none"><li>– the Enabling Act</li><li>– the Night of the Long Knives</li><li>– the death of Hindenburg</li><li>– the removal of opposition</li><li>– methods of control and repression</li><li>– use of culture and the mass media</li></ul></li> <li>• Economic policy including rearmament</li></ul>
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<b>3</b>	<b>Depth Study: Russia, 1905–41 (Option 2)</b>		
<b>Aim</b>			
The purpose of this course material is to enhance the candidate's comprehension of the key attributes and qualities of the development or event outlined in this in-depth study. It also aims to explore the significance of the individual/organization/development/event highlighted in this depth study.			
<b>Learning Outcomes - The learner will:</b>		<b>Assessment Criteria - The learner can:</b>	
1	Understand the reasons behind the downfall of the Tsarist regime in 1917.	1.1	<b>Analyse</b> how effectively did the Tsarist government manage the challenges of governing Russia until 1914.
		1.2	<b>Explore</b> the reasons behind the Tsar's survival during the tumultuous 1905 Revolution.
		1.3	<b>Gain</b> an understanding of the extent to which the Tsar's power was reduced by the impact of the First World War.
		1.4	<b>Investigate</b> the reasons for the success of the March 1917 revolution.
2	Understand how the Bolsheviks came into power, as well as how they solidified their authority.	2.1	<b>Investigate</b> the extent of the Provisional Government's governance of Russia in 1917.
		2.2	<b>Comprehend</b> the reasons behind the Bolsheviks' successful takeover of power in November 1917.
		2.3	<b>Comprehend</b> the reasons behind the Bolsheviks' victory in the Civil War.
		2.4	<b>Explore</b> the extent to which the New Economic Policy achieved its objectives.
3	Understand the methods Stalin used to acquire and maintain control.	3.1	<b>Comprehend</b> the methods Stalin used to acquire and maintain control.
		3.2	<b>Explore</b> the factors that prompted Stalin to carry out the Purges.
		3.3	<b>Explain</b> the techniques Stalin employed to maintain power in the Soviet Union.

		3.4	<b>Evaluate</b> the extent of Stalin's dominant authority over the Soviet Union by the year 1941.
4	Understand the effects of Stalin's economic initiatives.	4.1	<b>Discuss</b> the reasons behind Stalin's implementation of the Five-Year Plans.
		4.2	<b>Explain</b> the reasons behind Stalin's implementation of collectivization.
		4.3	<b>Understand</b> the extent to which Stalin's economic reforms were successful.
		4.4	<b>Evaluate</b> the impact of these changes on the Soviet population.