

Specification

GCE History

Edexcel Advanced Subsidiary GCE in History (8HI01)

First examination 2009

Edexcel Advanced GCE in History (9HI01)

First examination 2010

Issue 2



Edexcel GCE in History e-Spec

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- Information on the products and services provided by Edexcel to support the specification.

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About this specification

Edexcel GCE in History is designed for use in school and colleges. It is a part of a suite of GCE qualifications offered by Edexcel.

Key features of the qualification

How is the specification different to the previous one?

There will now be four units instead of six. The Advanced Subsidiary and A2 units can be taught in any order.

In **Unit 1: Historical Themes in Breadth**, students will study two topics in order to gain a broad overview of a particular theme, and will assess the historical significance of events, ideas, attitudes and beliefs and how these influenced behaviours and action. In **Unit 2: British History Depth Studies**, students will study a period of British history in order to develop an in-depth understanding of attitudes, beliefs and structures of society. In **Unit 3: Depth Studies and Associated Historical Controversies**, students will undertake a depth study to explore the nature of challenges and conflict relating to societies and/or political system in the period studied, and to explore an issue of historical debate. In **Unit 4: Historical Enquiry**, students will carry out an enquiry which will address the aspects of a chosen theme over a period of at least 100 years. They will examine both the short-term significance of an individual, movement or event, as well as the factors affecting change throughout the whole period.

What about assessment?

A combination of assessment techniques will be used. Students will be required to undertake extended writing and essays in all units, in order to present historical explanations, assess the significance of events, individuals, beliefs and movements, and to reach substantiated judgements. Students will evaluate sources in Units 2, 3 and 4 in order to reach judgements by analysis and evaluation, and to address historical claims and debates. One of the key changes to the specification is that Unit 4 will consist of 20% internal assessment. To assist teachers, Edexcel has produced 45 coursework programmes to choose from, covering a wide range of history from Medieval and early modern British and European history to 20th century British, European and World history. Alternatively, teachers have the opportunity to design their own coursework programmes.

Why choose this specification?

The Edexcel GCE in History has been designed in consultation with schools and colleges to improve upon Edexcel's current market-leading GCE course. This qualification:

- offers a wide and stimulating choice of content including British, European and World history, with new options covering areas such as Medieval England and the British Empire
- allows teachers to design their own teaching programmes which are interesting, balanced and coherent
- features coursework at A2, providing 45 Edexcel-designed coursework programmes as well offering teachers the opportunity to design their own coursework programmes
- offers a choice of questions in every unit, including a choice of source questions in Unit 2 and 3
- acts as natural progression from the GCSE in History, and supports progression to further study.

Supporting you

Edexcel aims to provide the most comprehensive support for our qualifications. We have therefore published our own dedicated suite of resources for teachers and students written by qualification experts. We also endorse a wide range of materials from other publishers to give you a choice of approach. For more information on our wide range of support and services for this GCE History qualification, visit our GCE website: www.edexcel.com/gce2008.

Specification updates

This specification is Issue 2 and is valid for Advanced Subsidiary (AS) examination from 2009 and A2 examination from 2010. If there are any significant changes to the specification Edexcel will write to centres to let them know. Changes will also be posted on our website. For more information please visit www.edexcel.com or www.edexcel.com/gce2008.

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A Specification at a glance

AS	Unit 1: Historical Themes in Breadth	*Unit code 6HI01	
■ Externally assessed		50% of the total AS marks	25% of the total GCE marks
■ Availability: January and June			
■ First assessment: January 2009			

Content summary:

Students study aspects of the past in breadth through periods or themes. The unit addresses breadth of study, requiring students to address two linked themes from a range of perspectives, for example social, religious, political and cultural.

In their studies, students will engage with a broad overview within a defined theme by addressing **two** topics which, in combination, allow them to study either a range of themes over a shorter period or one theme over a longer period. This will enable them to show their understanding of key developments in power relationships.

There are **six** option papers, A-F, in this unit. Each option will include **seven** topics, except for Option E which consists of **six** topics. Each student is required to study **two** topics from **one** option paper.

Option A: England in the Middle Ages and the Transition to the Early Modern World

Option B: Power, Belief and Conflict in Early Modern Europe

Option C: The British Empire: Colonisation and Decolonisation

Option D: A World Divided: Communism and Democracy in the 20th Century

Option E*: The Expansion and Challenge of Nationalism

Option F*: The Expansion and Challenge of Nationalism

*Options E and F are identical except that Option F includes an additional topic, *F7: From Second Reich to Third Reich: Germany 1918-45*

Unit 1, Option F is a prohibited combination with *Unit 3, Topic D1: From Kaiser to Führer: Germany 1900-45*.

Centres wishing to offer topic F7 in Unit 1 should enter their students for Option F. Centres entering candidates for Unit 3, Topic D1 may not enter for Unit 1, Option F; however, they may enter for Unit 1, Option E.

There is no prohibited combination between Unit 1, Option F and Unit 3, Topic D2: *Britain and the Challenge of Fascism: Saving Europe at a Cost*.

Assessment:

Written examination: 1 hour 20 minutes

Candidates will be required to answer **two** questions worth 30 marks each; these must be taken from different topics within the same option paper.

The questions will require candidates to present historical explanations and assess their significance in the historical context of events, individuals' ideas, attitudes and/or beliefs, and the ways in which they influenced behaviours and action.

AS Unit 2: British History Depth Studies

*Unit code 6HI02

- Externally assessed
- Availability: January and June
- First assessment: January 2009

**50%
of the
total AS
marks**
**25% of
the total
GCE
marks**
Content summary:

Students will study British history in some depth. Grounded in an exploration of source material in its historical context, this unit enables students to develop an in-depth understanding of the attitudes, beliefs and structures of the societies they study. In working with selected sources, students will be required to demonstrate evidence skills which enable them to make reasoned and supported judgements and to address a historical view or claim.

There are **five** option papers, A-E, in this unit. Each option includes **two** topics. Students are required to study **one** topic from **one** option paper.

Option A: Early Modern British History: Crown and Authority

Option B: British Political History in the 19th Century

Option C: Conflict and Change in 19th and 20th Century Britain

Option D: The British Empire Challenged

Option E: Britain in the Later 20th Century: Responding to Change

Assessment:

Written examination: 1 hour 20 minutes.

Within each option paper, candidates are required to answer two source-based questions for their chosen topic, question (a) and question (b).

The first question (a) is worth 20 marks and will focus on reaching a judgement by analysis, cross-referencing and evaluating source material.

The second question (b) is worth 40 marks and will ask candidates to address an historical view or claim using two sources in conjunction with their own knowledge. A choice of questions will be provided for each topic.

* See *Appendix 3* for description of this code and all other codes relevant to this qualification.

A2	Unit 3: Depth Studies and Associated Historical Controversies	*Unit code 6HI03
<ul style="list-style-type: none"> ■ Externally assessed ■ Availability: June ■ First assessment: June 2010 		60% of the total A2 marks
		30% of the total GCE marks

Content summary:

Students undertake a study in some depth at a more demanding level than that required in Unit 2. Students gain a firm understanding both of the selected chronology and of key issues, problems and debates associated with it. Each of these studies in depth enables students to explore the nature of challenges and conflict both within the period and relating to the societies and/or political systems studied.

Students demonstrate their understanding by answering an essay question requiring them to reach a developed and substantiated judgement. The unit also enables students to work with secondary sources selected to provide evidence of differing views about defined associated historical controversies. Making use of evidence skills developed in Unit 2 and elsewhere, students reach judgements grounded in knowledge of the relevant historical issues and overall context by use of analysis, cross-referencing and evaluation of historical claims.

There are **five** option papers, A-E, in this unit. Each option includes **two** topics. Students are required to study **one** topic from **one** option paper.

Option A: Revolution and Conflict in England

Option B: Politics, Protest and Revolution

Option C: The United States: Challenged and Transformed

Option D: The Challenge of Fascism

Option E: War and Peace: 20th Century International Relations

Assessment:

Written examination: 2 hours.

Each option paper will be divided into Sections A and B. Candidates will be required to answer the following from their chosen topic:

- one question in Section A out of a choice of two (30 marks). The essay questions will have an analytical focus that will require candidates to reach a substantiated judgement on a historical issue or problem
- one question in Section B out of a choice of two (40 marks). The question will require candidates to compare the provided source material while exploring an issue of historical debate, and to reach substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy.

A2 Unit 4: Historical Enquiry***Unit code 6HI04**

- Internally assessed
- Availability: January and June
- First assessment: January 2010

**40%
of the
total A2
marks**

**20% of
the total
GCE
marks**

Content summary:

Students address key aspects of a chosen theme over a period of at least 100 years in order to develop their understanding of the process of change over a long period. They will investigate issues relating to their causes and consequences, both long- and short-term, and will demonstrate an understanding of factors that may accelerate, consolidate or retard the process of change. Students will follow a short introductory course which provides an overview of the key strands of development in the chosen topic over a period of at least 100 years. The course will provide the context for students' enquiries.

Students will complete an assignment in **two** parts. Each part is equally weighted within the marks allocated. Part A will comprise an enquiry in depth into the short-term significance of a key event or individual within the period of study. In Part B, students will set their chosen event or individual in a broader context, exploring the process of change within the wider timeframe. The maximum permitted word length of the total assignment is 4000 words. While a precise word limit is not attached to its constituent parts, students are advised to devote approximately 2000 words to each part. Centres may choose from the 45 coursework programmes designed by Edexcel. Coursework programmes are provided in the following areas:

- Ancient and Medieval History
- Early Modern British and European History
- Modern British History
- Modern European and World History.

Alternatively, centres may design their own coursework programmes, which will be subject to approval.

Assessment:

Part A: An extended essay which addresses the question that was posed as the focus of the enquiry. The enquiry must provide evidence of students' ability to:

- assess the significance of the chosen individual or event in the short term
- interpret, evaluate and use sources in their historical context.

Part B: An extended essay which addresses the question which was posed as the focus of the enquiry. The enquiry must provide evidence of students' ability to:

- identify relevant issues and make use of relevant reading and other data as appropriate in pursuit of the enquiry
- assess the significance of the chosen factor or event in the long term (at least 100 years) by linking the chosen factor, individual or event with other events and forces for change in the period.

B Specification overview

Summary of assessment requirements

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 1 Historical Themes in Breadth	AS	<p>Written examination: 1 hour 20 minutes.</p> <p>Candidates must take one of the option papers A-F. Each option paper will include seven topics, except for Option E which includes six. Students are required to study two topics from the same option paper.</p> <p>Candidates will be required to answer two questions worth 30 marks each and these must be taken from different topics within the same option paper. A choice of two essay questions will be set on each topic. Candidates must not answer two questions set on the same topic.</p> <p>The questions will require candidates to present historical explanations and assess their significance in the historical context of events, individuals' ideas, attitudes and/or beliefs, and the ways in which they influenced behaviours and action.</p>	60 marks
Unit 2 British History Depth Studies	AS	<p>Written examination: 1 hour 20 minutes.</p> <p>Candidates must take one of the option papers A-E. Each option paper will include two topics. Candidates are required to study one topic. Within each option paper, candidates are required to answer two source-based questions for their chosen topic, question (a) and question (b). Candidates will be provided with seven to nine unseen sources of approximately 550 words in total per topic. These sources will be made available with the examination paper.</p> <p>The first question (a) on each topic is worth 20 marks and will focus on reaching a judgement by analysis, cross-referencing and evaluation of source material.</p> <p>The second question (b) on each topic is worth 40 marks and will ask candidates to address a historical view or claim using two sources in conjunction with their own knowledge. A choice of questions, (b) (i) and (b) (ii), will be provided for each topic.</p>	60 marks

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
<p>Unit 3</p> <p>Depth Studies and Associated Historical Controversies</p>	A2	<p>Written examination: 2 hours.</p> <p>Candidates must take one of the option papers A-E. Each option paper includes two topics. Candidates are required to study one topic. Each option paper will be divided into Sections A and B.</p> <p>Candidates will be required to answer the following from their chosen topic:</p> <ul style="list-style-type: none"> ■ one question in Section A out of a choice of two (30 marks) ■ one question in Section B out of a choice of two (40 marks). <p>In Section A, the essay questions will have an analytical focus that will require candidates to reach a substantiated judgement on a historical issue or problem.</p> <p>In Section B, candidates will be provided with five or six unseen secondary sources totalling approximately 350-400 words per question. These sources will be made available with the examination paper.</p> <p>The question will require candidates to compare the provided source material while exploring an issue of historical debate, and to reach substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy.</p>	70 marks
<p>Unit 4</p> <p>Historical Enquiry</p>	A2	<p>Internal assessment.</p> <p>Part A: An extended essay which addresses the question which was posed as the focus of the enquiry. The enquiry must provide evidence of students' ability to:</p> <ul style="list-style-type: none"> ■ assess the significance of the chosen individual or event in the short term ■ interpret, evaluate and use sources in their historical context. <p>Part B: An extended essay which addresses the question which was posed as the focus of the enquiry. The enquiry must provide evidence of students' ability to:</p> <ul style="list-style-type: none"> ■ identify relevant issues and make use of relevant reading and other data as appropriate in pursuit of the enquiry ■ assess the significance of the chosen factor or event in the long term (at least 100 years) by linking the chosen factor, individual or event with other events and forces for change in the period. <p>Students are encouraged to make use of ICT in the production of the essay.</p>	50 marks

Assessment objectives and weightings

		% in AS	% in A2	% in GCE
AO1	a	70%	70%	70%
	b			
AO2	a	30%	30%	30%
	b			
TOTAL		100%	100%	100%

Relationship of assessment objectives to units

Unit number	Assessment objective			
	AO1	AO2a	AO2b	Total AO1 and AO2
Unit 1	25%	–		25%
Unit 2	10%	8%	7%	25%
Unit 3	20%	–	10%	30%
Unit 4	15%	5%		20%
Total for Advanced GCE	70%	13%	17%	100%

Qualification summary

Subject criteria The General Certificate of Education is part of the Level 3 provision. This specification is based on the Advanced Subsidiary GCE and Advanced GCE subject criteria for History which are set by the regulatory authorities and are mandatory for all awarding bodies.

Aims The aims of the Edexcel Advanced Subsidiary and Advanced GCE in History are to encourage students to:

- develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance
- acquire an understanding of different identities within society and an appreciation of social, cultural, religious and ethnic diversity through the study of aspects of British and non-British history
- build on their understanding of the past through experiencing a broad and balanced course of study
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds
- develop the ability to ask relevant and significant questions about the past and to research them
- acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements may be provisional
- develop their use and understanding of historical terms, concepts and skills
- make links and draw comparisons within and/or across different periods and aspects of the past
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

AS/A2 content**Breadth and depth of content:**

- The Edexcel Advanced Subsidiary and Advanced GCE specification in history is of sufficient length, depth and breadth to allow students to develop the knowledge, skills and understanding specified over the page, and includes a rationale for the specification of periods and/or themes within each unit which indicate how the following criteria for content are addressed.
- The Edexcel Advanced Subsidiary and Advanced GCE specification in history provides a broad, coherent, satisfying and worthwhile course of study for all students whether they progress to further study in the subject or not.
- There are no prior knowledge requirements for Advanced Subsidiary and Advanced GCE specification in History.
- The Edexcel Advanced Subsidiary and Advanced GCE specification requires students to study:
 - ◆ the history of more than one country *or* state or the history of more than one period
 - ◆ aspects of the past in breadth (through period(s) or theme(s)) and in depth
 - ◆ significant individuals, societies, events, developments and issues within a broad historical context
 - ◆ developments affecting different groups within the societies studied
 - ◆ a range of appropriate historical perspectives, for example: aesthetic; cultural; economic; ethnic; political; religious; scientific; social or technological.

In addition, the Edexcel Advanced GCE specification requires students to study:

- a substantial (a minimum of 25%) and coherent element of British history and/or the history of England, Scotland, Ireland or Wales. *Unit 2: British History Depth Studies* is weighted at 25%
- change and/or development over a period of time sufficient to demonstrate understanding of the process of change, both long term (at least 100 years) and short term. *Unit 4: Historical Enquiry* includes consideration of both short-term and long-term change within a period of at least 100 years.

AS/A2 knowledge, skills and understanding

A2 students will build on their learning at Advanced Subsidiary by drawing on and evaluating a greater depth and range of increasingly more sophisticated content and evidence, demonstrating a more complex understanding of historical concepts, producing responses that are more analytical, and judgements that are more effectively substantiated.

The Edexcel Advanced Subsidiary and Advanced GCE specifications require students to:

- demonstrate knowledge and understanding of the historical themes, topics, periods and debates
- demonstrate their breadth of historical knowledge and understanding by making links and drawing comparisons between different aspects of the period, society, topic and theme studied
- demonstrate their understanding of key historical terms and concepts
- analyse and evaluate the causes and consequences of historical events and situations, and changes and developments in the periods and themes studied
- assess the significance of individuals, societies, events, developments and/or ideas in history
- develop an understanding of the nature and purpose of history as a discipline and how historians work.

AS/A2 skills

Historical interpretation

The Edexcel Advanced GCE specification requires students to:

- comprehend, analyse and evaluate how the past has been interpreted and represented in different ways, for example in historians' debates and through a range of media such as paintings, films, reconstructions, museum displays, the internet.

Historical enquiry

The Edexcel Advanced GCE specification requires students to:

- investigate specific historical questions, problems or issues
- use historical sources critically in their context, deploying appropriate information and reaching substantiated conclusions.

Organisation and communication

The Edexcel Advanced GCE specification requires students to:

- organise and communicate their historical knowledge and understanding in different ways, arguing a clear, logical and precise case and reaching substantiated judgements.

C GCE History unit content

Unit 1 Historical Themes in Breadth 21

Unit 2 British History Depth Studies 39

Unit 3 Depth Studies and Associated Historical Controversies 49

Unit 4 Historical Enquiry 61

Course structure

- Edexcel's Advanced GCE in History comprises four units and contains an Advanced Subsidiary subset of two AS units.
- The Advanced Subsidiary GCE is the first half of the GCE course and consists of Units 1 and 2. It may be awarded as a discrete qualification or contribute 50 per cent of the total Advanced GCE marks.
- The full Advanced GCE award consists of the two AS units (Units 1 and 2) plus two A2 units (Units 3 and 4) which make up the other 50 per cent of the Advanced GCE. Students wishing to take the full Advanced GCE must, therefore, complete all four units.
- The structure of this qualification allows teachers to construct a course of study which can be taught and assessed **either** as:
 - ◆ distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course;
or
 - ◆ a linear course which is assessed in its entirety at the end.

The AS and A2 units may be taught in any order allowing further flexibility when designing a teaching programme.

Overview of available options

Unit 1: Historical Themes in Breadth

Option A: England in the Middle Ages and the Transition to the Early Modern World

Students entered for Option A are required to study TWO of the topics from A1-A7.

- A1 Alfred the Great and the Vikings, 793-c900
- A2 The Norman Conquest and its Impact on England, 1066-1135
- A3 The Angevin Empire, 1154-1216
- A4 From Black Death to Great Revolt: England, 1348-81
- A5 Anglo-French Rivalry: Henry V and Henry VI, 1413-53
- A6 The Wars of the Roses in England, 1455-85
- A7 The Reign of Henry VII, 1485-1509

Option B: Power, Belief and Conflict in Early Modern Europe

Students entered for Option B are required to study TWO of the topics from B1-B7.

- B1 Luther, Lutheranism and the German Reformation, 1517-55
- B2 Meeting the Challenge? The Catholic Reformation, c1540-1600
- B3 The Revolt of the Netherlands, 1559-1609
- B4 The European Witchcraze, c1580-c1650
- B5 Conflict and Conquest in Ireland, 1598-1692
- B6 The Thirty Years War and its Impact on Continental Europe, 1618-60
- B7 Crown, Conflict and Revolution in England, 1660-89

Option C: The British Empire: Colonisation and Decolonisation

Students entered for Option C are required to study TWO of the topics from C1-C7.

- C1 The Origins of the British Empire, c1680-1763
- C2 Relations With the American Colonies and the War of Independence, c1740-89
- C3 The Slave Trade, Slavery and the Anti-Slavery Campaigns, c1760-1833
- C4 Commerce and Conquest: India, c1760-c1835
- C5 Commerce and Imperial Expansion, c1815-70
- C6 Britain and the Scramble for Africa, c1875-1914
- C7 Retreat from Empire: Decolonisation in Africa, c1957-81

Option D: A World Divided: Communism and Democracy in the 20th Century

Students entered for Option D are required to study TWO of the topics from D1-D7.

- D1 Crises, Tensions and Political Divisions in China, 1900-49
- D2 Mao's China, 1949-76
- D3 Russia in Revolution, 1881-1924: From Autocracy to Dictatorship
- D4 Stalin's Russia, 1924-53
- D5 Pursuing Life and Liberty: Equality in the USA, 1945-68
- D6 Ideology, Conflict and Retreat: the USA in Asia, 1950-73
- D7 Politics, Presidency and Society in the USA, 1968-2001

Option E: The Expansion and Challenge of Nationalism

Students entered for Option E are required to study TWO of the topics from E1-E6. There are only six topics in Unit 1, Option E.

- E1 The Road to Unification: Italy, c1815-70
- E2 The Unification of Germany, 1848-90
- E3 The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896-1943
- E4 Republicanism, Civil War and Francoism in Spain, 1931-75
- E5 Germany Divided and Reunited, 1945-91
- E6 The Middle East, 1945-2001: The State of Israel and Arab Nationalism

Option F: The Expansion and Challenge of Nationalism

Options E and F are identical, except that option F includes an additional topic (*F7 From Second Reich to Third Reich: Germany 1918-1945*). Unit 1, Option F is a prohibited combination with Unit 3, Option D1 *From Kaiser to Führer: Germany, 1900-45*. Centres wishing to study topic F7 should enter their candidates for Option F.

Students entered for Option F are required to study TWO of the topics from F1-F7.

- F1 The Road to Unification: Italy, c1815-70
- F2 The Unification of Germany, 1848-90
- 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
- F7 From Second Reich to Third Reich: Germany, 1918-45

Unit 2: British History Depth Studies

Option A: Early Modern British History: Crown and Authority	Students entered for Option A are required to study ONE topic: A1 or A2 A1 Henry VIII: Authority, Nation and Religion, 1509-40 A2 Crown, Parliament and Authority in England, 1588-1629
Option B: British Political History in the 19th Century	Students entered for Option B are required to study ONE topic: B1 or B2 B1 Britain, 1830-85: Representation and Reform B2 Poverty, Public Health and the Growth of Government in Britain, 1830-75
Option C: Conflict and Change in 19th and 20th Century Britain	Students entered for Option C are required to study ONE topic: C1 or C2 C1 The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854-1929 C2 Britain, c1860-1930: The Changing Position of Women and the Suffrage Question
Option D: The British Empire Challenged	Students entered for Option D are required to study ONE topic: D1 or D2 D1 Britain and Ireland, 1867-1922 D2 Britain and the Nationalist Challenge in India, 1900-47
Option E: Britain in the Later 20th Century: Responding to Change	Students entered for Option E are required to study ONE topic: E1 or E2 E1 British Political History, 1945-90: Consensus and Conflict E2 Mass Media, Popular Culture and Social Change in Britain Since 1945

Unit 3: Depth Studies and Associated Historical Controversies

**Option A:
Revolution and
Conflict in England**

Students entered for Option A are required to study ONE topic: A1 or A2

A1 Protest, Crisis and Rebellion in England, 1536-88

A2 Revolution, Republic and Restoration: England, 1629-67

**Option B: Politics,
Protest and
Revolution**

Students entered for Option B are required to study ONE topic: B1 or B2

B1 France, 1786-1830: Revolution, Empire and Restoration

B2 Challenging Authority: Protest, Reform and Response in Britain, c1760-1830

**Option C: The
United States:
Challenged and
Transformed**

Students entered for Option C are required to study ONE topic: C1 or C2

C1 The United States, 1820-77: A Disunited Nation?

C2 The United States, 1917-54: Boom, Bust and Recovery

**Option D: The
Challenge of
Fascism**

Option D1 is a prohibited combination with Unit 1, Option F: *The Expansion and Challenge of Nationalism*. This is because Unit 1 Topic F7 *From Second Reich to Third Reich: Germany, 1918-45* overlaps in content with Unit 3 Option D1: *From Kaiser to Führer: Germany, 1900-45*. Centres wishing to offer Unit 3, Option D1, may enter students for Unit 1, Option E.

Students entered for Option D are required to study ONE topic: D1 or D2

D1 From Kaiser to Führer: Germany, 1900-45

D2 Britain and the Challenge of Fascism: Saving Europe at a Cost? c1925-60

**Option E: War
and Peace:
20th Century
International
Relations**

Students entered for Option E are required to study ONE topic: E1 or E2

E1 The World in Crisis, 1879-1941

E2 A World Divided: Superpower Relations, 1944-90

1.1 Unit description

Introduction

This unit looks at the issues of power, influence and control in society, including politics, values and beliefs, which are conceptually linked to the themes specified in Unit 2. These themes, in conjunction with their British history studies, will allow students to reflect upon the operation of power and the forces for change in power relationships in different societies or (in the case of those following an exclusively British history route) at different times.

In this unit, students undertake studies exploring aspects of the past in breadth through periods or themes. The unit addresses breadth of study, requiring students to address two linked themes with a range of perspectives, for example social, religious, political and cultural. In their studies, students will engage with a broad overview within a defined theme by addressing two topics which, in combination, allow them either to study a range of themes over a shorter period or one theme over a longer period. This will enable them to show their understanding of key developments in power relationships.

Option papers available for Unit 1

Students must follow one of the options A-F. Each option will include seven topics, except for Option E which consists of six topics. Students are required to study TWO topics from one option paper.

Option A: England in the Middle Ages and the Transition to the Early Modern World

Option B: Power, Belief and Conflict in Early Modern Europe

Option C: The British Empire: Colonisation and Decolonisation

Option D: A World Divided: Communism and Democracy in the 20th Century

Option E*: The Expansion and Challenge of Nationalism

Option F*: The Expansion and Challenge of Nationalism

*Options E and F are identical, except that Option F includes an additional topic (*F7: From Second Reich to Third Reich: Germany 1918-1945*).

Unit 1, Option F is a prohibited combination with *Unit 3, Topic D1: From Kaiser to Führer: Germany 1900-45*.

Centres wishing to offer topic F7 in Unit 1 should enter their students for Option F. Centres entering students for Unit 3, Topic D1 may not enter them for Unit 1, Option F; however, they may enter them for Unit 1, Option E.

There is no prohibited combination between Unit 1, Option F and Unit 3, *Topic D2: Britain and the Challenge of Fascism: Saving Europe at a Cost*.

1.2 Assessment information

This unit will be externally assessed

- Written examination: 1 hour 20 minutes.
- Candidates must take **one** of the option papers A-F. Each option paper will include **seven** topics, except for Option E which includes six. Candidates are required to study **two** topics from the same option paper.
- Candidates will be required to answer **two** questions worth 30 marks each and these must be taken from different topics within the same option paper. A choice of **two** essay questions will be set on each topic. Candidates must **not** answer two questions set on the same topic.

The questions will require candidates to present historical explanations and assess their significance in the historical context of events, individuals' ideas, attitudes and/or beliefs, and the ways in which they influenced behaviours and action.

1.3 Unit 1, Option A: England in the Middle Ages and the Transition to the Early Modern World

Focus

This option concentrates on the theme of power and authority within England over the period covered, with further emphasis on broad developments which can be seen to have promoted the transition to the early modern world. Whichever combinations are chosen, this option enables students to understand both the exercise of power by rulers and the ways in which, and extent to which, that power was liable to challenge.

Clarification of content for each topic can be found in *Appendix 1*.

Students entered for Option A are required to study TWO of the topics from A1-A7.

A1 Alfred the Great and the Vikings, 793-c900

- Anglo-Saxon society in the 9th century: the different kingdoms, Christianity, agriculture and commerce.
- The fury of the Vikings: raids and conquest, 793–870.
- The assault on Wessex and its defence, 870–78.
- Rebuilding and strengthening the West Saxon kingdom, 878–99.

A2 The Norman Conquest and its Impact on England, 1066-1135

- The England of Edward and Harold: economy, society and government.
- William of Normandy and the conquest of 1066.
- Establishing control: rebellions, reprisals, castles and the Domesday survey.
- Anglo-Norman society: a new elite, new customs, a reformed Church.

A3 The Angevin Empire, 1154-1216

- Henry II: position and personality — the creation and expansion of the Angevin Empire.
- Henry and the governance of England: the development of the legal system; Thomas à Becket and the Church.
- Richard I: relations with his father; the Third Crusade; conflict and death in France.
- King John and the loss of the Angevin Empire: conflict with Philip Augustus; rebellion and discontent in England; the Magna Carta.

A4 From Black Death to Great Revolt: England, 1348-81

- Social and economic conditions in mid-14th century England: agriculture population pressures; urbanisation and climate change.
- The origins, nature and course of the Black Death, 1347–50.
- The economic effects of extensive mortality.
- The social and political effects of population loss: the Peasants' Revolt of 1381.

A5 Anglo-French Rivalry: Henry V and Henry VI, 1413-53

- Reasons for the renewal of conflict: the domestic situations in France and England.
- The years of victory: Agincourt to the Treaty of Troyes, 1415–20.
- An infant English king and a French saint or witch: turning the tide of English conquest, 1422–35.
- The defeat of the English, 1435–53: the strains of war.

A6 The Wars of the Roses in England, 1455-85

- The origins of the conflict: the personality of Henry VI; royal debt; rival claimants; a divided nobility.
- The Yorkist challenge, 1455–61.
- The renewed Lancastrian challenge to Edward IV, 1469–71 and the consolidation of royal power, 1472–83.
- The reign of Richard III and the Battle of Bosworth Field.

A7 The Reign of Henry VII, 1485-1509

- Securing the throne and seeing off rivals: Henry's claim; Lambert Simnel; Perkin Warbeck; Warwick and the de la Poles.
- The nature of Tudor government and taming the nobility.
- Financial and administrative reforms: justice and filling the royal coffers.
- Foreign policy: relations with Spain, France, Burgundy and Scotland.

1.4 Unit 1, Option B: Power, Belief and Conflict in Early Modern Europe**Focus**

This option concentrates on the themes of religious and political conflict in early modern Europe, with further emphasis on challenges to existing authority, how these developed and the extent to which they were resolved by the end of the periods studied. Whichever combinations are chosen, this option enables students to understand how inextricably intertwined were religious and political issues in 16th and 17th century western European societies.

Clarification of content for each topic can be found in *Appendix 1*.

Students entered for Option B are required to study TWO of the topics from B1-B7.

B1 Luther, Lutheranism and the German Reformation, 1517-55

- The causes of reformation in Germany: the state of the Catholic Church and extent of dissatisfaction with it in the early 16th century; the role of the Papacy.
- Martin Luther: his ideas and their impact; his overall influence in the German states to 1546.
- The expansion of Lutheranism within Germany and beyond to 1555.
- The political context of the German Reformation: the Holy Roman Empire; the roles of Charles V and the German princes.

B2 Meeting the Challenge? The Catholic Reformation, c1540-1600

- Catholic reform developments before 1545: the 5th Lateran Council and the Oratory of Divine Love; Ignatius Loyola and the Society of Jesus.
- The Council of Trent: its role, importance and impact to 1600. The work of reforming popes and the counter-attack on Protestant territory (Poland, Austria and Bavaria) to 1600.
- Attacks on heresy and proscriptions: the Inquisition and the Index.
- Support from Catholic rulers: Philip II of Spain, the Catholic League in France.

B3 The Revolt of the Netherlands, 1559-1609

- Political and religious origins of the Revolt; Spanish reactions to 1572; the role of Alba.
- The House of Orange: its significance within the Netherlands; the importance of its leadership; the role of William the Silent.
- Spanish reaction to the Revolt from 1572: the roles of Requesens; Don John of Austria and Parma; the separation of north and south.
- The later stages, 1579-1609: importance of English intervention; internationalisation of the struggle; the reasons for the survival of a Calvinist northern state.

B4 The European Witchcraze, c1580-c1650

- Reasons for growing intolerance of witches: instability of religious situation in Europe; links with heresy; fears of minorities; roots of mass hysteria.
- Social and economic factors: social and cultural characteristics of those accused of witchcraft; reasons for gender imbalance.
- Nature of witchcraft accusations and reasons for widespread belief in them.
- Geographical spread of witchcraft prosecutions and reasons for imbalances: importance of local issues; secular and ecclesiastical prosecutions; reasons for peaks and troughs.

B5 Conflict and Conquest in Ireland, 1598-1692

- English settlement in the later Elizabethan period: the Tyrone rebellion and the role of Essex.
- The Ulster plantation of the early 17th century: its nature and extent; the significance for Ireland of the accession of the Stuart monarchy.
- The Confederate War, 1641-53: its causes, course, outcome and impact; the roles of Ormond and Oliver Cromwell.
- Restoration Ireland: the significance of the Act of Settlement (1662) and Anglo-Irish trade; roles of Ormond and Tyrconnell; the significance for Ireland of the reign of James II and its aftermath to 1692.

B6 The Thirty Years War and its Impact on Continental Europe, 1618-60

- Origins of the war and reasons for outbreak of conflict: challenges to Habsburg power; religious divisions.
- The wars, 1618-30: Bohemia, the Palatinate and Denmark; course, significance and impact; the roles of Wallenstein and Emperor Ferdinand II.
- The wars of 1630-48: Sweden and Franco-Habsburg conflict; the roles of Ferdinand II and Ferdinand III; Tilly and Oxenstierna.
- The Treaty of Westphalia (1648): its significance and the legacy of the war to 1660 (political, economic, social and religious).

B7 Crown, Conflict and Revolution in England, 1660-89

- Power and influence of the restored monarchy from 1660: powers and limitations; the role of the Church.
- Charles II's relations with his ministers and Parliament: Clarendon, the Cabal and Danby; causes of conflict between court and Parliament — religion and the Church; finance and foreign policy; the Popish Plot and the Exclusion Crisis.
- Economic conflict: the Anglo-Dutch wars of 1664-67 and 1672-74, the origins of empire.
- The reign of James II, the attack on the Church and reasons for the Revolution of 1688-89.

1.5 Unit 1, Option C: The British Empire: Colonisation and Decolonisation

Focus

This option concentrates on the theme of colonisation and decolonisation from the perspective of Britain and selected colonies, with further emphasis on how the British Empire developed and expanded and how ideas about the value and benefits of the Empire developed and were challenged. Whichever combinations are chosen, this option enables students to understand the importance of both economic and cultural factors and of identity and rights, both in the expansion of and in challenges to imperial expansion and consolidation.

Clarification of content for each topic can be found in Appendix 1.

Students entered for Option C are required to study TWO of the topics from C1-C7.

C1 The Origins of the British Empire, c1680-1763

- The link between commerce and the development of empire: the roles of the East India, Royal Africa and South Sea companies.
- The role of Government in protecting trade and facilitating imperial expansion and the impact of the Navigation Acts.
- The role of war in imperial expansion: wars against Louis XIV; Jenkins' Ear; the Austrian Succession; Seven Years War.
- The importance of the slave trade in the development of the Empire to c1760.

C2 Relations with the American Colonies and the War of Independence, c1740-89

- Relations between the American colonies and the Mother Country, 1740-63: commerce, governance and Anglo-French rivalry.
- British policies towards the colonies and the growth of opposition, 1763-75.
- The American Revolution: causes, course and reasons for colonies' success in achieving independence.
- The impact of independence on Britain and America, 1783-89.

C3 The Slave Trade, Slavery and the Anti-slavery Campaigns, c1760-1833

- Reasons for, and growing extent of, British involvement in the slave trade.
- The structure and operation of slavery in British colonies.
- The anti-slavery campaigns: the role of the Evangelical movement; the roles of Thomas Clarkson and William Wilberforce; the nature of support for abolition.
- Nature and extent of, and reasons for, opposition and resistance to the anti-slave trade and anti-slavery movements and reasons why this opposition failed; abolition of the slave trade in 1807 and abolition of slavery in the Empire in 1833.

C4 Commerce and Conquest: India, c1760-1835

- The importance of the East India Company in the development of India from 1760: the company's growing difficulties; the East India Company Act of 1773; the India Bills of 1783-84; the Charter Acts of 1813 and 1833 and their significance.
- The impact and significance of Anglo-French rivalry in India from 1760 and of the outcome of the Seven Years War for British rule in India.
- Relations between the British and the Indian princes and implications for the expansion of British rule; relations with the Marathas; the Mysore Wars.
- Cornwallis, Wellesley and Hastings as Governor Generals of India; impact of missionary activity and attack on Indian customs in the 1820s and early 1830s.

C5 Commerce and Imperial Expansion, c1815-70

- The importance of the Napoleonic wars for the expansion of the British Empire: growing worldwide influence; colonial acquisitions at the end of the wars and their significance.
- The relationship between the Empire and British industrialisation: the role of the Empire in supplying raw materials for the Mother Country and as a recipient of British-manufactured goods.
- The concept of 'formal' and 'informal' empire; the importance of the navy in securing an imperial presence.
- The concept of the 'Pax Britannica' and the significance of Christianity in development of imperial ideas and attitudes.

C6 Britain and the Scramble for Africa, c1875-1914

- Britain's growing interests in North Africa: acquisition of Suez canal shares and its significance; the concept of an 'informal' empire.
- Nature and extent of imperial acquisitions in Africa in this period.
- Conflict in Southern Africa: reasons for, and consequences of, the two Boer Wars.
- The development of imperial attitudes: British perceptions of the benefits of the Empire for indigenous peoples; advantages and disadvantages of the Empire for the British in this period.

C7 Retreat from Empire: Decolonisation in Africa, c1957-81

- Reasons why the British Empire was difficult to sustain: costs of maintenance; impact of the Second World War; Britain's declining influence in world affairs.
- Reasons for, and nature of, independence movements in Africa in the 1950s and early 1960s: reasons why decolonisation in British colonies in Africa came about so quickly in the 1950s and 1960s.
- Extent to which decolonisation was accompanied by an orderly transition or by violence.
- Attempts at decolonisation in southern Africa: the cases of South Africa and Southern Rhodesia (Zimbabwe), 1960-81.

1.6 Unit 1, Option D: A World Divided: Communism and Democracy in the 20th Century

Focus

This option concentrates on the theme of contrasting ideologies, with particular emphasis on how Communism developed and, in some societies, succeeded in overthrowing existing authority in the first half of the 20th century. This option also concentrates on how the USA responded to the challenge of Communism during that time and on the development of and challenges to democracy in the USA. Whichever combinations are chosen, this option enables students to understand the importance of ideas and beliefs in the policies developed by states, how and why ideology is frequently a cause of both challenge and conflict, within and between states, and also gives rise to debates about the rights of citizens.

Clarification of content for each topic can be found in *Appendix 1*.

Students entered for Option D are required to study TWO of the topics from D1-D7.

D1 Crises, Tensions and Political Divisions in China, 1900-49

- The last years of Imperial China and the Revolution of 1911-12: the impact of foreigners, reformers and revolutionaries.
- Warlords, Nationalists and Communists, 1912-27: the rule of Yuan Shikai; the May 4th movement; Sun Yat-sen and the revived Guomindang (GMD — Chinese People's Party).
- Nationalist triumph and Communist survival 1927-37: the Shanghai Massacre; the Jiangxi Soviet; the Long March.
- War and civil war, 1937-49: the Japanese assault and its impact; the civil war of 1946-49; reasons for the Communist victory.

D2 Mao's China, 1949-76

- The Government of the People's Republic of China: Mao's authority and ideas; his leading colleagues; the People's Liberation Army; the Hundred Flowers Campaign and its consequences.
- The nature of economic policies: agricultural change in the 1950s and early 1960s; attempts at industrialisation; five-year plans and the Great Leap Forward.
- Social changes, 1949-65: gender, class and culture.
- The origins, course and consequences of the Cultural Revolution, 1962-76.

D3 Russia in Revolution, 1881-1924: From Autocracy to Dictatorship

- The challenges to the Tsarist state, 1881-1906: nature of the regime; economic and social changes; opposition parties; the 1905 revolution.
- Tsarism's last chance, 1906-1917: the Dumas; Stolypin; the impact of War; the downfall of the Romanovs.
- February to October 1917: the Provisional Government and the Bolshevik coup.
- Holding on to and consolidating power, 1918-24: civil war; changing economic policies; creating the Soviet state.

D4 Stalin's Russia, 1924-53

- The struggle for power — the making of the new *vozhds* 1924-29: personalities and policies.
- Transforming the Soviet Union: the collectivisation of agriculture and its social and economic impact; industrialisation and its economic and social impact; the three five-year plans; changing social policies.
- Persecution and control: the origins and course of the purges; culture and the arts in the service of a totalitarian regime.
- The making of a superpower: the Great Patriotic War; devastation; war production; victory.

D5 Pursuing Life and Liberty: Equality in the USA, 1945-68

- The social and economic position of black citizens in the USA in the 1940s and early 1950s: the nature and extent of discrimination and segregation; signs of change by 1955.
- Martin Luther King and peaceful protest.
- Black power and the use of violence; the extent to which equality had been achieved by 1968.
- The changing economic and social environment of the 1960s: the position of other ethnic minorities.

D6 Ideology, Conflict and Retreat: the USA in Asia, 1950-73

- The Korean War, 1950-53: causes, course and consequences.
- The ideological struggle in south east Asia in the early 1950s: the French in Vietnam; the British in Malaysia; US concerns; the Southeast Asia Treaty Organization (SEATO).
- Growing US participation in Vietnam, 1954-68: Eisenhower, Kennedy and Johnson.
- The Nixon Presidency and the withdrawal of US forces, 1969-73: the reaction to the Vietnam War in the USA and the changing international diplomatic context.

D7 Politics, Presidency and Society in the USA, 1968-2001

- The Presidencies of Nixon, Ford, Carter, Reagan, Bush and Clinton: reasons for the outcomes of elections; Watergate and the constitutional issues to which it gave rise.
- Social issues and their political impact: feminism; the rights of minorities; religious belief; the importance of the Supreme Court.
- Popular culture: the media, film, television, radio and journalism; the importance of sport for race relations.
- The debate over the role of the state in the economy — Reagan and the New Right: 'Reaganomics' and free market ideas.

1.7 Unit 1, Option E: The Expansion and Challenge of Nationalism

Focus

This option concentrates on the themes of nationalism and conflict in Europe and the Middle East from the beginning of the 19th century, with particular emphasis on both how and why ideas about nationhood emerged and developed in particular states and how, in some cases, nationalist ideas provided the stimulus for the development of authoritarian, totalitarian or fascist regimes. Whichever combinations are chosen, this option enables students to understand the importance of the ideas and beliefs associated with nationalism and why nationalism and national identities are frequently contentious or problematic concepts.

Clarification of content for each topic can be found in *Appendix 1*.

Students entered for Option E are required to study TWO of the topics from E1-E6. There are six topics in Unit 1, Option E.

E1 The Road to Unification: Italy, c1815-70

- Opposition to autocratic and foreign rule in Piedmont, Tuscany and Venice; the Carbonari in Naples; republicanism and Young Italy — the influence of Mazzini to 1848; the legacy of the 1848 revolutions.
- The roles of Cavour, Victor Emmanuel and Garibaldi; the role of the Church.
- The importance of foreign intervention and involvement in the 1850s and 1860s: France and Austria.
- The unification process, 1859-70.

E2 The Unification of Germany, 1848-90

- The 1848 revolutions and their significance for unification.
- Economic features of pre-unification Germany and their implications for unification.
- Diplomacy, war and the significance of Bismarck to 1871.
- Developing national identity in a united Germany: Bismarck's relations with political parties; the *kulturrekampf* and social policies under Bismarck.

E3 The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896-1943

- Weaknesses of the political system and attempts to stabilise it from 1903 under Giolitti; social discontent and political disorder, 1896-1912.
- The impact of the First World War on Italy and its impact on the Liberal state, 1918-23: Mussolini and the message and appeal of Fascism, 1919-22.
- Power and control in Fascist Italy: propaganda; terror; the PNF (Partito Nazionale Fascista); the relationship of the regime with the Church and the old elites.
- Building the new Roman Empire: Abyssinia, Spain and Italy's diplomatic and military preparations for war, 1933-41.

E4 Republicanism, Civil War and Francoism in Spain, 1931-75

- The abdication of Alfonso XIII and the establishment of a republic: reasons for this; Republican rule, 1931-6.
- Outbreak of Civil War: nature and extent of support for Republicans and Nationalists.
- The Civil War: course and outcome; impact of foreign intervention; reasons for Nationalism's success.
- The establishment of an authoritarian government and a corporatist state: key features of these; the Falange and the rule of Franco to 1975.

E5 Germany Divided and Reunited, 1945-91

- The partition of Germany: establishment and development of contrasting forms of government in East and West Germany.
- Contrasting economic development, living standards and achievements in East and West and the reasons for this.
- The roles of Adenauer, Erhard and Brandt in West Germany.
- The rule of Honecker in East Germany: his fall in 1989 and its implications; the collapse of communism and the reunification process to 1991.

E6 The Middle East, 1945-2001: The State of Israel and Arab Nationalism

- The situation in Palestine in 1945: the impact of Jewish guerrilla and terrorist groups; the end of the British mandate; UN plans for separate Arab and Israeli states; the foundation of an independent Israel in 1948.
- The significance of Arab reaction to the establishment of an independent Israel and to immigration into Israel to 1973: reasons for, and outcomes of, Arab-Israeli conflicts to 1973.
- The rise of nationalism in Egypt and Syria: the role of Nasser; establishment of a United Arab Republic and reasons for its failure; tensions within and between Arab states; secular modernisers versus militant Islam; Shia and Sunni Muslims; the growth of militant Islam in Iran; the significance of the Iranian Revolution in 1979.
- Arab nationalism in the 1980s and 1990s: reasons for, and outcomes of, the Iraq-Iran and Gulf Wars; reasons for, and significance of, the growth in Islamic fundamentalism.

1.8 Unit 1, Option F: The Expansion and Challenge of Nationalism

***Options E and F are identical, except that Option F includes an additional topic (F7: *From Second Reich to Third Reich: Germany, 1918-1945*).**

Unit 1, Option F is a prohibited combination with Unit 3, Topic D1: *From Kaiser to Führer: Germany, 1900-45*.

Centres wishing to offer Topic F7 in Unit 1 should enter their students for Option F. Centres wishing to offer Unit 3, Topic D1 may not enter for Unit 1, Option F; however, they may enter for Unit 1, Option E.

There is no prohibited combination between Unit 1, Option F and Unit 3: Option D, Topic D2: *Britain and the Challenge of Fascism: Saving Europe at a Cost*.

Focus

This option concentrates on the themes of nationalism and conflict in Europe and the Middle East from the beginning of the 19th century, with particular emphasis on both how and why ideas about nationhood emerged and developed in particular states and how, in some cases, nationalist ideas provided the stimulus for the development of authoritarian, totalitarian or fascist regimes. Whichever combinations are chosen, this option enables students to understand the importance of the ideas and beliefs associated with nationalism and why nationalism and national identities are frequently contentious or problematic concepts.

Clarification of content for each topic can be found in *Appendix 1*.

Students entered for Option F are required to study TWO of the topics from F1-F7.

F1 The Road to Unification: Italy, c1815-70

- Opposition to autocratic and foreign rule in Piedmont, Tuscany and Venice; the Carbonari in Naples; republicanism and Young Italy — the influence of Mazzini to 1848; the legacy of the 1848 revolutions.
- The roles of Cavour, Victor Emmanuel and Garibaldi; the role of the Church.
- The importance of foreign intervention and involvement in the 1850s and 1860s: France and Austria.
- The unification process, 1859-70.

F2 The Unification of Germany, 1848-90

- The 1848 revolutions and their significance for unification.
- Economic features of pre-unification Germany and their implications for unification.
- Diplomacy, war and the significance of Bismarck to 1871.
- Developing national identity in a united Germany: Bismarck's relations with political parties; the kulturekampf and social policies under Bismarck.

F3 The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896-1943

- Weaknesses of the political system and attempts to stabilise it from 1903 under Giolitti; social discontent and political disorder, 1896-1912.
- The impact of the First World War on Italy and its impact on the Liberal state, 1918-23: Mussolini and the message and appeal of Fascism, 1919-22.
- Power and control in Fascist Italy: propaganda; terror; the PNF (Partito Nazionale Fascista); the relationship of the regime with the Church and the old elites.
- Building the new Roman Empire: Abyssinia, Spain and Italy's diplomatic and military preparations for war, 1933-41.

F4 Republicanism, Civil War and Francoism in Spain, 1931-75

- The abdication of Alfonso XIII and the establishment of a republic: reasons for this; Republican rule, 1931-6.
- Outbreak of Civil War: nature and extent of support for Republicans and Nationalists.
- The Civil War: course and outcome; impact of foreign intervention; reasons for Nationalism's success.
- The establishment of an authoritarian government and a corporatist state: key features of these; the Falange and the rule of Franco to 1975.

F5 Germany Divided and Reunited, 1945-91

- The partition of Germany: establishment and development of contrasting forms of government in East and West Germany.
- Contrasting economic development, living standards and achievements in East and West and the reasons for this.
- The roles of Adenauer, Erhard and Brandt in West Germany.
- The rule of Honecker in East Germany: his fall in 1989 and its implications; the collapse of communism and the reunification process to 1991.

F6 The Middle East, 1945-2001: The State of Israel and Arab Nationalism

- The situation in Palestine in 1945: the impact of Jewish guerrilla and terrorist groups; the end of the British mandate; UN plans for separate Arab and Israeli states; the foundation of an independent Israel in 1948.
- The significance of Arab reaction to the establishment of an independent Israel and to immigration into Israel to 1973: reasons for, and outcomes of, Arab-Israeli conflicts to 1973.
- The rise of nationalism in Egypt and Syria: the role of Nasser; establishment of a United Arab Republic and reasons for its failure; tensions within and between Arab states; secular modernisers versus militant Islam; Shia and Sunni Muslims; the growth of militant Islam in Iran; the significance of the Iranian Revolution in 1979.
- Arab nationalism in the 1980s and 1990s: reasons for, and outcomes of, the Iraq-Iran and Gulf Wars; reasons for, and significance of, the growth in Islamic fundamentalism.

F7 From Second Reich to Third Reich: Germany, 1918-45

- 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.

Unit 1, Option F is a prohibited combination with Unit 3, Option D, Topic D1.

2.1 Unit description

Introduction

Coherence is achieved in the Advanced Subsidiary course by the links between the themes in Unit 1 and the depth studies in this unit. Each of the studies in this unit explores issues of power, influence and control in society within the context of British history. These issues, including politics, values and beliefs, are conceptually linked and are extended through the themes specified in Unit 1. These themes, in conjunction with their British history studies, will allow students to reflect upon the operation of power and the forces for change in power relationships in different societies or (in the case of those following an exclusively British history route) at different times.

In this unit, students will study British history in some depth. Grounded in an exploration of source material in its historical context, this unit enables students to develop an in-depth understanding of the attitudes, beliefs and structures of the societies they study.

In working with selected sources, students will be required to demonstrate evidence skills which enable them to make reasoned and supported judgements and to address a historical view or claim.

Option papers available for Unit 2

Students must follow one of options A-E. Each option includes two topics. Students are required to study ONE topic from one option paper.

Option A: Early Modern British History: Crown and Authority

Option B: British Political History in the 19th Century

Option C: Conflict and Change in 19th and 20th Century Britain

Option D: The British Empire Challenged

Option E: Britain in the Later 20th Century: Responding to Change

2.2 Assessment information

This unit will be externally assessed

Written examination: 1 hour 20 minutes.

Candidates must take **one** of the option papers A-E. Each option paper will include **two** topics. Candidates are required to study **one** topic. Within each option paper, candidates are required to answer two source-based questions for their chosen topic, question (a) and question (b). Candidates will be provided with seven to nine unseen sources of approximately 550 words in total per topic. These sources will be made available with the examination paper.

The first question (a) on each topic is worth 20 marks and will focus on reaching a judgement by analysis, cross-referencing and evaluation of source material.

The second question (b) on each topic is worth 40 marks and will ask candidates to address an historical view or claim using two sources in conjunction with their own knowledge. A choice of (b) questions, (b) (i) and (b) (ii), will be provided for each topic.

2.3 Unit 2, Option A: Early Modern British History: Crown and Authority

Focus

Grounded in an understanding of the relevant chronology, this option concentrates on key developments in early modern British history with particular emphasis on an understanding in some depth of the exercise of power and influence in English society, including the authority of English monarchs, the roles of Parliament and the Church, and attitudes to key developments through the period. It also gives students the opportunity to understand the diplomatic, religious and financial factors which affected both the growth, and the practical limits of, royal power in early modern English society.

Clarification of content for each topic can be found in Appendix 1.

Students entered for Option A are required to study ONE topic: A1 or A2.

A1 Henry VIII: Authority, Nation and Religion, 1509-40

- Henry VIII and the quest for international influence: relations with France, Scotland and Spain.
- The structure of government: the role of Wolsey to 1529 and his relations with King, nobility and Parliament.
- Henry's changing relations with the Catholic Church and the break with Rome; the role of Parliament in the early stages of the Reformation; the roles of Cranmer and Cromwell.
- The Dissolution of the Monasteries: support for, and opposition to, religious change from 1529.

A2 Crown, Parliament and Authority in England, 1588-1629

- The war with Spain, 1588-1604: course of and impact on both Government and English society; extent to which late Elizabethan England was in crisis.
- Early Stuart foreign policy: relations with France, Spain and the Austrian Habsburgs
- The financial difficulties of the Crown: reasons for and attempts to resolve them.
- Changing relations between the Crown and Parliament: implications for the authority of the Crown and the extent to which the influence of Parliament grew.

2.4 Unit 2, Option B: British Political History in the 19th Century

Focus

Grounded in an understanding of the relevant chronology, this option concentrates on key developments in 19th century British political history. It places particular emphasis on an understanding in some depth of how and why franchise changes affected wider political developments and how and why the Government responded to pressure for change by creating a framework for the management of poverty and for responding to problems of poverty and low levels of public health. It also gives students the opportunity to understand how pressure for change could influence both the structure and the role of government and political parties in a rapidly growing industrial society.

Clarification of content for each topic can be found in Appendix 1.

Students entered for Option B are required to study ONE topic: B1 or B2.

B1 Britain, 1830-85: Representation and Reform

- The Great Reform Act: its immediate causes (from 1830); passage and impact to 1850.
- Chartism: origins of the movement from 1832; course and nature of threat to the authorities; its impact on politics and the political culture of working people.
- Parliamentary reform and redistribution, 1867-85: the causes, significance and impact to 1885 of parliamentary reforms and associated franchise reforms.
- The implications of Parliamentary reform for the development of the Whig/Liberal and Tory/Conservative parties.

B2 Poverty, Public Health and the Growth of Government in Britain, 1830-75

- Reasons for widespread poverty in early 19th century: the operation of the old Poor Law and reasons why it was controversial.
- The Poor Law Amendment Act of 1834 and diverse reactions to it up until 1875.
- The impact of cholera on pressure for public health legislation in the 1830s and 1840s: the role of Edwin Chadwick and John Snow.
- Local public health provision and legislation: reasons for passing the Public Health Act (1848) and reactions to it in the 1850s; reasons for the passing of the Public Health Act of 1875.

2.5 Unit 2, Option C: Conflict and Change in 19th and 20th Century Britain

Focus

Grounded in an understanding of the relevant chronology, this option concentrates on key developments in social and political change in Britain in the late 19th and early 20th centuries, with particular emphasis on an understanding in some depth of the impact of war on public attitudes, medicine, social change and the factors influencing women's changing role and opportunities in a mature industrial society. It gives students the opportunity to understand how developments in one area (eg the pressures of fighting wars or providing opportunities for female education) can have significant impact in others (eg in medicine and surgery or political activism).

Clarification of content for each topic can be found in Appendix 1.

Students entered for Option C are required to study ONE topic: C1 or C2.

C1 The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854-1929

- The impact of the Crimean War: significance of newspaper reporting; medical and nursing developments; pressure for army reforms.
- The impact of the Second Boer War: propaganda; support for, and questioning of, Britain's imperial role; national efficiency campaigns; impact on social reform.
- The experience of war on the Western Front: outline of Britain's involvement; medical and surgical developments; creation, recruitment and retention of a mass army; morale and discipline of troops; effectiveness of strategy and tactics.
- The impact of the First World War on the home front; changing attitudes to the conflict; work and working practices; propaganda; organisation of the state for total war.

C2 Britain, c1860-1930: The Changing Position of Women and the Suffrage Question

- The changing personal status of women: marriage, divorce, children and property; challenges to the 'angel in the house' concept.
- Women's changing role within the political system: participation in local government; origins and impact of the suffragist and suffragette campaigns; the impact of the First World War on the suffrage question.
- Attitudes of politicians, Parliament and the public to the suffrage question; the Liberal Government, 1906-14; the Parliament Act (1918), the Equal Franchise Act (1928) and their immediate impact.
- Changing educational opportunities for women and girls and the impact of these for workplace opportunities; the opening of universities and professions to women.

2.6 Unit 2, Option D: The British Empire Challenged

Focus

Grounded in an understanding of the relevant chronology, this option concentrates on key developments in the relationship between the United Kingdom and two of its most prominent and significant colonies, with a particular emphasis on understanding in some depth how nationalist ideas and movements challenged the existing nature of the colonial relationship and how the UK responded to these challenges. It gives students the opportunity to understand how economic, social, cultural and political factors affected changing relationships and how, and to what extent, partial or whole independence was intended to resolve conflict.

Clarification of content for each topic can be found in *Appendix 1*.

Students entered for Option D are required to study ONE topic: D1 or D2.

D1 Britain and Ireland, 1867-1922

- The challenge of nationalism, 1867-85: agricultural depression; land reform; violence; the roles and importance of Michael Davitt and Charles Stewart Parnell; land legislation and the response to nationalist activity.
- Home Rule objectives and unionist responses in Britain, 1886-1914: Gladstone's conversion to Home Rule and impact of Home Rule on UK politics; Parnell's leadership and fall; impact of Home Rule on British politics, 1903-14.
- Divisions within Ireland on Home Rule and independence, 1886-1914: the emergence and significance of Sinn Fein and Unionism; the roles of Arthur Griffith and Edward Carson.
- The parting of the ways, 1916-22: Irish responses to the First World War; the Easter Rising; proposals for independence and the division of Ireland; the roles of Lloyd George, Michael Collins and Eamonn De Valera; the Government of Ireland Act of 1920 and Anglo-Irish Treaty of 1921; the Civil War of 1922 and the creation of the Irish Free State.

D2 Britain and the Nationalist Challenge in India, 1900-47

- The importance of the Indian Empire to Britain: politically, commercially and culturally. British rule in India, c1900-14 and its impact on Indians and the British living in India; the Morley-Minto reforms.
- The significance of the First World War on the relationship between Britain and India: the impact of the Rowlatt Acts and the Amritsar Massacre on Britain and India; consultation and conflict in the 1920s and 1930s.
- The rise of nationalism in India: development of Congress and growing importance of the Muslim League; Gandhi, Nehru and Jinnah to 1939; attitudes towards nationalist ideas and independence both among the British in India and the indigenous populations.
- The impact of the Second World War; economic and political imperatives in Britain and India driving independence; the role of Mountbatten; the decision to partition and the immediate consequences of that decision.

2.7 Unit 2, Option E: Britain in the Later 20th Century: Responding to Change**Focus**

Grounded in an understanding of the relevant chronology, this option concentrates on key developments in the political, social and cultural development of Britain in the second half of the 20th century, with a particular emphasis on understanding in some depth the key issues that challenged Labour and Conservative politicians, including the extent of consensus between them, why consensus was fractured and with what consequences. It also gives students the opportunity to understand key cultural developments in the second half of the century, including the developments that challenged existing perspectives, attitudes and beliefs.

Clarification of content for each topic can be found in Appendix 1.

Students entered for Option E are required to study ONE topic: E1 or E2.

E1 British Political History, 1945-90: Consensus and Conflict

- The Labour election victory of 1945: reasons for it and key features of domestic policy of Labour governments of 1945-51; extent to which this was 'an age of austerity'.
- The Conservative governments of 1951-64: extent of continuity with Labour objectives; key features of domestic policy (economic management, housing, unemployment); rising living standards.
- Labour and Conservative governments, 1964-79: reasons for growing domestic problems (inflation, wages policy, relations with trade unions).
- The Conservative election victory of 1979: reasons for it and key features of the domestic policy of Thatcher governments; domestic achievements; reasons why the Thatcher era was controversial; reasons for her fall in 1990.

**E2 Mass Media,
Popular Culture
and Social
Change In
Britain since
1945**

- The role of newspapers, radio, cinema and television in society since 1945; the relationship between mass media and changes in attitudes and values in British society.
- The impact of the mass media on British society: investigative journalism and its consequences; the impact of satire; privacy and individual rights; 'celebrity culture'; challenges to authority and authority figures.
- Popular and youth culture from the mid-1950s: its growing importance and its impact on society; significance of the US in changing leisure patterns; the relationship between 'elite' and 'popular' culture.
- Electronic technology and its impact: the internet and the worldwide web; information highways; implications for patterns of work and leisure; changing relationship between individuals and society.

3.1 Unit description

Introduction

Coherence will be provided at A2 by the connection (chronological, geographical or thematic) between the depth study option taken in this unit and the Unit 4 programme of study determined by the teacher which should provide the context for the students' internally assessed work. Examples and guidance will be provided to centres in the Getting Started guide.

Each depth study in this unit allows students to explore issues of challenge and conflict within societies and systems and the impact those challenges and conflicts had in the period studied.

Students should undertake a study in some depth and at a more demanding level than that which is required in Unit 2. Students gain a firm understanding of both the selected chronology and the key issues, problems and debates associated with the selected topic. Each of these depth studies enables students to explore the nature of challenges and conflict, both within the period and relating to the societies and/or political systems studied. Students demonstrate their understanding in a written examination by answering an essay question requiring them to reach a developed and substantiated judgement.

The unit also enables students to work with secondary sources selected to provide evidence of differing views about defined associated historical controversies. Making use of evidence skills developed in Unit 2 and elsewhere, students should reach judgements grounded in their knowledge of the relevant historical issues and of the overall context, by use of analysis, cross-referencing and evaluation of historical claims.

Option papers available for Unit 3

Students are required to follow one of the options A-E. Each option paper includes two topics. Students are required to study ONE topic from one option paper.

Option A: Revolution and Conflict in England

Option B: Politics, Protest and Revolution

Option C: The United States: Challenged and Transformed

Option D: The Challenge of Fascism

Option E: War and Peace: 20th Century International Relations

3.2 Assessment information

Written examination: 2 hours.

Candidates must take **one** of the option papers A-E. Each option paper includes **two** topics. Candidates are required to study **one** topic. Each option paper will be divided into Sections A and B.

Candidates will be required to answer the following from their chosen topic:

- one question in Section A out of a choice of two (30 marks)
- one question in Section B out of a choice of two (40 marks).

In Section A, the essay questions will have an analytical focus that will require candidates to reach a substantiated judgement on a historical issue or problem.

In Section B, candidates will be provided with five or six unseen secondary sources totalling approximately 350-400 words per question. These sources will be made available with the examination paper.

The question will require candidates to compare the provided source material while exploring an issue of historical debate, and to reach substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy.

3.3 Unit 3, Option A: Revolution and Conflict in England

Focus

This option concentrates on how and why conflict and revolution threatened established regimes in England in the early modern period. Students study a range of factors associated with the emergence and outcome of these threats. They also address, and are invited to pass reasoned judgement upon, issues which have provoked disagreement and controversy among historians. A key element of study in this option relates to the evaluation of interpretations related to protest, crisis or rebellion.

Clarification of content for each topic can be found in *Appendix 1*.

Students entered for Option A are required to study ONE topic: A1 or A2.

A1 Protest, Crisis and Rebellion in England, 1536-88

- The development of the Tudor governmental machine, 1536-53: privy council, finance, local control and Parliament.
- Faction and court politics, 1539-53.
- Religious changes under Edward VI, Mary I and Elizabeth I, 1547-66.
- Anglo-Spanish relations, 1553-88.

Associated controversies

- a) How seriously did rebellion challenge the authority of the Tudor state in the years 1536-69?
- b) How significant were the developments that took place in the role and power of parliaments in the years 1566-88?

A2 Revolution, Republic and Restoration: England, 1629-67

- The personal rule of Charles I, 1629-40: finance; roles of Strafford and Laud and the extent of opposition.
- The first and second Civil Wars: reasons for parliamentary success and royalist defeat; the balance of economic forces.
- The search for settled government, 1646-53: the battle of ideals; the establishment of a republic; the rule of the Rump and the Saints; military coup.
- The restoration of the monarchy and the restoration settlement in Church and state, 1658-67.

Associated controversies

- a) What determined 'side-taking' in 1642?
- b) What factors account for the limited success of the Protectorate?

3.4 Unit 3, Option B: Politics, Protest and Revolution

Focus

This option concentrates on how and why protest and agitation against established regimes developed in France and Britain in the late 18th and early 19th centuries. It focuses on what the impact of this protest and agitation was, regarding established revolutionary regimes and subsequent monarchical restoration in France and in terms of meeting the radical challenge within Britain. Students are required study a range of factors associated with the emergence and outcome of radical protest and the response it evoked. They also address, and are invited to pass reasoned judgement upon issues which have provoked disagreement and controversy among historians. A key element of study in this option relates to the evaluation of interpretations related to the failure of regimes in the late 18th and early 19th centuries in the case of France, and to the impact of radical political protest and rapid industrial change in the case of Britain.

Clarification of content for each topic can be found in Appendix 1.

Students entered for Option B are required to study ONE topic: B1 or B2.

**B1 France,
1786-1830:
Revolution,
Empire and
Restoration**

- The onset of revolution and the collapse of absolute monarchy, 1786-89.
- Terror and reaction, 1793-99: war and terror; the Thermidorean reaction and the Directory.
- France under Napoleon, 1799-1807: from Consulate to Empire; Napoleon's domestic reforms.
- The Bourbons restored: Louis XVIII and the Charter; Charles X and the Revolution of 1830.

Associated controversies

- a) Why did constitutional monarchy fail in the years 1789-92?
- b) Why did the Napoleonic Empire collapse in 1814?

**B2 Challenging
Authority:
Protest, Reform
and Response
in Britain,
c1760-1830**

- The revival of reform, c1760-85: reasons for, and significance of, movements associated with Wilkes and Wyvill; 'economical reform'; the County Association Movement.
- The impact of the French revolution, c1789-1815: the significance of Thomas Paine and the development of radicalism; extra-parliamentary protests, mass meetings and conspiracies.
- Responses to radicalism, c1780-1815: government policies designed to secure order; the Association Movement and popular loyalism; the impact of the evangelical revival and 'moral reform'; Sunday Schools.
- Conservatism and reform, c1812-30: changing attitudes towards reform; 'Liberal Toryism' and its impact — the roles of Huskisson and Robinson in commerce and Peel at the Home Office in the 1820s.

Associated controversies

- a) How much of a threat did extra-parliamentary reform protests and conspiracies pose to the authorities in the years 1815-30?
- b) Did the impact of the industrial revolution in the years c1780-1830 damage the lives and limit the opportunities of the labouring classes in Britain?

3.5 Unit 3, Option C: The United States: Challenged and Transformed**Focus**

This option concentrates on how and why conflicts and crises emerged and were resolved in the United States in the 19th and early 20th centuries. The emphasis is upon the extent to which the Union was threatened either by conflicts over civil rights and slavery, or by the differential impact of economic growth, opportunities and slump. Students study a range of factors associated with the emergence and the outcome of such conflicts and crises. They also address, and are invited to pass reasoned judgement upon, issues which have provoked disagreement and controversy among historians. A key element of study within Option C1 relates to the evaluation of interpretations related to the origins and resolution of conflict between the northern and southern states in the 1850s and 1860s. A key element of study within Option C2 relates to the causes of economic depression in the early 1930s and the impact of the New Deal.

Clarification of content for each topic can be found in *Appendix 1*.

Students entered for Option C are required to study ONE topic: C1 or C2.

C1 The United States, 1820-77: A Disunited Nation?

- Slavery and states' rights from the Missouri Compromise to Dred Scott.
- The economy of the United States: comparisons and contrasts across the Union.
- Party divisions and political conflicts in the USA, 1820-50; the Presidency of Andrew Jackson, 1829-1837.
- The Reconstruction era, 1865-77: the Black Codes from 1865 and the presidencies of Andrew Johnson and Ulysses Grant.

Associated controversies

- a) Why did civil war break out in the United States?
- b) Why did the north defeat the south in the Civil War?

C2 The United States, 1917-54: Boom, Bust and Recovery

- The economy of the United States in the 1920s.
- Political and social tensions, 1917-33: the Ku Klux Klan; Prohibition and organised crime; immigration policy; the Red Scare.
- Opposition to Roosevelt as President, 1933-45.
- The USA, 1941-54: the impact of war and the significance of anti-communism.

Associated controversies

- a) Why did the United States suffer such a serious depression in the years 1929-33?
- b) How successful was the impact of the New Deal to 1941?

3.6 Unit 3, Option D: The Challenge of Fascism

Unit 3, Option D: Topic D1 From Kaiser to Führer: Germany, 1900-45 is a prohibited combination with Unit 1, Option F: The Expansion and Challenge of Nationalism. This is because Unit 1, Topic F7: *From Second Reich to Third Reich: Germany, 1918-45* overlaps in content with Unit 3, Topic D1. However, centres wishing to offer Unit 3, Topic D1, may enter students for Unit 1, Option E.

There is no prohibited combination between Unit 1 Option F and Unit 3: Option D, Topic D2: *Britain and the Challenge of Fascism: Saving Europe at a Cost? c1925-60*.

Focus

This option concentrates on the nature of, and policies associated with, imperial, democratic and authoritarian regimes in Germany in the first half of the 20th century and how these regimes influenced social change. It also concentrates on how British foreign policy attempted to deal with the perceived threat of Nazi Germany, how Britain survived and triumphed in the Second World War and how the experience of war affected social change both during wartime and as the nation grappled with post-war reconstruction.

Students are required to study a range of factors associated with social and political change. They also address, and are invited to pass reasoned judgement upon issues which have provoked disagreement and controversy among historians. A key element of study in Option D1 relates to the evaluation of interpretations relating to responsibility for the outbreak of the First World War and the popularity and efficiency of the Nazi regime in Germany. A key element of study in Option D2 relates to the effectiveness of pre-Second World War diplomacy and the impact of world war in the case of Britain.

Clarification of content for each topic can be found in *Appendix 1*.

Students entered for Option D are required to study ONE topic: D1 or D2.

D1 From Kaiser to Führer: Germany, 1900-45

- 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.

Associated controversies

- 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?

D2 Britain and the Challenge of Fascism: Saving Europe at a Cost? c1925-60

- British foreign policy 1925-37: dealing with dictators by peaceful means; relations with Mussolini, 1925-37; relations with Hitler and Germany, 1933-37; the role of public opinion in influencing policy.
- Defeat and survival, 1939-41: military setbacks; the Battle of Britain (1940); war in north Africa and the Atlantic.
- Victory and the Grand Alliance 1942-45: the Mediterranean, 1942-44; the Battle of the Atlantic; the bomber offensive; D-Day and the liberation of Europe.
- The Home Front: morale, war production, social change 1939-45.

Associated controversies

- a) Was British foreign policy in the years 1937-39 a triumph or a disaster for Britain?
- b) Was the social and economic impact of the war on Britain positive or negative in the years 1945-60?

3.7 Unit 3, Option E: War and Peace: 20th Century International Relations**Focus**

This option concentrates on international diplomacy from the late 19th to the late 20th centuries. It focuses on the need for, and robustness of, alliance systems and the reasons for conflict between states. Students are required to study a range of factors associated with the making of alliances, their significance and impact and the importance of armaments policies as an adjunct or threat to the peaceful resolution of disputes. They also address, and are invited to pass reasoned judgement upon, issues which have provoked disagreement and controversy among historians. A key element of study in this option lies in the evaluation of interpretations related to attempts at international co-operation and the ways and reasons for failure of co-operation and conflict resolution.

Clarification of content for each topic can be found in *Appendix 1*.

Students entered for Option E are required to study ONE topic: E1 or E2.

E1 The World in Crisis, 1879-1941

- The making of the European alliance system and the arms race, 1879-1912.
- Pre-war crises, 1905-1914: the First Moroccan Crisis (the Tangier Crisis), 1905-6; the Second Moroccan Crisis (the Agadir Crisis), 1911; the Balkans, 1908-1913; the June-July crisis of 1914.
- The post-war settlement, 1919-22: the Treaties of Versailles, Trianon, Neuilly and Lausanne.
- Disarmament and rearmament, 1919-1939: the Washington Naval Treaties (1922); the Geneva Disarmament Conference, 1932-33; the arms race of the 1930s.

Associated controversies

- a) Why was the League of Nations not more successful?
- b) Why did armed conflict between the major world powers break out in the years 1937-41?

**E2 A World
Divided:
Superpower
Relations,
1944-90**

- The post-Stalin thaw and the bid for peaceful coexistence: Khrushchev and the responses of Dulles, Eisenhower and Kennedy.
- The arms race, 1949-1963: nuclear technology; delivery systems; the Cuban missile crisis; the Test Ban Treaty.
- Sino-Soviet relations, 1949-76: alliance to confrontation in Asia and its impact on US policy.
- Détente, 1969-1980: the Strategic Arms Limitation Talks (SALT) and agreements; Helsinki Accords; the impact of economic realities.

Associated controversies

- a) Why did the Cold War between the superpowers emerge in the years to 1953?
- b) Why did the Cold War come to an end in the 1980s?

4.1 Unit description

Introduction

In this unit students will address key aspects of a chosen theme over a period of at least 100 years in order to develop their understanding of the process of change over a long period of time. They will investigate issues relating to the long- and short-term causes and consequences of change and will demonstrate an understanding of the factors that may accelerate, consolidate or delay the process of change.

Students should follow a short introductory taught course that provides an overview of the key strands of development in the chosen topic over a period of at least 100 years. The course should provide the context for students' enquiries.

Students are required to complete a programme in two parts. Each part will be equally weighted within the marks allocated.

- In Part A, students will complete an in-depth enquiry into the short-term significance of a key event, individual, development or movement within the period of study.
- In Part B, students will set their chosen event or individual in a broader context, exploring the process of change within the wider timeframe.

For example, a student following course *CW19: Representation and Democracy in Britain, c.1830-1931* may choose for Part A of the programme to enquire into the significance of the Bristol Riots of 1831 in bringing about reform in 1832. For Part B, they may then choose to explore the role and significance of popular pressure in the process of change in representation and democracy in England over the whole period.

Edexcel-designed coursework programmes for this unit have been designed to ensure that, in combination with Unit 3, students follow a broad and coherent course in which they study either two periods or two countries. Teachers designing their own programmes must design them so these criteria are met.

The function of this unit is to be contrastive. It must link conceptually with the content of Unit 3 while addressing issues within either:

- a different period of study **or** a different country

and

- in a distinctly different theme.

The content of this unit **must not** duplicate the content focus of Unit 3.

The content of this unit **must not** duplicate the content focus of Units 1 and 2 unless the centre is following an extended coursework programme which extends the coverage of a topic within an AS unit by at least an additional 100 years. In this case, although Part B may focus on the process of change over the whole extended period, the student's enquiry for Part A must not focus on content studied at Advanced Subsidiary level.

4.2 Task/practical setting guidance

Edexcel-designed coursework programmes

There are 45 Edexcel-designed coursework programmes which teachers can use. Outline content of these programmes is included on pages 76-95 of this specification, and the full coursework programmes including suitable question formulations will be provided in the Getting Started guide.

The use of these programmes does not require prior approval. However, there are prohibited combinations in place to ensure that there is no overlap with the content of Units 1, 2 and 3. These prohibited combinations will be policed through the moderation process.

Coursework programmes which extend the coverage of units externally examined at AS level

Some of the Edexcel-designed coursework programmes extend the coverage of units externally examined at Advanced Subsidiary level. A centre wishing to extend the coverage of the topics students have studied in Unit 1 or 2 may do so, providing the period is extended so that new content defined by the four bullet points represents the study of at least an additional 100 years.

For example, an exploration of challenges to authority in Britain 1789-1992 (CW27) could wrap around the Unit 2, Topic B2: *Britain 1830-1885: Representation and Reform*.

In this case, although Part B will focus on the process of change over the whole extended period, the student's enquiry for Part A must not focus on content studied at Advanced Subsidiary level.

Centre-designed coursework programmes

Teachers wishing to design their own coursework programmes will be required to attend full-day INSET events on the management and assessment of coursework. These events will include the approval of teacher-designed coursework.

Teachers will need to complete an approval form which they should bring with them to the INSET event. This form is included in the Getting Started guide and on the Edexcel website. Teachers should include on the form:

- the programme title
- the options which the students are taking for Units 1, 2 and 3
- a statement of coherence with the options taught in Units 1, 2 and 3
- a focus statement indicating the process of change under consideration
- a statement of content in the form of four bullet points
- suggested areas of enquiry
 - ◆ there should be at least three examples of areas of enquiry, such as movements, individuals and events
 - ◆ ideally, three suggestions should be given for each example
- assignment focus
 - ◆ for each topic two focuses should be given, one for Part A and one for Part B
 - ◆ Part A should focus on the short-term significance of the movement, individual or event
 - ◆ Part B should focus on change in the long term and should allow the student to link the chosen movement, individual or event to other factors affecting change in the period.

Attendance at these INSET events will form a condition of approval. Approval of teacher-designed coursework programmes will be policed through the moderation process.

There is no postal approval process.

The full Edexcel-designed coursework programmes including suitable enquiry formulations for both Part A and Part B are supplied in the Getting Started guide and on the Edexcel website. Teachers designing their own programmes should follow the same format and enquiry formulations.

4.3 Part A and Part B

Part A

Students will complete an in-depth enquiry into the short-term significance of a key event or individual within the period of study.

Part A will consist of an exploration of sources contemporary to the period and relevant secondary sources in order to assess the immediate significance of an event, individual, development or movement taken from within the 100-year context.

All such assignments must be approved by the teacher and should follow the question formulations exemplified in the Getting Started guide.

In approving the Part A enquiry for the student, the teacher should be satisfied that:

- the chosen focus of the enquiry is posed as a valid historical question relating to the short-term significance of the event, individual, development or movement
- the student has identified sources, including sources contemporary to the period, of sufficient range and depth to indicate that the enquiry is practicable
- if the centre is following an extended coursework programme, the student's enquiry does not focus on content studied at AS level.

Students may select additional areas for investigation in Part A and other examples of events, individuals, developments or movements to those suggested either by Edexcel or the teacher in the coursework programme.

Part B

Students will set their chosen event, individual, development or movement in a broader context, exploring the process of change within the wider timeframe of the chosen period.

Part B will consist of the significance of the chosen event or individual within an exploration of the process of change over the whole period of at least 100 years. The enquiry element of this task will be demonstrated in the independent use of relevant reading and other evidence as appropriate.

All such assignments must be approved by the teacher and should follow the question formulations exemplified in the Getting Started guide.

In approving the Part B enquiry for the student, the teacher should be satisfied that:

- the chosen focus of the enquiry is posed as a valid historical question relating to the process of change over a period of not less than 100 years
- the student has identified material on which to base the enquiry which is of sufficient range and depth to indicate that the enquiry is practicable.

Students may also choose to focus on a different areas of enquiry in Parts A and B provided they come from the same coursework programme.

4.4 Assessment information

What the student will need to produce

Part A: An extended essay which addresses the question which was posed as the focus of the enquiry. The enquiry must provide evidence of students' ability to:

- assess the significance of their chosen individual or event in the short term
- interpret, evaluate and use sources in their historical context.

Part B: An extended essay which addresses the question which was posed as the focus of the enquiry.

The enquiry must provide evidence of students' ability to:

- identify relevant issues and make use of relevant reading and other data as appropriate in pursuit of the enquiry
- assess the significance of the chosen factor or event in the long term by linking the chosen factor, individual or event with other events and forces for change in the period.

Students are encouraged to make use of ICT in the production of both Parts A and B of the assignment.

Resource record

During the enquiry process the student will be responsible for completing a record of the resources used, a template for which is included in the Getting Started guide.

The student's resource record must:

- show the issues identified in pursuing the enquiry
- record the contemporary sources used
- record the secondary reading completed and the use of other data as appropriate.

The resource record will not be separately assessed but will validate the enquiry process and will provide evidence to support teacher judgements of the quality of the work. No word limit is attached to the resource record.

Word limits

The maximum word length of the total assignment is 4000 words. While a precise total limit is not attached to its constituent parts, students are advised to devote approximately 2000 words to each part.

It is the centre's responsibility to inform students that there is no tolerance on the prescribed word limit. Students are required to include a cumulative word count at the bottom of each page. Teacher-assessors and moderators will discontinue marking once the prescribed word limit is reached.

The role of the teacher

Teachers need to be able to sign the **authentication statement** (available on the Edexcel website and in the Getting Started guide for each and every student. 'Acceptable assistance' means that while it is legitimate, for example, to draw out the meaning of a question or to elucidate qualities required in the general level descriptors, it is **not** legitimate to:

- supply specific wording or phrases for students to include in their answer
- supply detailed question-specific writing frames or other structures to support an answer
- give detailed guidance on how to structure introductions or conclusions
- tell students in precise detail how to improve their assignment.

This means that it is **not permissible for drafts of work to be taken in, commented on, marked and then returned to students for revision**. The ability to redraft work after advice is not one of the skills being tested in the specification.

Validation

All completed coursework assignments must be accompanied by a statement that the completed assignment is the student's own unaided work, signed by the student and the supervising teacher. This should be included on the authentication sheet which can be found on the Edexcel website and in the Getting Started guide. Edexcel reserves the right to call in the coursework of all students.

The marking of coursework

Coursework will be assessed by the teacher and moderated by Edexcel.

The coursework of each student must be marked out of a total of 50 marks. The teacher must add together the marks for Part A and Part B and submit one mark to Edexcel.

The level descriptions for coursework assignments included on pages 96–102 **must** be used. These level descriptions **must not** be altered by teacher-assessors, but should be interpreted in relation to the content outlined in the centre's coursework programme.

Teachers are expected to mark the assessment objectives AO1 and AO2 separately for Part A.

The allocation of marks for this unit is as follows:

Part A: AO1 — 13 marks
AO2 — 12 marks

Part B: AO1 — 25 marks.

The moderation of coursework

The marks submitted to Edexcel for coursework will be moderated in accordance with the requirements of the GCE Code of Practice.

An approved moderator will be assigned to each centre by Edexcel. They will be responsible for standardising marks across several centres.

Centres must ensure that there is full and effective internal standardisation of the assessments made by different teachers and of different teaching groups within a centre. This will establish an overall order of merit for all students in the centre. Centres are required to ensure that internal moderation (standardisation) has taken place. Standardisation within the centre must involve an examination of the students' work to ensure that the assessment criteria have been consistently applied. This process should also include an arithmetical check of the marks and the transfer of the correct marks to the Optical Teacher Examiner Mark Sheets (OPTEMS).

Final moderation will be conducted by post. Edexcel will specify which students' work will be required for moderation; further samples of work may be requested by the moderator. The moderation will consist of a detailed scrutiny of the sampled work in relation to marks awarded. (All other coursework materials must be retained, for possible use in moderation and in enquiries about results, until 30 September after the moderation period.)

The material to be used for moderation must be available on a date to be specified by Edexcel.

It will consist of:

- the completed Optical Teacher Examiner Mark Sheets (supplied by Edexcel listing the students entered)
- the record sheet for each student
- the marked coursework of each student included in the sample, plus teachers' notes listing any assistance given
- a copy of the Coursework Programme Approval form (for centre-designed coursework assignments; this must be signed as approved by Edexcel).

Normally, moderation will not affect the order of merit established by a centre. However, Edexcel will take appropriate action in cases where there is evidence of inconsistent assessment, or any other departure from specification requirements, in order to align standards. If necessary, such centres will be directed to review their assessment before moderation can be completed.

Edexcel will provide centres with the results of moderation of their coursework assessments as soon as possible after the examination. A moderator's report on the assessment will be sent to each centre.

Centres are strongly advised to ensure that the centre or the student keeps a copy of the work submitted for moderation.

Information about the moderation procedures will be sent to centres making entries for this specification. For further information on coursework moderation procedures, please refer to the Edexcel Information Manual which is sent to centres each year and to the Edexcel Online website (www.edexcelonline.org.uk).

Plagiarism

The inclusion of material deliberately copied from books or other sources without acknowledgement or attribution, as part of the coursework specified in the specification and submitted to a teacher and/or Edexcel, will be regarded as an act of deliberate deception which may result in the disqualification and debarment, of the students concerned. Likewise, the unacknowledged inclusion of material submitted in a previous examination will be regarded as an act of deliberate deception.

4.5 Edexcel-designed coursework programme titles

The Edexcel-designed coursework programmes may be selected by teachers and do not require approval. Centres may also design their own programmes (see page 64 for further details of the approval process).

Outline content of these programmes is included on pages 71-91. The full coursework programmes will be available on the Edexcel website and in the Getting Started guide.

The content of Unit 4 programmes designed by Edexcel has been selected to ensure that centres following them will fulfil the Advanced Subsidiary GCE and Advanced GCE subject criteria for History. Where combinations with an externally examined unit would duplicate content or be too narrow in scope, these combinations are specifically prohibited. (For details of prohibited combinations see the outline content on pages 76-95.)

The codes CW1-CW45 are for reference only. There is only one entry code for coursework when entering students for the assessment of this unit.

Ancient and medieval history programmes

- CW1: Roman Britain, c43-c400
- CW2: Continuity and Change in Anglo-Saxon England, c300-790
- CW3: Islam and the Creation of an Islamic Civilisation, c570-750
- CW4: Medieval Medicine, c1000-c1650
- CW5: Crusading Europe, 1095-1204

Early modern British and European history programmes

- CW6: The Golden Age of Spain, 1474-1598
- CW7: Rebellion and Disorder in Tudor England, 1485-1587*
- CW8: The Changing Role of Parliament in England, 1529-1629*
- CW9: The Ascendancy of France, 1589-1715

Extended programme

- CW10: Challenge and Rebellion in Tudor and Stuart England, 1509-1660s*

**Modern
British history
programmes**

- CW11: Crown, Parliament and People in Britain, 1714-1815*
- CW12: British Foreign Policy, 1763-1879*
- CW13: The Impact of Industrialisation in Britain, c1780-1914*
- CW14: Challenging Authority: From Corresponding Societies to Trade Unions, 1789-1889*
- CW15: Defending Great Power Status: British Foreign Policy, 1814-1914*
- CW16: Ireland and the Union, 1815-1922*
- CW17: The Conservative Party, 1815-1922*
- CW18: The State and the Poor, c1815-1939*
- CW19: Representation and Democracy in Britain, c1830-1931*
- CW20: Crime and Punishment in Britain, c1830-1965
- CW21: Britain and India, 1845-1947*
- CW22: The Changing Role of Women, c1850-c1950*
- CW23: Colonisation and Decolonisation in Africa, c1870-c1981*
- CW24: Medicine in Britain, c1870-c1990*
- CW25: Protest, Challenge and Reform in Britain, 1880-1992*

Extended programmes

- CW26: Riot, Protest and Organisation: Challenges to Authority, 1780-1939*
- CW27: Challenging Authority: From Corresponding Societies to the Poll Tax, 1789-1992*
- CW28: The State and the Poor: Public Health, Welfare and the Relief of Poverty, c1800-1990
- CW29: Ireland and the Union, 1815-1998

Modern European and world modern history programmes

- CW30:Autocracy, Expansion and Enlightenment? Russia, 1682-1796
- CW31:Autocracy and Enlightenment in Europe, c1700-c1800
- CW32:India: From Mughal Empire to the British Raj, c1700-1857*
- CW33:Tsarist Russia, 1762-1881: An Age of Reform?
- CW34:The Making of Modern Germany, c1800-c1900*
- CW35:The Making of Modern Italy, c1800-c1900*
- CW36:The USA: The Making of a Nation, 1815-1917*
- CW37:The Changing Nature of Warfare, c1845-1991*
- CW38:The Making of Modern Russia, 1856-1964*
- CW39:The USA: From Reconstruction to Civil Rights, c1877-1981*
- CW40:20th Century International Relations, 1879-1980*
- CW41:Germany United and Divided, 1890-1991*
- CW42:The Making of Modern China, c1900-2000*
- CW43:The Middle East and the Arab-Israeli Conflict, c1900-2001*

Extended programmes

- CW44:Expansion, Conflict and Civil Rights in the USA, 1820-1981*
- CW45:Dictatorship and Revolution in Russia and the Soviet Union, 1825-2000

*These options have prohibited combinations. Please check outline content on pages 71-91.

4.6 Outline content of Edexcel-designed coursework programmes for Unit 4: Historical Enquiry

(The full Edexcel-designed coursework programmes, as well as further guidance for centres wishing to design their own programmes, are given in the Getting Started guide.)

The outline coursework programmes which follow may be selected by teachers and do not require approval.

The Unit 4 programmes designed by Edexcel have been selected to ensure that centres following them will fulfil the Advanced Subsidiary GCE and Advanced GCE subject criteria for History. Where combinations with an externally examined unit would duplicate content or be too narrow in scope, these combinations are specifically prohibited.

Examples are also given of coursework programmes which extend the coverage of units externally examined at Advanced Subsidiary Level. A centre wishing to extend the coverage of the topics that students have studied in Unit 1 or 2 may do so, providing the period is extended so that new content defined by the four bullet points represents the study of at least an additional 100 years. For example, an exploration of challenges to authority in Britain 1789-1992 could wrap around Unit 2, Option B2: *Britain 1830-1884: Representation and Reform* (see CW27). Although the Part B task will examine the process of change over the whole extended period, the **Part A task** (ie depth study) **must not focus on the content studied at Advanced Subsidiary level.**

The full coursework programmes are included in the Getting Started guide.

Ancient and medieval history programmes

CW1

Roman Britain, c43-c400

Focus: The impact of the Roman invasion of 43AD on Britain and the changes brought about to government, economy and society by the shifting nature of Roman power and control.

- The process of conquest.
- Rebellion and reaction.
- The governance of Roman Britain.
- Economics and society.

CW2

Continuity and Change in Anglo- Saxon England, c300-790

Focus: The challenge to Roman control. The formation and governance of Anglo-Saxon England.

- The ending of Roman control.
- The early English kingdoms, their leadership and society.
- The conversion of England and the role of the Christian Church in England.
- Continuity and change in Roman and Anglo-Saxon England: approaches to government, law and order, and the economy.

CW3

Islam and the Creation of an Islamic Civilisation, c570-750

Focus: The impact on the neighbouring civilisations of Islam and the changes brought about by the Islamic civilisation.

- The foundations of Islam and the importance of Mecca as a trading and religious centre.
- The conquest of the Byzantine and Persian Empires.
- The development of the Caliphate under the Umayyads and the Abbasids.
- Islamic culture and commerce.

CW4**Medieval Medicine,
c1000-c1650**

Focus: Change and continuity in the development of ideas and practices in medicine and surgery.

- The significance of the Islamic contribution to the understanding of the causes of disease and medicine.
- The significance of the Christian Church in the development of medicine and surgery.
- Public health: growing awareness of the connection between dirt and disease.
- The medical renaissance.

CW5**Crusading Europe,
1095-1204**

Focus: The changing nature and purpose of crusading and the ways in which the concept of knighthood altered.

- Christians and Muslims.
- Clermont and the First Crusade.
- The establishment and defence of Outremer.
- The significance of Salah al-Din.

Early Modern British and European history programmes**CW6****The Golden Age of
Spain, 1474-1598**

Focus: The reasons for the changing aims and policies of Spanish monarchs, leading to the growing importance and influence of Spain as a nation state, and the centrality of orthodox religion.

- Spain in the late 15th century.
- The nature of the rule of Ferdinand and Isabella.
- The nature of the rule of Charles I (1516-55).
- The nature of the rule of Philip II (1555-98).

CW7**Rebellion and Disorder in Tudor England, 1485-1587**

Focus: The ways in which the nature and frequency of rebellion and disorder changed during the Tudor period and the extent to which England became more politically stable during the period 1485-1603.

- The causes and nature of Tudor rebellions.
- The Reformation and Tudor religious settlements.
- Economy and society.
- Power, faction and succession.

This programme may not be combined with:

Unit 1, Topic A7: The Reign of Henry VII, 1485-1509

Unit 2, Topic A1: Henry VIII: Authority, Nation and Religion, 1509-40

Unit 3, Topic A1: Protest, Crisis and Rebellion in England, 1536-88.

CW8**The Changing Role of Parliament in England, 1529-1629**

Focus: The changing nature and composition of parliaments and the extent to which parliamentary power and its role within government changed throughout the period.

- Religious settlements and the changing role of parliaments in Tudor England.
- The interaction between political, religious, social and economic developments in shaping the British system of government.
- The reign of James I, 1603-25.
- Charles I's relations with parliaments, 1625-29.

This programme may not be combined with:

Unit 2, Topic A2: Crown, Parliament and Authority in England, 1588-1629

Unit 3, Topic A1: Protest, Crisis and Rebellion in England, 1536-88.

CW9**The Ascendancy of France, 1589-1715**

Focus: The increasing power of the monarchy in France and the changing power of the French monarchy in Europe.

- The power and condition of the French monarchy in France and in Europe in 1589.
- The re-establishment of royal power to 1643.
- The minority of Louis XIV, 1610-1661.
- The reign of Louis XIV, 1661-1715.

CW10***Extended programme*****Challenge and Rebellion in Tudor and Stuart England, 1509-1660**

Students entering for Unit 2, Topic A1: Henry VIII: Authority, Nation and Religion, 1509-40 or Unit 2, Topic A2: Crown, Parliament and Authority in England, 1588-1629 may follow this coursework programme but they must not focus their Part A in-depth enquiry on content prescribed for the externally examined unit for which they have been entered.

Focus: The ways in which the nature and frequency of rebellion changed during the Tudor and Stuart period and the extent of the challenge to monarchical authority.

- The nature of Tudor and Stuart challenges to the Monarch.
- The Reformation and Tudor Religious Settlements.
- The roots of challenge in Parliament and society.
- Power, faction and succession.

This programme may not be combined with:

Unit 3, Topic A1: Protest, Crisis and Rebellion in England, 1536-88

Unit 3, Topic A2: Revolution, Republic and Restoration: England, 1629-67.

Modern British History programmes

CW11**Crown, Parliament and People in Britain, 1714-1815**

Focus: The changing balance of power between Crown, Parliament and people during the period, and the impact of the American and French Revolutions on change in Britain.

- The British political and constitutional system in 1714.
- Society and Government in Britain in the 18th century to 1776.
- The impact of the American War of Independence, 1776-89.
- Reaction and reform in Britain, 1789-1815.

This programme may not be combined with:

Unit 3, Topic B2: Challenging Authority: Protest, Reform and Response in Britain, c1760-1830.

CW12**British Foreign Policy, 1763-1879**

Focus: The principles underlying the formulation and execution of British foreign policy and the extent to which that policy was effective in achieving its objectives and in maintaining Britain's influence.

- Britain's position and priorities in 1763.
- Relations with European powers.
- Defence and expansion of trade and empire.
- Change and continuity in the purpose of, and approach to, foreign relations in the period.

This programme may not be combined with:

Unit 1, Topic C2: Relations with the American Colonies and the War of Independence, c1740-89

Unit 1, Topic C4: Commerce and Conquest: India, c1760-c1835

Unit 1, Topic C5: Commerce and Imperial Expansion, c1815-70.

CW13**The Impact of Industrialisation in Britain, c1780-1914**

Focus: The significance of the industrial revolution and the process of industrialisation in changing the lives of the people in Britain and affecting the structure both of the economy and the workforce.

- The establishment of factories and the impact of the change from water to steam power.
- The development of canals, 1780-1830 and their impact on the economy.
- The growth and development of heavy industry to 1914.
- The role of the state in response to the industrial revolution

This programme may not be combined with:

Unit 3, Topic B2: Challenging Authority: Protest, Reform and Response in Britain, c1760-1830.

CW14**Challenging Authority: From Corresponding Societies to Trade Unions, 1789-1889**

Focus: The changing relationship between protestors and authorities and the impact of protest in the period.

- Radicals and protest, 1789-1832.
- The Chartists, 1838-50.
- Labour movements and trades unions to c1880.
- New Unionism in the 1880s.

This programme may not be combined with:

Unit 2, Topic B1: Britain, 1830-85: Representation and Reform

Unit 3, Topic B2: Challenging Authority: Protest, Reform and Response in Britain, c1760-1830.

CW15**Defending Great Power Status: British Foreign Policy, 1814-1914**

Focus: The changing emphasis on the basic principles underlying the formulation and execution of British foreign policy and the extent to which that policy was effective in sustaining Britain's power and status in world affairs.

- The changing perception of British interests.
- The European dimension.
- The world dimension.
- The impact of personalities: Castlereagh, Canning, Palmerston, Salisbury.

This programme may not be combined with:

Unit 3, Topic E1: The World in Crisis, 1879-1941.

CW16**Ireland and the Union, 1815-1922**

Focus: The changing demands for alterations to the constitutional relationship between Ireland and Great Britain and the developing divisions between Catholic and Protestant communities in this period.

- The constitutional relationship between Britain and Ireland in the early 19th century.
- The leadership and objectives of the Catholic and Protestant communities in the period.
- The response of the British Government to pressure for change in Ireland.
- Partition of Ireland and the reasons for it.

This programme may not be combined with:

Unit 2, Topic D1: Britain and Ireland, 1867-1922.

CW17**The Conservative Party, 1815-1922**

Focus: Factors explaining the changing fortunes of the Conservative Party in the 19th and early 20th centuries and the extent to which the composition of, and support for, the Conservative Party changed during this time.

- The party of Lord Liverpool and Sir Robert Peel, 1815-46.
- The mid-19th century party: a 'declining' interest, 1846-68.
- The changing composition of, and support for, the party, 1867-1922.
- The role of individuals: Disraeli, Salisbury, Balfour, Chamberlain, Law.

This programme may not be combined with:

Unit 2, Topic B1: Britain, 1830-1885: Representation and Reform.

CW18**The State and the Poor, c1815-1939**

Focus: The changing attitudes to the poor throughout the period and the impact this had upon the ways in which state provision for the poor changed.

- Pressure to change the old Poor Law.
- Recommendations of the Poor Law Commission and the implementation of the Poor Law Amendment Act of 1834.
- The increasing involvement of the state in public health and provision for the poor in the years to 1900 and the reasons for this.
- The welfare measures of early 20th century governments and their success in alleviating poverty.

This programme may not be combined with:

Unit 2, Topic B2: Poverty, Public Health and the Growth of Government in Britain, 1830-75.

CW19**Representation and Democracy in Britain, c1830-1931**

Focus: The process of change whereby a representative system of government developed in Britain from just before the 1832 Reform Act to just after 1928 when women obtained the vote on the same basis as men.

- The ways in which political parties and the parliamentary system changed during the period.
- The ways in which the size and composition of the electorate changed during the period.
- Relevant key factors, eg pressure for change and the role of the aristocracy.
- Relevant key events and developments, eg legislation on redistribution, franchise and corruption; growth of the Labour movement.

This programme may not be combined with:

Unit 2, Topic B1: Britain, 1830-85: Representation and Reform

Unit 2, Topic C2: Britain, c1860-1930: The Changing Position of Women and The Suffrage Question.

CW20**Crime and Punishment in Britain, c1830-1965**

Focus: The factors influencing changing attitudes to crime and punishment and the outcomes of these changed attitudes.

- The impact of industrialisation on the crime rate in the early 19th century and on the types of crime committed.
- Changes in policing.
- The successes and failures of different forms of prison for men, women and juveniles.
- The changing approaches to punishment and law enforcement over the period.

CW21**Britain and India, 1845-1947**

Focus: Changing attitudes to empire in Britain and in India and the changing ways in which Britain controlled and dismantled its Empire in India.

- The role of the East India Company in the mid-19th century.
- Relations between Britain and India, 1857-1914.
- The impact of the First and Second World Wars on relations between Britain and India.
- The rise of nationalism in India and the path to independence.

This programme may not be combined with:

Unit 2, Topic D2: Britain and the Nationalist Challenge in India, 1900-47.

CW22**The Changing role of Women, c1850-c1950**

Focus: The changing role and status of women at work and in the home and the factors driving those changes.

- Role and status of women in the economy.
- Women's changing role within the political system.
- Educational opportunities for girls and women.
- The changing domestic role of women.

This programme may not be combined with:

Unit 2, Topic C2: Britain, 1860-1930: The Changing Position of Women and The Suffrage Question.

CW23**Colonisation and Decolonisation in Africa, c1870-c1981**

Focus: Changing attitudes to empire in Britain and in Africa and the changing ways in which Britain controlled, extended and dismantled its Empire in Africa.

- The growth of Empire in Africa.
- The impact of the Boer and First World Wars on relations between Britain and its colonies in Africa.
- The growth, nature and strength of movements for independence in the British colonies and their role in decolonisation.
- Britain's changing attitudes to, and relations with its colonies in Africa, 1939-81.

This programme may not be combined with:

Unit 1, Topic C6: Britain and the Scramble for Africa, c1875-1914

Unit 1, Topic C7: Retreat from Empire: Decolonisation in Africa, c1957-81.

CW24**Medicine in Britain, c1870-c1990**

Focus: The transformation of approaches to medical treatment and surgery in the period and the role of wars, government policies and developments in science and technology in influencing this process.

- Improvements in medicine and surgery in the late-19th century.
- The impact of war on treatment to 1945.
- Government policies and their influence on provision in the 20th century.
- The impact of developments in science and technology on approaches to surgery and medical treatment.

This programme may not be combined with:

Unit 2, Topic C1: The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854-1929.

Unit 3, Topic D2: Britain and the Challenge of Fascism: Saving Europe at a Cost? c1925-60.

CW25**Protest, Challenge and Reform in Britain, 1880–1992**

Focus: The objectives and methods of protest in the period, the response of authority, and the extent to which protest was successful.

- Trade union and Labour movements, c1880–1918.
- The General Strike and its consequences.
- Political protest methods and the challenge to order 1903–39.
- Post-war protest campaigns and the response of authority: the Campaign for Nuclear Disarmament to the poll tax riots.

This programme may not be combined with:

Unit 2, Topic C2: Britain, 1860–1930: The Changing Position of Women and the Suffrage Question.

CW26**Extended programme**

Students entered for Unit 2, Topic B1: Britain, 1830–85 Representation and Reform may follow this coursework programme but they must not focus their Part A in-depth enquiry on content prescribed for the externally examined unit for which they have been entered.

Riot, Protest and Organisation: Challenges to Authority, 1780–1939

Focus: The changing relationship between protestors and authorities and the ways in which protest became institutionalised.

- Radicals and protest, 1780–1832.
- Mass movements and the franchise: the Chartists; the women's suffrage movement.
- Labour movements and trades unions to c1906.
- Challenges for left and right in the 20th century.

This programme may not be combined with:

Unit 3, Topic B2: Challenging Authority: Protest, Reform and Response in Britain, c1760–1830.

CW27**Extended programme**

Students entered for Unit 2, Topic B1: Britain, 1830-85: Representation and Reform or Unit 2, Topic C2: Britain, c1860-1930: The Changing Position of Women and the Suffrage Question may follow this programme but must not focus their Part A in-depth enquiry on content prescribed for the externally examined unit for which they have been entered.

Challenging Authority: From Corresponding Societies to the Poll Tax, 1789–1992

Focus: The objectives and methods of protest in the period, the response of authority, and the extent to which protest was successful.

- Radicals and Protest 1789-50
- Trade union and Labour movements, c1830–1939
- Protest methods and the challenge to order, 1903-92
- Change and continuity in the roots of protest, 1903-92

This programme may not be combined with:

Unit 3, Topic B2: Challenging Authority: Protest, Reform and Response in Britain, c1760-1830.

CW28**Extended programme**

Students entering for Unit 2, Topic B2: Poverty, Public Health and the Growth of Government in Britain, 1830-75 may follow this coursework programme but they must not focus their Part A in-depth enquiry on content prescribed for the externally examined unit for which they have been entered.

The State and the Poor: Public Health, Welfare and the Relief of Poverty, c1800-1990

Focus: The changing attitudes to the poor throughout the period and the impact this had upon the ways in which state provision for the poor changed.

- The operation and reform of the Poor Law, c1800-c1875.
- The changing nature of state involvement in public health and provision for the poor in the years to 1900 and the reasons for this.
- The welfare measures of 20th century governments to 1990 and the extent of their success in alleviating poverty.
- Changing approaches to provision for public health and a National Health Service in the 20th century and the reasons for this.

CW29**Extended
programme**

Students entering for Unit 2, Topic D1: Britain and Ireland, 1867-1922 may follow this coursework programme but they must not focus their Part A in-depth enquiry on content prescribed for the externally examined unit for which they have been entered.

**Ireland and the
Union, 1815–1998**

Focus: The changing demands for alterations to the constitutional relationship between Ireland and Great Britain and the developing divisions between Catholic and Protestant communities in this period.

- The constitutional relationship between Britain and Ireland in the period to 1922.
- The leadership and objectives of the Catholic and Protestant communities in the period to 1922.
- The response of the British Government to pressure for change in Northern Ireland, 1922-98.
- Reasons for continuing division between communities in Northern Ireland from the Partition to the 1990s and for the negotiation of the Good Friday Agreement in 1998.

Modern European and World Modern History Programmes**CW30****Autocracy,
Expansion and
Enlightenment?
Russia, 1682-1796**

Focus: The extent to which Tsars of Russia succeeded in enhancing Russia's influence in Europe and reforming its society and economy at home.

- Russia in 1682.
- The reforms and policies of Peter the Great and their impact.
- Influence in Europe, 1725–96.
- The extent of domestic reform and economic achievement, 1725-96.

CW31**Autocracy and Enlightenment in Europe, c1700-c1800**

Focus: The factors influencing the development of 'enlightened' ideas in Europe and the extent to which these influenced the nature and direction of government in the territories ruled by the Hohenzollerns and the Habsburgs in the period.

- The work of the philosophers.
- Frederick II in Prussia.
- Maria Theresa and Joseph II in Austria.
- The legacy of 'enlightenment' ideas to 1800.

CW32**India: From Mughal Empire to the British Raj, c1700-1857**

Focus: The ways in which European intrusion into the sub-continent altered its political, economic and social structure and the changing motives behind Britain's involvement in India.

- India c1700.
- The collapse of Mughal power in India.
- The consolidation of the British presence.
- The mutiny of 1857.

This programme may not be combined with:

Unit 1, Topic C4: Commerce and Conquest: India, c1760-c1835.

CW33**Tsarist Russia, 1762-1881: An Age of Reform?**

Focus: The extent to which Tsars of Russia succeeded in enhancing Russia's influence in Europe and reforming its society and economy at home.

- The Russia of Catherine the Great.
- Conflict and influence in Europe.
- Pressures for change in Russia.
- The reforms of Alexander II.

CW34**The Making of
Modern Germany,
c1800-c1900**

Focus: The process by which Germany was unified in the 19th century and strengthened its power and influence in Europe.

- The German states in the early 19th century and the impact of the Napoleonic wars.
- The process of unification and the role of Bismarck, 1845-71.
- Diplomacy and the growth of German influence.
- Developing national identity in a united Germany.

This programme may not be combined with:

Unit 1, Topic E2/F2: The Unification of Germany, 1848-90.

CW35**The Making of
Modern Italy,
c1800-c1900**

Focus: The process by which Italy was unified in the 19th century and the extent to which measures to promote a strong and united nation state had succeeded by 1900.

- Italy in the early 19th century.
- The growing challenge to foreign rule to 1848.
- The process of unification and the roles of Italian leaders and foreign intervention.
- Developing national identity in a united Italy.

This programme may not be combined with:

Unit 1, Topic E1/F1: The Road to Unification: Italy, c1815-70.

CW36**The USA: The
Making of a
Nation, 1815-1917**

Focus: The challenge of internal expansion and diversity in the USA and the extent to which social and political tensions had been resolved by 1917. The growing influence of the USA in world affairs.

- Expansion and the origins of conflict within the USA to 1860.
- Civil war, reconstruction and division in the USA in the second half of the 19th century.
- The internal challenges faced by a diverse nation, 1877-1917.
- The USA's foreign policy: the growth of power and influence.

This programme may not be combined with:

Unit 3, Topic C1: The United States, 1820-77: A Disunited Nation?

CW37**The Changing Nature of Warfare, c1845-1991**

Focus: The influence of new technology on warfare. The ways in which and the reasons why the nature of warfare changed during the years 1845-1991.

- War on land and at sea in the 19th century.
- The First World War, 1914-18.
- New approaches to warfare: the Second World War, 1939-45.
- Warfare in the nuclear age, 1945-91: the impact of new and advanced technology.

This programme may not be combined with:

Unit 2, Topic C1: The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854-1929

Unit 3, Topic E1: The World in Crisis, 1879-1941.

CW38**The Making of Modern Russia, 1856-1964**

Focus: Similarities and differences between the rule of the Tsars and communist rule and the impact on the peasantry of the main economic changes throughout the period.

- The nature of Tsarist rule in Russia, 1856-1917.
- The structure of the Soviet system.
- The attempt to reform Stalin's Russia to 1964.
- A comparison between dictators, communist leaders and Tsars.

This programme may not be combined with:

Unit 1, Topic D3: Russia in Revolution, 1881-1924: From Autocracy to Dictatorship

Unit 1, Topic D4: Stalin's Russia, 1924-53.

CW39

The USA: From Reconstruction to Civil Rights, c1877-1981

Focus: The changing ways in which the United States reacted to the challenges of massive internal expansion and the presence of diverse communities within one large, and increasingly powerful, federal nation state.

- The main ethnic divisions across the United States and the extent to which living standards and economic and social opportunities varied between them.
- Factors promoting change in the second half of the 19th century, eg westward expansion, industrialisation and communications.
- Key events and developments in the first half of the 20th century, eg the immigration boom and federal immigration policies, the influence of the First and Second World Wars on attitudes to civil rights.
- 1945-81: the path to civil rights and the extent to which equality of opportunity had been achieved.

This programme may not be combined with:

Unit 1, Topic D5: Pursuing Life and Liberty: Equality in the USA, 1945-68

Unit 3, Topic C2: The United States, 1917-54: Boom, Bust and Recovery.

CW40

20th Century International Relations, 1879-1980

Focus: The changing relationships between the powers and the ways in which this affected the balance of power throughout the period.

- The making of the European alliance system and the arms race, 1879-1912.
- The post-war settlement and its breakdown, 1919-39.
- The origins of the Cold War.
- Détente, 1969-80.

This programme may not be combined with:

Unit 3, Topic D2: Britain and the Challenge of Fascism: Saving Europe at a Cost? c1925-60

Unit 3, Topic E1: The World in Crisis, 1879-1941

Unit 3, Topic E2: A World Divided: Superpower Relations, 1944-90.

CW41**Germany United and Divided, 1890-1991**

Focus: Germany's changing relationships with her European neighbours over the period and the impact on Germany of two world wars and of the influence of the Soviet Union.

- Germany's involvement in the First World War and its consequences.
- The rise and fall of Nazism in Germany.
- The partition of Germany and the contrasting development and foreign relations in East and West Germany.
- The reasons for the reuniting of Germany in 1991.

This programme may not be combined with:

Unit 1, Topic E5/F5: Germany Divided and Reunited, 1945-91

Unit 1, Topic F7: From Second Reich to Third Reich: Germany, 1918-45

Unit 3, Topic D1 From Kaiser to Führer: Germany, 1900-45.

CW42**The Making of Modern China, c1900-2000**

Focus: The political, social and economic transformation of China in the 20th century and the factors influential in this process.

- China in the early 20th century: society, economy and government.
- The reasons for the nationalists' initial triumph and later overthrow.
- China under Mao.
- The extent of change in China's society and economy since 1976.

This programme may not be combined with:

Unit 1, Topic D1: Crises, Tensions and Political Divisions in China, 1900-49

Unit 1, Topic D2: Mao's China, 1949-76.

CW43**The Middle East and the Arab-Israeli Conflict, c1900-2001**

Focus: The changing relationships between Jews and Arabs in the Middle East, and the reasons for continuing conflict.

- Jewish settlement in Palestine, 1900-45.
- The creation of the state of Israel and its impact.
- Reasons for, and outcomes of, Arab-Israeli conflicts to 1973.
- Arab nationalism in the 1980s and 1990s and divisions in the Arab world.

This programme may not be combined with:

Unit 1, Topic E6/F6: The Middle East, 1945-2001: The State of Israel and Arab Nationalism.

CW44**Extended programme**

Students entered for Unit 1, Topic D5: Pursuing Life and Liberty: Equality in the USA, 1945-68 may follow this programme but may not select the focus of their Part A in-depth enquiry from the content prescribed for the externally examined unit for which they have been entered.

Expansion, Conflict and Civil Rights in the USA, 1820-1981

Focus: The changing ways in which the United States reacted to the challenges of massive internal expansion and the presence of diverse communities within one large, and increasingly powerful, federal nation state.

- The great westward expansion and its implications for diversity and unity in the USA in the 19th century.
- Civil war and reconstruction in the USA to 1877.
- Key events and developments in the first half of the 20th century, eg the immigration boom and federal immigration policies, the influence of the First and Second World Wars on attitudes to civil rights.
- 1945-81: the path to civil rights and the extent to which equality of opportunity was achieved by 1981.

This programme may not be combined with:

Unit 3, Topic C1: The United States, 1820-77: A Disunited Nation?

Unit 3, Topic C2: The United States, 1917-54: Boom, Bust and Recovery.

CW45***Extended programme***

Students entered for Unit 1, Topic D3: Russia in Revolution, 1881-1924: From Autocracy to Dictatorship and Unit 1, Topic D4: Stalin's Russia, 1924-53 may follow this programme but may not select the focus of their Part A in-depth enquiry from the content prescribed for an externally examined unit for which they have been entered.

Dictatorship and Revolution in Russia and the Soviet Union, 1825-2000

Focus: The nature and extent of change in the nature of government, society and economy in Russia and the Soviet Union over the period and the relationship between government and the governed over the period.

- Government and society in Russia in the early 19th century.
- Pressures for change and the extent of reform to 1905.
- The communist revolution and life in the Soviet Union to 1953.
- The post-Stalin era and the collapse of communism at the end of the 20th century.

4.7 Level descriptions

Centres are not required to construct their own level descriptions for coursework programmes. They must apply the following generic coursework level descriptions when they mark students' coursework. **These level descriptions should not be altered; they should be interpreted in relation to the content outlined in the centre's coursework programme.** Edexcel moderators will apply these level descriptions when they moderate the centre's marking.

The level descriptions indicate the attainment characteristic of the given levels of achievement for this unit. They give a general indication of the required learning outcomes at each specified level. The level awarded will depend in practice upon the extent to which the student has met the assessment objective overall. Shortcomings in some aspects of the assignment may be balanced by better performance in others.

Part A

AO1 assessment criteria — level description	Mark range
<p>Level 4</p> <p>Students offer an analytical response which relates well to the focus of the question. The enquiry will focus confidently on the significance of an event, movement or individual, as appropriate. The response will show some understanding of the key issues contained in the enquiry, with some evaluation of argument. The analysis will be supported by well-selected factual material which will be mostly relevant to the focus of the enquiry. Selection of material may lack balance in places.</p> <p>The exposition will be controlled and deployment of the results of the enquiry logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent account of the results of an enquiry will be mostly in place.</p> <p>High Level 4: 13 marks</p> <p>The qualities of Level 4 are securely displayed.</p> <p>Mid Level 4: 12 marks</p> <p>The qualities of Level 4 are displayed but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>Low Level 4: 11 marks</p> <p>The qualities of Level 4 are displayed but material is less convincing in its range/depth and the quality of written communication does not conform.</p>	11–13

AO1 assessment criteria — level description	Mark range
<p>Level 3</p> <p>Students' answers will be broadly analytical and will show some understanding of the focus of the question. The enquiry will focus on the significance of an event, movement or individual, as appropriate. The response will demonstrate some understanding of key issues related to the enquiry but may include material which is either descriptive, and thus only implicitly relevant to the enquiry's focus, or which strays from that focus in places. The selection of material will not demonstrate balance throughout.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The student will demonstrate some of the skills needed to produce a convincing account of the results of an enquiry but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>High Level 3: 10 marks</p> <p>The qualities of Level 3 are securely displayed.</p> <p>Mid Level 3: 8–9 marks</p> <p>The qualities of Level 3 are displayed but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>Low Level 3: 7 marks</p> <p>The qualities of Level 3 are displayed but material is less convincing in its range/depth and the quality of written communication does not conform.</p>	7–10
<p>Level 2</p> <p>Students will produce statements, with some development in the form of material selected, which is relevant to an enquiry on the significance of an event, movement or individual, as appropriate. There will be some attempt to focus on significance but concentration on the analytical demands of the enquiry will be largely implicit. Students will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing account of the results of an enquiry is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>High Level 2: 6 marks</p> <p>The qualities of Level 2 are securely displayed.</p> <p>Mid Level 2: 5 marks</p> <p>The qualities of Level 2 are displayed but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>Low Level 2: 4 marks</p> <p>The qualities of Level 2 are displayed but material is less convincing in its range/depth and the quality of written communication does not conform.</p>	4–6

AO1 assessment criteria — level description	Mark range
<p>Level 1</p> <p>Students will produce a series of statements, some of which may be simplified. The selected material will only in part be relevant to an enquiry on the significance of an event, movement or individual, as appropriate. Selected material will be relevant only in places and there will be little or no attempt to focus the answer on the analytical demands of the enquiry. There will be few, if any, explicit links between the statements.</p> <p>The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>High Level 1: 3 marks</p> <p>The qualities of Level 1 are securely displayed.</p> <p>Mid Level 1: 2 marks</p> <p>The qualities of Level 1 are displayed but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>Low Level 1: 1 mark</p> <p>The qualities of Level 1 are displayed but material is less convincing in its range/depth and the quality of written communication does not conform.</p>	<p>1–5</p>

Assessing quality of written communication (QoWC)

QoWC will have a bearing if it is inconsistent with the communication descriptor for the level in which the student’s answer falls. If, for example, a student’s history response displays mid-Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

AO2 assessment criteria — level description	Mark range
<p>Level 4</p> <p>Students will thoroughly investigate the question, selecting a wide range of sources with discrimination and integrating their evidence into a structured and sustained argument.</p> <p>They will interrogate the evidence confidently and critically in order to identify issues and make and support judgements.</p> <p>Their interpretation and evaluation of the evidence will take account of the nature of the sources and students will show understanding of the need to explore the implications of evidence in the light of its historical context and in the context of the values and assumptions of the society from which it is drawn.</p> <p>In the process of sustaining argument and reaching substantiated conclusions, the status of the evidence is carefully considered.</p> <p>High Level 4: 12 marks</p> <p>The qualities of Level 4 are securely displayed.</p> <p>Low Level 4: 11 marks</p> <p>The qualities of Level 4 are displayed but material is less convincing in its range/depth.</p>	<p>11–12</p>

AO2 assessment criteria — level description	Mark range
<p>Level 3</p> <p>Students clearly establish the issues of the enquiry and select a range of sources to develop it.</p> <p>Students interpret the source material with confidence, relating it to its historical context. They show an understanding of the need to interpret sources in the context of the values of the society from which the evidence is drawn.</p> <p>In making judgements, students give weight to the evidence by the application of valid criteria in the context of the specific enquiry. They reach conclusions on the basis of sources cross-referenced and used in combination.</p> <p>High Level 3: 9–10 marks</p> <p>The qualities of Level 3 are securely displayed.</p> <p>Low Level 3: 7–8 marks</p> <p>The qualities of Level 3 are displayed but material is less convincing in its range/depth.</p>	7–10
<p>Level 2</p> <p>Students identify a sufficient range of source material to address the question. They interpret sources beyond their surface features.</p> <p>Students relate source material to its historical context in the process of making inferences and judgements.</p> <p>They address concepts such as reliability and utility with some consideration of attributes such as the sources' nature, origin or purpose.</p> <p>In developing statements in relation to the question, they combine the information from sources to illustrate points.</p> <p>High Level 2: 6 marks</p> <p>The qualities of Level 2 are securely displayed.</p> <p>Low Level 2: 4–5 marks</p> <p>The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p>	4–6
<p>Level 1</p> <p>Students identify material relevant to the topic. They comprehend source material, drawing on a range which is limited but sufficient to provide a body of information relating to the topic under investigation.</p> <p>Source material is related to its historical context though this is not sustained throughout the answer.</p> <p>Students address concepts such as reliability and utility by making stereotypical judgements.</p> <p>In making statements related to the question, students use sources singly, paraphrasing the content to illustrate comment.</p> <p>High Level 1: 3 marks</p> <p>The qualities of Level 1 are securely displayed.</p> <p>Low Level 1: 1–2 marks</p> <p>The qualities of Level 1 are displayed but material is less convincing in its range/depth.</p>	1–3

Part B

AO1 assessment criteria — level description	Mark range
<p>Level 5</p> <p>Students offer a sustained analysis which directly explores the process of change over the period. They demonstrate explicit understanding of the key issues raised by the enquiry, evaluating arguments and — as appropriate — interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual sources which ranges across the period, providing chronological balance.</p> <p>A wide range of appropriate sources has been identified in the pursuit of the enquiry and this material has been used with discrimination in the process of arriving at considered judgements.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay writing.</p> <p>High Level 5: 25 marks</p> <p>The qualities of Level 5 are securely displayed.</p> <p>Mid Level 5: 23–24 marks</p> <p>The qualities of Level 5 are displayed but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>Low Level 5: 21–22 marks</p> <p>The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p>	<p>21–25</p>
<p>Level 4</p> <p>Students offer a clearly analytical response which shows a clear understanding of the process of change over time. They demonstrate understanding of the key issues raised by the enquiry and sustain their focus on those issues, with some evaluation of argument. The analysis will be supported by accurate factual material which ranges across the period, providing chronological balance. A range of sources has been identified and used with discrimination to sustain judgements, although selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p>High Level 4: 20 marks</p> <p>The qualities of Level 4 are securely displayed.</p> <p>Mid Level 4: 18–19 marks</p> <p>The qualities of Level 4 are displayed but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>Low Level 4: 16–17 marks</p> <p>The qualities of Level 4 are displayed but material is less convincing in its range/depth and the quality of written communication does not conform.</p>	<p>16–20</p>

AO1 assessment criteria — level description	Mark range
<p>Level 3</p> <p>Students' answers will be broadly analytical and show some understanding of the process of change over time. They may, however, include some material which is either descriptive, and thus only implicitly relevant to the enquiry focus, or which strays from that focus in places. Factual material will be accurate and relevant. There will be some attempt at chronological balance but the answer may not sufficiently range across the period, although some attempt at breadth will be made.</p> <p>There is clear evidence that a range of sources has been identified and information has been appropriately selected and deployed to support the points made.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The student will demonstrate some of the skills needed to produce a convincing essay but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>High Level 3: 15 marks</p> <p>The qualities of Level 3 are securely displayed.</p> <p>Mid Level 3: 13–14 marks</p> <p>The qualities of Level 3 are displayed but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>Low Level 3: 11–12 marks</p> <p>The qualities of Level 3 are displayed but material is less convincing in its range/depth and the quality of written communication does not conform.</p>	11–15
<p>Level 2</p> <p>Students will produce statements with some development implying an understanding of the process of change over time. There may be limited analysis but focus on the analytical demand of the enquiry will be largely implicit. Students will attempt to make links between the statements but the material will lack chronological balance and is unlikely to be developed very far.</p> <p>A range of material relevant to the enquiry has been identified. Information taken from sources shows limited attempts at selection and is mainly used illustratively.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>High Level 2: 10 marks</p> <p>The qualities of Level 2 are securely displayed.</p> <p>Mid Level 2: 8–9 marks</p> <p>The qualities of Level 2 are displayed but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>Low Level 2: 6–7 marks</p> <p>The qualities of Level 2 are displayed but material is less convincing in its range/depth and the quality of written communication does not conform.</p>	6–10

AO1 assessment criteria — level description	Mark range
<p>Level 1</p> <p>Students will produce a series of statements, some of which may be simplified and/or unconnected. The statements will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the enquiry and lacking in chronological range or balance. The material will be mostly generalised and there will be few, if any, links between the simple statements.</p> <p>A limited range of material has been identified for use in the enquiry.</p> <p>The writing may have some coherence but it will be generally comprehensible and passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>High Level 1: 4–5 marks</p> <p>The qualities of Level 1 are securely displayed.</p> <p>Mid Level 1: 2–3 marks</p> <p>The qualities of Level 1 are displayed but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>Low Level 1: 1 mark</p> <p>The qualities of Level 1 are displayed but material is less convincing in its range/depth and the quality of written communication does not conform.</p>	<p>1–5</p>

Assessing quality of written communication (QoWC)

QoWC will have a bearing if it is inconsistent with the communication descriptor for the level in which the student’s answer falls. If, for example, a student’s history response displays mid-Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

4.8 Administration of internal assessment

Internal standardisation	Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.
Authentication	All candidates must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled candidates must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any candidate unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.
Further Information	<p>For more information on annotation, authentication, submission and moderation procedures, please refer to the Edexcel AS and GCE in History: Instructions and administrative documentation for internally assessed units document, which is available on the Edexcel website.</p> <p>For up-to-date advice on teacher involvement, please refer to the Joint Council for Qualification (JCQ) – Instruction for conducting coursework/portfolio document on the JCQ website: www.jcq.org.uk. For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications – Suspected Malpractice in Examinations: Policies and Procedures and the Joint Council for Qualifications (JCQ – Instructions for conducting coursework/portfolio documents on the JCQ website: www.jcq.org.uk.</p>

D Assessment and additional information

Assessment information

Assessment requirements	For a summary of assessment requirements and assessment objectives, see <i>Section B Specification overview</i> .
Entering candidates for this qualification	Details of how to enter candidates for the examinations for this qualification can be found in Edexcel's Information Manual, copies of which are sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com .
Resitting of units	<p>There is no limit to the number of times that a student may retake a unit prior to claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.</p> <p>After certification all unit results may be reused to count towards a new award. Students may re-enter for certification only if they have retaken at least one unit.</p> <p>Results of units held in the Edexcel unit bank have a shelf life limited only by the shelf life of this specification.</p>
Awarding and reporting	<p>The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice for courses starting in September 2008, which is published by the Qualifications and Curriculum Authority. The AS qualification will be graded and certificated on a five-grade scale from A to E. The full GCE Advanced level will be graded on a six-point scale A* to E. Individual unit results will be reported.</p> <p>A pass in an Advanced Subsidiary subject is indicated by one of the five grades A, B, C, D, E of which grade A is the highest and grade E the lowest. A pass in an Advanced GCE subject is indicated by one of the six grades A*, A, B, C, D, E of which Grade A* is the highest and Grade E the lowest. To be awarded an A* students will need to achieve an A on the full GCE Advanced level qualification and an A* aggregate of the A2 units. Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.</p>
Performance descriptions	Performance descriptions give the minimum acceptable level for a grade. See <i>Appendix 3</i> for the performance descriptions for this subject.

Unit results

The minimum uniform marks required for each grade for each unit.

Unit 1

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Candidates who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–39.

Unit 2

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Candidates who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–39.

Unit 3

Unit grade	A	B	C	D	E
Maximum uniform mark = 120	96	84	72	60	48

Candidates who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–47.

Unit 4

Unit grade	A	B	C	D	E
Maximum uniform mark = 80	64	56	48	40	32

Candidates who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–31.

Qualification results

The minimum uniform marks required for each grade.

Advanced Subsidiary Cash-in code 8HI01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 200	160	140	120	100	80

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–79.

Advanced GCE Cash-in code 9HI01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 400	320	280	240	200	160

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–159.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Quality of written communication

Students will be assessed on their ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

Students will be given the opportunity to demonstrate quality of written communication in Units 1, 2, 3 and 4.

Assessing quality of written communication in Units 1, 2, 3 and 4

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor within the mark scheme for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid level two criteria but fits the level three QoWC descriptors, it will require a move from the mid-point. In that case the quality of written communication will raise the award of marks to above the mid-point. In exceptional circumstances, ie where the quality of written communication is clearly better, or worse, than that indicated in the main generic mark scheme by **more than one overall level**, a larger downward or upward adjustment might be justified, even **into the next level down or up**.

Assessment objectives and weighting

		% in AS	% in A2	% in GCE
AO1	a	70%	70%	70%
	b			
AO2	a	30%	30%	30%
	b			
TOTAL		100%	100%	100%

**Synoptic
assessment**

In synoptic assessment there should be a concentration on the quality of assessment to ensure that it encourages the development of the holistic understanding of the subject.

Synopticity requires students to connect knowledge, understanding and skills acquired in different parts of the Advanced GCE course.

In the Advanced GCE in History, Units 3 and 4 include elements of synoptic assessment.

Unit 3 will require students to comprehend, analyse and evaluate how the past has been interpreted and represented in different ways, both in reaching substantiated conclusions in answer to the essay questions in Section A and in responding to and evaluating the claims presented in the controversy questions in Section B.

Unit 4 will require students both to complete an essay question which focuses on the process of change across the period studied, and to complete a personal study investigating a valid historical issue, such as an assessment of the contribution a key historical figure or event has made to the cultural, social, political or economic developments of the period studied. This investigation will require the discriminating use of source material in combination with knowledge and understanding of the period and issue studied.

Stretch and challenge

Stretch and challenge is shown when candidates demonstrate the ability to:

- engage with an issue, exploring it in its historical context
- argue a case
- call on a range of information
- analyse previously unseen material (this avoids predictability of questions)
- evaluate evidence which points in different directions
- reach fully substantiated conclusions
- perform consistently in each element of the objectives.

The range of assessment tasks in Edexcel history at A2:

- incorporates evaluative and/or discursive command words such as: how far; discuss; assess; to what extent; in relation to complex issues of historical evidence, explanation, or judgement (ie more complex than those posed at AS)
- requires the analysis of complex and high-level discussion in the provided secondary sources (which are more complex than those provided at AS)
- requires consistent performance in more than one element of the AOs (ie AO1 a and b knowledge and analysis; and/or AO1 and AO2)
- provides adequate time for developed exploration of issues and extended responses (ie longer than that given for AS).

Additional information

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications(JCQ) Suspected Malpractice in Examinations: Policies and Procedures document on the JCQ website www.jcq.org.uk.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE and Entry Level aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the JCQ policy *Access Arrangements and Special Considerations, Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations*.
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Disability Discrimination Act

Please see Appendix 9 for the Advanced GCE in History Disability Discrimination Act information.

Prior learning and progression

Prior learning

Students who would benefit most from studying a GCE in History are likely to have a Level 2 qualification such as a GCSE in History at Grades A*–C.

Progression

This qualification supports progression into further education, training or employment, such as honours degrees in History or in related subjects such as English Literature, modern languages, Geography, Economics or Politics. It may also support progression to vocational qualifications such as the Level 5 BTEC Higher National Certificate/Diploma in Media (Journalism) or to the Level 5 BTEC Higher National Certificate/Diploma in Travel and Tourism.

Combinations of entry	There are no forbidden combinations with other subject entries.
Student recruitment	<p>Edexcel's access policy concerning recruitment to our qualifications is that:</p> <ul style="list-style-type: none">■ they must be available to anyone who is capable of reaching the required standard■ they must be free from barriers that restrict access and progression■ equal opportunities exist for all students.
Key skills	<p>This qualification provides opportunities for developing and generating evidence for assessing the key skills listed below:</p> <ul style="list-style-type: none">■ communication■ information and communication technology■ improving own learning and performance■ problem solving■ working with others. <p>Further details are available in <i>Appendices 4 and 5</i>.</p> <p>This qualification will be mapped to functional skills once they are finalised. Information will be available on our website (www.edexcel.com/gce2008) at a later date.</p>
The wider curriculum	<p>This qualification provides opportunities for developing an understanding of spiritual, moral, ethical, social and cultural issues, together with an awareness of European developments consistent with relevant international agreements appropriate as applied to The Edexcel GCE in History. <i>Appendix 6: Wider curriculum</i> maps the opportunities available.</p>

E Resources, support and training

Resources to support the specification

In addition to the resources available on the e-Spec and in the Getting Started and Internal Assessment guides, Edexcel produces a wide range of resources to support this specification.

Edexcel's own published resources

Edexcel aims to provide the most comprehensive support for our qualifications. We have therefore published our own dedicated suite of resources for teachers and students written by qualification experts. These resources include:

- Student Option Books
- Teacher's Resources.

For more information on our complete range of products and services for GCE in History, visit www.edexcel.com/gce2008.

Edexcel publications

You can order further copies of the Specification and SAMs documents from:

Edexcel Publications
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Email: publications@linney.com
Website: www.edexcel.com

Additional resources endorsed by Edexcel

Edexcel also endorses additional materials written to support this qualification.

Any resources bearing the Endorsed by Edexcel logo have been through a rigorous quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed.

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

The resources listed are intended to be a guide for teachers and not a comprehensive list. Further suggestions can be found in *Appendix 8*.

Please see www.edexcel.com/gce2008 for up to date information.

Support

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus — ResultsPlus is a new application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus.

Ask the Expert — Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.com/asktheexpert.

Ask Edexcel — Ask Edexcel is Edexcel's online question and answer service. You can access it at www.edexcel.com/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don't find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They'll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone — The examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at www.edexcel.com.

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0025
Fax: 0845 359 1909
Email: trainingbookings@edexcel.com
Website: www.edexcel.com

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Unit 1: Historical Themes in Breadth

Option A: England in the Middle Ages and the Transition to the Early Modern World

Topic A1: Alfred the Great and the Vikings, 793-c900

The focus of this topic is on the seminal 9th century, which saw a devastating series of Viking attacks which nearly ended in the conquest of the whole of England but for the actions of Alfred of Wessex, the only English monarch to be known as 'the Great'. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the specification bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the specification bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four bullet points of this topic offer a framework for understanding the themes of order and challenge to order. The bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them, for example the importance of divisions amongst the ruling Saxon elite and betrayal in explaining Viking success (bullet points 2 and 3).

The first bullet point relates to the nature and structure of Anglo-Saxon England four centuries after the departure of the Romans. Students should be aware of the political divisions which had emerged from the piecemeal Anglo-Saxon settlement and the evolution of the primacy of Northumbria, Mercia and Wessex from the original heptarchy. They should be aware of the dominant Christian culture and the evolution of a prosperous agricultural and commercial society enjoying links with Carolingian Europe and Rome. Detailed questions will not be set on political developments prior to the capture of York in 866.

The second bullet point relates to the challenge posed first by raids and piracy from the men of Scandinavia (itself testament to the prosperity of the new Anglo-Saxon culture) and then the enhanced challenge of the 860s and 870s when the 'great army' turned from plundering Carolingian Europe to the settlement and conquest of targets in the island of Britain. Students should be aware of the reasons for the success of the 'Great Army' in capturing York, partly explained by divisions in the Northumbrian royal house, and subjugating Northumbria and later East Anglia and Mercia.

The third bullet point relates to the assault on Wessex and the crisis years of the early part of Alfred's reign. Students should understand the extent of the threat and the reasons for the Vikings' limited but still dangerous success in the years to 878. They should appreciate the importance of Saxon 'quislings' such as Ealdorman Wulfhere and the reasons why Alfred was able to survive and win a decisive victory at Edington.

The fourth bullet point relates to the most constructive period of Alfred's reign when the renewed vulnerability of the Carolingian Empire gave England a breathing space and Alfred the chance to strengthen his kingdom through the building of Burhs and the re-organisation of the defences of his realm. Students should be aware of his achievements in extending his effective control to London, Kent and parts of Mercia; his re-organisation of military resources and the power to resist further attack; and his promotion of a cultural and religious renaissance.

**Unit 1, Option A,
Topic: A2, The
Norman Conquest
and its Impact on
England, 1066-
1135**

The focus of this topic is on the conquest of Saxon England and its impact in the reigns of the Conqueror and his two sons. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event other than those which are specifically listed in the specification bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the specification bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four bullet points of this topic offer a framework for understanding the themes of royal power and control and challenges to that power and control. Bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example a question on the impact of the conquest on the Church or royal power would draw on both bullet points 1 and 4.

The first bullet point relates to the nature of late-Saxon England on the eve of the conquest. Students should be aware its relative wealth and urbanisation (10 per cent) with successful commercial centres in places like London and York and the existence of fine coinage hinting at an administrative sophistication, possibly unique in western Europe. The proliferation of churches supports the same impression of a wealthy and increasingly ordered society recovering from the ravages of an earlier period. Students should be aware of the nature of monarchy under Edward the Confessor and the important position of regional Earls wielding great power locally. They should be aware of Harold Godwinson's power and position, how he gained the throne in 1066 and the challenge he encountered from his brother Tostig and Harald Hardrada in the autumn of that year.

The second bullet point relates to the Norman challenger and students should have some understanding of William's position as Duke of Normandy and the nature of his duchy, in particular the fighting prowess and techniques developed there. Students should understand the nature of his claim and the assistance given by the Church in the light of the Papacy's quarrel with Stigand. They should understand the conduct of the campaign in 1066 and why William was ultimately successful.

The third bullet point relates to William's securing of his realm and the extended resistance and fighting between 1068 and 1071. In particular in western Mercia and Northumbria, the latter leading to the devastation of much of the north and the transformation of Viking York into a Norman city. Students should be aware of the extensive castle building and the great survey of the conquered realm in 1086.

The fourth bullet point relates to the broad social, political and economic consequences of the conquest and students should understand in what ways Anglo-Saxon England had been transformed. They should be aware of the extent to which a new landowning elite had emerged and the changed relationship between monarch and land-owner in the conquered kingdom. 'New customs' refers to such developments as the creation of extensive royal forests and new courts and forest laws to protect royal rights. Students should also be aware of the effects on the Church and the impact of ecclesiastical reforms under the archbishops of Canterbury, Lanfranc and Anselm. It is not intended that students should have a detailed knowledge of the political events of the reigns of William, Rufus and Henry.

Unit 1, Option A, Topic A3: The Angevin Empire, 1154-1216

The focus of this option topic is on the reigns of the first three Plantagenet kings, Henry II and his two sons. Whilst the phrase 'Angevin Empire' is used in the title, this is recognised as being the invention of later historians and having no contemporary usage. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the specification bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the specification bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four bullet points of this topic offer a framework for understanding the themes of royal power and control and challenge to that power and control. Bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, the importance of England as a source of revenue for their struggles in France runs through all bullet points and the relationship of Church and state is theme linking bullet points 2 and 4.

The first bullet point relates to the creation of the impressive power block under the personal control of the son of Matilda and Geoffrey of Anjou. Students should understand the geographical extent of Henry's lands, encompassing the kingdom of England, the lordship of Ireland, the duchies of Normandy and Aquitaine, and the counties of Maine and Anjou, to which he added Brittany on his brother's death in 1158. Students should understand the disparate nature of this block and the personal link that Henry provided, exercising differing degrees of effective control according to his relationships with his subordinate barons.

The second bullet point relates to the important developments in Henry's governance of his English kingdom and his revival of his grandfather's extensive royal powers. Students should understand the ways in which developments in legal procedures increased the strength of the king as liege lord and that the Exchequer was reactivated. They should understand why there was tension between Church and state and the ways in which Becket enhanced this tension after 1162, culminating in his murder in December 1170.

The third bullet point relates to Henry's second son and heir, Richard. Students should be aware of the tensions between father and son and Henry's humiliating final defeat, appreciating the implications of family relations for the exercise of royal power. They should be aware in outline of the events of the Third Crusade and its implications for England and Richard's hold on power. The last five years of his reign were spent in incessant fighting to hold on to his Angevin inheritance in France. Students should be aware of the financial burden placed by Richard on his English kingdom.

The fourth bullet point relates to the reign of Henry's youngest child and the twin but related themes of losing the battle with Philip of France and growing discontent in England culminating in rebellion and Magna Carta. Students should understand the reasons for Philip's success and John's increasing unpopularity as he struggled to use his powers as a liege lord to raise revenue for the struggle in France. Students should be aware of the debate surrounding the significance of Magna Carta and the complex relationship of John with the Church.

**Unit 1, Option A,
Topic A4: From
Black Death to
Great Revolt:
England, 1348-81**

The focus of this option topic is on the demographic disaster of 1348-49 and its social, economic and political consequences during the reigns of Edward III and his grandson. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the specification bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the specification bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four bullet points of the specification offer a framework for understanding the themes of social order and challenge to that order. Bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, the demographic impact of plague (bullet points 2 and 3) can only be fully understood in terms of the social and economic background addressed in bullet point 1.

The first bullet point relates to social and economic conditions in mid-14th century England before the impact of the great epidemic. Students should have an understanding of the broad economic changes of the previous century, producing over-population, urbanisation and potential crisis. Although questions will not be set on the period prior to 1348, students should be aware of existing signs of economic stagnation and scarce resources and be aware of some of the explanations, for example climate change, soil exhaustion and the impact of war and taxation. Students should have an understanding of some of the salient features of society at this time including the manorial system and serfdom and the concept of bond and free.

The second bullet point relates to the first great outbreak of plague, the Black Death, beginning in southern England in August 1348. The date 1347 in the bullet point refers to its arrival in Italy and 1350 to the year it spread to Scotland. Students should be aware of the spread and nature of the disease, its manifestation as an epidemic and its devastating impact on the English population.

The third bullet point relates to the economic effects of plague and students should be aware of the further outbreaks in 1361, 1368-69 and 1375 and of the estimates made of population loss overall in the period 1348-81. They should understand some of the explanations as to why population recovery was so slow in these years and the impact of population loss on patterns of agriculture, trade and industry.

The fourth bullet point relates to the complex social changes of these years and the effects population loss had on wages and prices and consequently on social hierarchy and living standards. Students should address attempts to peg wages in the Ordinance and Statute of Labourers (1349 and 1351) and attempts to enforce these and manorial rights over the next few decades, and the resentment such attempts caused. The social control attempted in the Sumptuary Law of 1363 should also be understood. Students should study the causes, course and immediate consequences of the Peasants' Revolt of 1381, considering resentment of the attempts to maintain social hierarchy and lower wages as one of the factors in producing this remarkable outburst of disorder and protest.

**Unit 1, Option A,
Topic A5: Anglo-
French Rivalry:
Henry V and
Henry VI, 1413-53**

The focus of this topic is on the last great phase of the Hundred Years War during the reigns of Henry V and his son and the dramatic change in the fortunes of war from glorious victory at Agincourt to decisive defeat at Castillon in 1453. Since the focus of this unit is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the specification bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the specification bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four bullet points of the specification offer a framework for understanding the themes of the exercise of royal military power under Henry V and the challenges to that power in the reign of Henry VI. Bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, the existence or non-existence of Burgundy as an ally played an important part in explaining success (bullet point 2 and 3) and failure (bullet point 4).

The first bullet point relates to why Henry V invaded France in 1415 and actively re-asserted his claim to the throne of France. Students should understand the complex interaction: of causation involving the personal characteristics and position of Henry; the favourable circumstances provided by the rivalry of the Burgundian and Armagnac factions in France; the inadequacies of Charles VI; and the passivity of Scotland.

The second bullet point relates to the period of successful conflict under Henry V. Students should have an understanding of: the capture of Harfleur in 1415; the reasons for the staggering victory at Agincourt later in the year; the diplomacy of 1416, bringing Henry into alliance with Burgundy and the Empire; the invasion and conquest of Normandy in 1417-19; and the triumphant Treaty of Troyes in 1420 and the occupation of Paris in that year.

The third bullet point relates to the first years of the reign of the infant Henry VI and the importance of John, Duke of Bedford and the Burgundian alliance in upholding the English position in France during the king's minority. Students should understand the importance of Joan of Arc in relieving Orleans and re-invigorating the Armagnac cause, but also the limits of her success, for example the failure to capture Paris and her own capture and death.

The fourth bullet point relates to the period of desperate English defence after the death of John Duke of Bedford in 1435 and the Burgundian abandonment of the English alliance in the Treaty of Arras of the same year. Students should be aware of the reasons for French success and the strain on English resources leading to the loss of Paris in 1436, Normandy by 1450 and Bordeaux in 1453. The French adoption and effective use of gunpowder will be appreciated as one additional factor.

**Unit 1, Option A,
Topic A6: The
Wars of the Roses
in England, 1455-
85**

The focus of this topic is the bloody, if intermittent, struggle between noble factions grouped around the royal houses of York and Lancaster from the first battle at St Albans in May 1455 to the Tudor triumph at Bosworth Field in August 1485. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the specification bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the specification bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four bullet points of the specification offer a framework for understanding the themes of the exercise of royal power and the challenges to that power in the reigns of Henry VI, Edward IV and Richard III. Bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, foreign aid played an important part in the successful challenges of Warwick in 1470, Edward in 1471 and Henry Tudor in 1485 (bullet points 3 and 4).

The first bullet point relates to why fighting broke out in 1455. Students should understand the complex interaction of causation involving: the personal deficiencies of Henry VI and the personality of Margaret of Anjou; the financial weakness of the crown; the impact of defeat in France; the position and claims of Richard Duke of York; and the local rivalries of the great magnates such as Percy and Neville in the north and Bonville and Courteney in the south-west.

The second bullet point relates to the period of most intense and continuous conflict and the development of York's claim from that of being Protector for an incapable Henry VI to claiming the throne itself. Students should understand how and why this process occurred and why there was such a series of bloody battles between 1459 and 1461 culminating in the crushing Yorkist victory at Towton and Edward IV's seizure of the throne.

The third bullet point relates to the first reign of Edward IV and why he was successfully deposed in 1470 by a combination of his Lancastrian rivals and his erstwhile allies Warwick and Clarence. Students should understand the alienation of Warwick and Edward's brother and the crucial involvement of France and Burgundy in the conflict, the latter being crucial in Edward's triumphant return in 1471. Students should also be aware of the aftermath and show an understanding of Edward's success in restoring his personal authority and royal authority over the next 12 years.

The fourth bullet point relates to the short reign of Edward's brother, Richard III, and students should understand how and why Richard replaced his brother's son as king, his alliance and quarrel with Buckingham, and how and why Henry Tudor was able to launch a successful challenge in 1485. The crucial role of French assistance to the Tudor cause should be appreciated.

**Unit 1, Option A,
Topic A7: The
Reign of Henry VII,
1485-1509**

The focus of this topic is the reign of the first Tudor monarch from his triumph at Bosworth Field until his death. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the specification bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the specification bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four bullet points of the specification offer a framework for understanding the themes of the consolidation and exercise of royal power and the challenges to that power in the reign of Henry VII. Bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, foreign aid from Margaret of Burgundy played an important part in heightening the threat in 1487 from Simnel and Suffolk (bullet points 1 and 4) and the Treaty with France in 1492 enhanced Henry's revenue (bullet points 3 and 4).

The first bullet point relates to Henry's triumph at Bosworth and the subsequent steps taken in 1485-86 to assert and consolidate his claim to the throne. This involves his use of Parliament and marriage to Elizabeth. Students need to be aware of the nature of his claim and the consequent threats from rivals. The challenges to royal power and Henry's success in seeing off rivals can be illustrated by studies of Lambert Simnel's and John de la Pole's rebellion, the career of Perkin Warbeck between 1491 and 1499, the execution of Warwick in 1499 and the imprisonment of Richard de la Pole in 1506.

The second bullet point relates to the nature of royal power in the late 15th century and of the crucial role of the nobility in the localities. This can be addressed through examples of Henry's use of the nobility and his methods to control and limit their potential to challenge royal authority through such instruments as bonds and the regulation of retaining.

The third bullet point relates to Henry's administration of justice and royal finance. Students should understand the ways in which these did or did not contribute to Henry's control. Was Henry successful in law enforcement? The growth in royal revenue was clearly central to the revival of royal power and this process might be illustrated by his revenue-raising (ordinary and extraordinary) at home, his use of the Exchequer and the Chamber to collect revenue, and through the careers of Reginald Bray and latterly Empson and Dudley. Challenges to the process of improving royal revenue could be illustrated by the events in Yorkshire in 1489 and Cornwall in 1497. Specific questions, however, will not be set on these individuals and events.

The fourth bullet point relates to Henry's relations with Spain, France, Burgundy and Scotland, how far his foreign policy was determined by the desire to consolidate his power and minimise challenge, and how far his foreign policy was successful in enhancing his power at home and prestige abroad. These themes can be illustrated by brief consideration of the wars with Scotland and France and important treaties such as Medina del Campo, Radon, Etaples, the Intercursus Magnus, Ayrton and Windsor. These events and treaties, however, will not be the subject of specific questions.

Unit 1, Option B: Power, Belief and Conflict in Early Modern Europe**Topic B1: Luther, Lutheranism and the German Reformation, 1517-55**

The main focus of this topic is on the development of Lutheranism in Germany to 1555. Since the focus of Unit 1 is on broad themes, questions will not be set which focus exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the bullet points by the selection and deployment of relevant information as exemplification.

These bullet points should not be considered in isolation. Collectively they offer a framework for understanding the key themes for example: the success of Lutheranism in Germany arising from state of the Catholic Church (bullet 1); the development and appeal of Luther's ideas (bullet 2); the favourable situation in Germany (bullet 3); the particular role played by the princes (bullets 3 and 4); and the mistakes made by Charles V (bullet 4).

The first bullet point relates to the causes of the Reformation in Germany. This includes the state of the Catholic Church in 1517 and the criticisms to which it was subjected, for example in the work of humanists like Erasmus. Students can consider a range of abuses, in particular the role and characteristics of the Papacy, in this period. They should understand the impact of Papal authority and taxation in Germany by 1517 and refer to some specific examples, which may include the authorisation of Tetzel's Indulgence campaign. They will therefore be able to offer suggestions as to why the Reformation began in Germany.

The second bullet point focuses on the role of Luther himself, the stages by which his ideas developed and how he gained support. Students should understand why he was provoked into action in 1517 and how the reaction of the Church and its leaders encouraged him to develop his challenge to 1521. They should understand how he was able to spread his ideas by writing and preaching and can exemplify this particularly from the three great pamphlets that he published in 1520. Reference can also be made to his rejection of radicalism and his condemnation of the Peasants' Revolt in 1525. They should also be aware of the nature of Luther's work thereafter and of the extent to which his role diminished as others came forward to offer leadership and support. However, questions will not be asked that focus primarily on other theologians and religious reformers.

The third bullet point addresses the role of other factors in the survival and spread of Lutheranism. These can include the social and economic context of Germany, including printing, literacy and urban development, the role played by leading princes and the formation of the princely leagues and the wider problems facing both empire and Papacy. These include the tensions between them, the Italian wars, the role of the French and the external threat from the Ottoman Empire. The main focus of arguments should be on explaining how these factors enabled Lutheran ideas to spread and prevented the Emperor and his supporters from suppressing them.

The final bullet point relates to knowledge that amplifies understanding of these factors and how they worked together: the structure of the Holy Roman Empire, the nature of Habsburg power, and relations between the emperors, princes and Papacy. These aspects can be illustrated by reference to key events such as the imperial election of 1519, key individuals such as Frederick the Wise and Maurice of Saxony, by knowledge of princely attitudes and motives, and by the difficulties faced by Charles V. Students will therefore need some contextual knowledge of events outside Germany but the primary focus of questions will be on the German Reformation, its development and its impact within Germany.

**Unit 1, Option B,
Topic B2: Meeting
the Challenge?
The Catholic
Reformation,
c1540-1600**

The main focus of this topic is on Catholic renewal in the second half of the 16th century and on the Catholic Church's response to the challenge of Protestantism. Since the focus of Unit 1 is on broad themes, questions will not be set which focus exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the specification bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the specification bullet points by the selection and deployment of relevant information as exemplification.

Collectively the bullet points offer a framework for understanding the nature and outcome of the Catholic Reformation. Students should consider the links between the bullet points and the extent to which key issues, such as the role of the Jesuits, may cut across them.

The first bullet point, relates to the attempts made by various individuals and groups to address the weaknesses within the Church and to encourage a spiritual renewal in the face of growing criticism and heresy. Examples can include the foundation of new orders such as the Capuchins and Oratory of Divine Love as well as the efforts of humanist reformers such as Pole and Contarini. Students should be aware of the foundation and early development of the Jesuits under St Ignatius Loyola and of the efforts made by Pope Paul III to encourage reform before summoning the Council of Trent.

The second bullet point relates to the Council's work in the sessions of 1545–7, 1551–2 and 1562–3. Students should understand how key events and decisions strengthened both traditional doctrines and the authority of the Papacy. They should understand how this authority was used and reinforced under the leadership of reforming Popes and the counter-attack on Protestant territory (Poland, Austria and Bavaria) to 1600. They should also be aware of the role of the Jesuits and the later development of the Society. Students may well wish to illustrate their knowledge of these developments by reference to key individuals such as Pope Paul IV or St. Peter Canisius, but the focus of questions will be on broad developments, which students can exemplify from relevant events and individuals.

The third bullet point focuses on the increasingly militant counterattack against heresy. Students should understand how the failure of the Regensburg Colloquy weakened the position of the humanist reformers, a development that was reinforced by the growing influence of traditionalists like Cardinal Caraffa, later Pope Paul IV. They should be aware of the increasingly authoritarian approach adopted by successive Popes and have knowledge and understanding of the role of the institutions of the Inquisition and the Index by which the authority of both the Church and the Papacy was enforced.

The fourth bullet point focuses on the role of Catholic leaders and rulers outside the Church in supporting the work of counter-reformation. Students should be aware of links between religious loyalties and political interests. Good examples of this are the Habsburg rulers of the Holy Roman Empire, the actions of the Catholic League and the Guise family in France, and the policies pursued by Philip II of Spain with regard to England, France and the Netherlands. Questions will not be asked that require detailed focus on any specified areas but students should be able to draw on specific examples to illustrate their arguments about the role of Catholic rulers, and to utilise their knowledge of some individuals to illustrate arguments about religious motivation and political interests.

**Unit 1, Option B,
Topic B3: The
Revolt of the
Netherlands, 1559-
1609**

The main focus of this topic is on the causes of the Netherlands Revolt and on the reasons for its partial success by 1609. Since the focus of this unit is on broad themes, questions will not be set which focus exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the specification bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the specification bullet points by the selection and deployment of relevant information as exemplification.

The bullet points should not be considered in isolation. Collectively, they offer a framework for understanding the key themes of why the Netherlands rebelled and why and how some of the provinces gained independence from Spanish rule. Students should be aware of the links and interaction between the bullet points. For example, understanding of the causes of the revolt relates to underlying problems (bullet 1), the role of William the Silent (bullet 2) and the mistakes and misjudgements made by the Spanish authorities (bullet 3).

The first bullet point in the specification relates to the underlying causes of the revolt. These include the impact of Calvinism in the Netherlands, the structure of authority at the time and the rule of the Spanish under Margaret of Parma and the Duke of Alba. Questions will not be set which require knowledge of the political and religious situation in the Netherlands before 1559 but contextual knowledge of wider political and religious conflicts in Europe can be useful. Students should be aware of the extent to which Spanish handling of the situation increased the likelihood and extent of revolt. This can be exemplified by considering individuals such as Philip II and Alba.

The second bullet point, 'the House of Orange', relates to the roles of William the Silent and Maurice of Nassau and their contribution to the success of the revolt and to creating a sense of national identity. Students should understand the significance of the House of Orange within the government of the provinces, William's role as an early leader, and the significance of his assassination. They should also have knowledge of the emergence of Maurice, the quality of his military leadership, his relations with other factions and individuals such as Oldenbarnevelt, and his role in achieving independence by 1609.

The third bullet point relates to the policies followed by Spanish authorities and representatives between 1572 and the division of north and south by 1585. Students can consider Spanish aims, the difficulties related to maintaining authority in this period, the role of individuals (Requesens, Don John and Parma), and the interventions and impact of Philip II. Students should also understand the reasons why the southern provinces returned to Spanish control by 1585, including the significance of religious differences, the role of the Grandees, the Unions of Arras and Utrecht, and of the role of the Archdukes in consolidating Spanish rule.

The fourth bullet point focuses on the later stages of the revolt, including the role of foreign powers, French and particularly English intervention, and the interaction of the revolt with other conflicts involving Spain. Students should be aware of the extent of the Spanish Empire, the military and economic constraints faced by its rulers, and the growing strength of Dutch resources. They should have knowledge of the role of religion and migration in this process. These issues require some understanding of a wider European context but students are not expected to have detailed knowledge of events elsewhere.

**Unit 1, Option B,
Topic B4: The
European
Witchcraze,
c1580–c1650**

The focus of this topic is on the causes and nature of the witch hunts that peaked in western and central Europe in these years. Since the focus of this unit is on broad themes, questions will not be set which focus exclusively on depth of knowledge, for example about one particular individual or event other than those which are specifically listed in the specification bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the bullet points by the selection and deployment of relevant information as exemplification. A study of this nature, with a broad spatial as well as temporal focus, relies on the study of particular cases in the context of wider trends.

The bullet points should not each be considered in isolation and students should be aware of the links and interaction between them in establishing key themes. For example, a question on the reasons for the preponderance of women among the accused would draw on the image of the witch (bullet 1 and bullet 3), changes in the social and economic context (bullet 2), the role of the Church and religious attitudes (bullet 3) and the impact of particular situations and individuals (bullet 4).

The first bullet point is focused on the reasons for the witchcraze. Students should be aware of the effect of the religious and economic upheavals of the 16th century in increasing disruption and therefore fear, especially in parts of Switzerland, France, Germany and England, where witch trials peaked from 1580-1650. Students are not expected to have knowledge of events before 1580 but should appreciate that the image of the witch was formed from literature which predates the period. The focus of investigation is on why a witchcraze developed, including the role of the sources from which the image was created and the role of key institutions such as the Church.

The second bullet point focuses on the social and economic context of 1580-1650 and the extent to which it shaped the pattern and outcomes of the witch trials. Students should consider the effects of inflation, changes in the use of land, the decline of customary rights and the impact of these changes on different communities, especially the peasant communities where most witch trials took place. The impact of the wars of religion in France, the Thirty Years War in Germany and the civil war in England is relevant in terms of their disruption of the normal patterns of life and authority. Knowledge of military campaigns is not expected. These issues can be addressed by considering selected case studies and relating them to key conditions. Studies should include evidence of the proportion of women among the accused and suggest some reasons for it.

The third bullet point addresses the nature of the accusations made against witches and students should investigate the nature of the charges usually brought and the process of trial. They should be aware of the widespread use of torture, the nature of 'confessions' and the extent to which these reinforced the stereotype. They should understand the impact of written sources and guides by which witches could be identified. Students are not expected to have wide-ranging knowledge of individual trials in this period, but they will need knowledge of specific examples to illustrate the general pattern and they will need understanding of the extent to which they reflected patterns and stereotypes. For example, they could refer to trials in Ban de La Roche, near Strasbourg in France, in Scotland under James VI and in England during the civil war of the 1640s.

The fourth bullet point addresses the distribution of witchcraft trials, the extent of local variation and the difficulty of establishing coherent patterns. Students can study the broad patterns, but they should also consider the variation and the reasons why trials occurred or did not occur in apparently similar situations. For example, they can consider the role in promoting trials of individuals such as James VI in Scotland, Balthasar Nuss in Germany and Matthew Hopkins in England, and the impact of those who opposed trials and persecution. Students should be able to consider and exemplify the relationship between the disruption caused by the Thirty Years War in Germany and the civil war in England and the incidence of witchcraft persecutions. Similarly, the impact of particular conditions such as the wars in France, Germany and England is relevant.

**Unit 1, Option B,
Topic B5: Conflict
and Conquest in
Ireland, 1598-1692**

The focus of this topic is the process by which English (and Scottish) occupation of Ireland became a reality beyond the Pale. Since the focus of this unit is on broad themes, questions will not be set which focus exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the specification bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the specification bullet points by the selection and deployment of relevant information as exemplification.

The bullet points should not each be considered in isolation. Collectively, they offer a framework for understanding the broad themes of conquest and control, resistance and its price, and the extent to which Ireland was subordinated to English and Scottish interests and those of different monarchs. These elements are built up by considering the links between the bullet points as well as the interaction of developments within them.

The first bullet point addresses the last years of Elizabeth I and the Tyrone rebellion. Students should understand why rebellion broke out and why Elizabeth faced difficulty in suppressing the rebellion. They can refer to the leadership offered by the earls, the impact of religion and the threat of Spain as well as the failure of Essex. There should be some understanding of the methods by which Mountjoy re-established English authority and of their impact on Irish attitudes. Questions will not be asked that require detailed knowledge of military campaigns but the nature and outcome of the rebellion and its significance for Anglo-Irish relations should be understood.

The second bullet point addresses the impact of new links between England and Scotland and the implications of the Stuart accession. Students should also understand the plantation policy, and in particular the plantation of Ulster. Key outcomes of this include the effect on the Irish population, on patterns of landholding and on the relationship between different religions in Ireland. Students should have a broad understanding of these and some awareness of how tensions increased under Charles I and Strafford. Questions will not be asked that require detailed knowledge of any single individual or event. The focus of this bullet point is on the impact of the settlement, the changing nature of English authority and the ways in which tensions were created.

The third bullet point focuses on the Confederate War, 1641-53, and on the effects felt by the Irish population. Students should understand links between the rebellion in Ulster in 1641, the course of the war in Ireland, and the re-conquest of Ireland in 1649-53. They are not required to have detailed knowledge of military campaigns but should be able to exemplify factional rivalries and their impact on attitudes. They should have knowledge and understanding of the role of Ormond. They should consider the extent of hostility by 1649 and the role of Oliver Cromwell, with some awareness of the accuracy of different claims and counter-claims. They should understand the main features of the land settlement that followed and of its impact on the Irish population.

The final bullet point focuses on the restored Stuarts, the nature of Restoration government in Ireland, and the economic relationships that developed as English trade and colonial power expanded. Students should understand the extent to which Ireland was neglected and Irish hopes disappointed by the Restoration settlement and government under both the Protestant Ormond and the Catholic Tyrconnell. They should be aware of the flight of James II and the Glorious Revolution in England but their main focus should be its impact in Ireland. Detailed knowledge of the war between James and William of Orange and the campaign of 1690 and its outcome is not required, but students should have broad understanding of its significance for Ireland and of the impact of the revolution settlement on Ireland.

**Unit 1, Option B,
Topic B6: The
Thirty Years War
and its Impact
on Continental
Europe, 1618-60**

The focus of this topic is on Thirty Years War and its political, social and economic effects on the people and states of continental Europe. This excludes its impact on Britain. Since the focus of Unit 1 is on broad themes, questions will not be set which focus exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

The content bullet points should not each be considered in complete isolation from one another and students should develop an appreciation of links between them. For example, in explaining the length of the conflict, students will draw from bullet points 2 and 3. Collectively, the bullet points offer a framework for understanding of the war and its causes, outcome and significance.

The first bullet point focuses on the origins and outbreak of the war. Students should be aware of the religious tensions that preceded the outbreak of fighting in 1618 and of the role and nature of Habsburg power in Germany, Bohemia and Austria. They can exemplify this by reference to religious divisions in the Holy Roman Empire, the structure of the empire and the increasingly militant Catholicism demonstrated by the Habsburgs and their allies, but they are not required to have knowledge of events before 1618. They should have knowledge of the Bohemian crisis that began in 1618 and the offer of the Bohemian crown to Frederick, Elector Palatine in 1619.

The second bullet point relates to the first phase of the war, from Frederick's acceptance of the Bohemian crown to the intervention of Gustavus Adolphus in June 1630. Students should understand the weakness of the protestant union and can refer to Frederick's expulsion from Bohemia and loss of his inherited lands in the Palatinate to demonstrate its effects. They should understand why neither England nor the Netherlands could intervene effectively and why Danish intervention failed to prevent Wallenstein from extending Habsburg power to the shores of the Baltic. They should understand how this brought about Swedish intervention and the aims and ambitions that motivated Gustavus Adolphus.

The third bullet point relates to the impact of Swedish intervention and the reasons why the war lasted until 1648. Students should be aware of the successes achieved by Gustavus Adolphus, the roles of Wallenstein and Tilly, the importance of Oxenstierna in maintaining some Swedish presence after 1632, and the roles of Ferdinand II and Ferdinand III as Catholic and Habsburg leaders. They should understand the impact of the continuing campaigns on the states and people of Germany. They should also understand the nature of French intervention and the context of dynastic and diplomatic rivalries that complicated and prolonged the fighting. Students are not expected to have detailed knowledge of military campaigns and will not be asked questions requiring precise knowledge of particular events and situations. However, they should be able to offer examples to support the key arguments about why the war lasted so long.

The fourth bullet point relates to the outcome and impact of the Thirty Years War and students should be able to describe its main effects. They should understand the main features of the Treaty of Westphalia and the legacy of the war in terms of the extent of destruction in Germany and its impact and the impact on the major powers and their rivalries: Denmark-Sweden in the Baltic, Habsburg power in central Europe and Spain, and Habsburg relations with France. They should also appreciate its legacy in terms of the religious division of Europe and the balance of Protestant/Catholic states.

**Unit 1, Option B,
Topic B7: Crown,
Conflict and
Revolution in
England, 1660-89**

The main focus of this topic is the development of constitutional monarchy in England and the role of political and religious conflict in this process. Since the focus of this unit is on broad themes, questions will not be set which focus exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

The bullet points should not each be considered in isolation. Collectively, they define key themes the changing nature of monarchy, the impact of developments in religion, the economy and foreign relations, the role of individuals and their effect on the relationship between Crown and Parliament. Questions will therefore draw on more than one bullet point and on students' understanding of these issues and the interaction between them.

The first bullet point relates to the nature of the Restoration settlement and the role and powers of the monarch, which were largely defined in 1660-62, and the role of the Church. Students should understand the main features of the settlement, the process by which it took shape and the impact of further changes in 1664-67. The key focus of this bullet point is on the nature of the restored monarchy, the extent of its powers and its relationship to other institutions in government. Students are not expected to have detailed knowledge of events before 1660. However, an understanding of the situation in 1659 and the circumstances in which the Restoration took place is relevant to the topic's main features.

The second bullet point relates to Charles II's relations with his ministers, Parliament and the reasons for the conflicts listed in the bullet point, and how these conflicts influenced the powers of the crown in practice. The role of Charles, his personality and his ability to handle difficult political situations is significant, but students can also consider the aims and impact of other political figures such as Clarendon, the Cabal and the Whig leadership. Students should consider the interaction of religious and political issues and the impact of foreign affairs, for example relations with France and the nature of Louis XIV's influence, but they are not expected to have detailed knowledge of events in Europe at this time.

The third bullet point relates to economic conflict and the origins of empire. Students should be aware of the expansion and diversification of overseas trade and its impact on relations with other powers. They should understand why the Anglo-Dutch wars of 1664-67 and 1672-74 occurred. Students are not expected to have detailed knowledge of conflicts, but they should understand the problems caused by the need to finance the wars and appreciate the significance of the outcomes of the conflicts.

The fourth bullet point, relates to the attitudes and personality of James as Duke of York and King, the impact of his actions and policies, and the reasons for his flight and 'abdication' in 1688. Students should understand that the strong position which James inherited was gradually undermined by his religious views and the links perceived to exist between Catholicism and Absolutism, and by his impatience and lack of judgement, exemplified by his attack on the Church of England. They should also understand the implications of the birth of his son. The role of William of Orange and the wider context of European conflict are relevant but students they are not expected to have detailed knowledge of European affairs. They should be aware of the main features of the 1689 settlement.

Unit 1, Option C: The British Empire: Colonisation and Decolonisation

Topic C1: The Origins of the British Empire, c1680-1763

The focus of this topic is on Britain's acquisition of overseas territories in years c1680-1763. Since the focus of Unit 1 is on broad themes, questions will not be set which focus exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

The content bullet points should not each be considered in isolation. Students should understand links between factors such as commercial success (bullet 1), the acquisition of territory and the need for government regulation and support (bullets 2 and 3), and the ways in which they interacted to bring about the growth of empire. This in turn created diplomatic rivalries and wars, often resulting in further growth. Collectively the bullet points offer a framework for understanding how trade became empire.

The first bullet point addresses the importance of trade and commerce in stimulating the growth of empire. Students should understand the role of merchants and joint stock companies in developing trade and providing the framework from which the Empire grew, and should be able to illustrate this by reference to companies such as the East India, Royal African and South Sea companies. They should also be aware of conflicts with rivals, especially from other European states. Internal problems, for example in India, are not addressed in this bullet point: the main focus should be on the ways in which the activities of the companies and their need for protection and defence led to the acquisition of territory and stimulated the growth of empire.

The second bullet point focuses on the role of government in imperial expansion. Students may be aware of naval expansion in the mid-17th century, stimulated by colonial settlement and civil war, and of the passing of the first Navigation Acts, but they are not required to have knowledge of events before 1680. The main focus should be on the impact of the acts and the development of mercantilist policies. They should understand that their success stimulated imperial ambitions while the profits made it possible to pursue them. This can be illustrated by reference to the growth of London and other ports and the political effects as demonstrated in government policy and priorities. Reference can also be made to government efforts to encourage colonial foundations.

The third bullet point focuses on the role of war in imperial expansion. Students should understand the impact of the major wars of the period. Although the wars against Louis XIV were not primarily motivated by economic rivalry, they had a considerable impact on naval development and led to the capture and retention of overseas bases like Gibraltar. Students should understand that the later wars mentioned in the specification arose from events within the empire as well as rivalry between governments, creating a cycle of conflict and growth. The acquisition of empire created a need to defend it by eliminating local rivals and threats, usually by extending territorial possessions. Questions will not be asked that require specific knowledge of particular events and occasions, but students will need to be able to exemplify broad developments in imperial expansion.

The final bullet point focuses on the role and importance of the slave trade in the development of empire. Students should understand the nature of the triangular trade and could refer to its impact on colonial development in the southern American colonies and the West Indies. Students should also be aware of the extent to which the trade stimulated a British presence in west Africa and the development of British interests there.

**Unit 1, Option C,
Topic C2: Relations
with the American
Colonies and
the War of
Independence,
c1740-89**

The main focus of this topic is the loss of Britain's American empire – the thirteen colonies of the eastern American seaboard in the later years of the 18th century. Since the focus of Unit 1 is on broad themes, questions will not be set which focus exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

The content bullet points should not each be considered in isolation. The key themes of why the relationship between Britain and its colonies changed, how far it was avoidable, why Britain was defeated and the impact of events on both sides of the Atlantic cut across the bullet points and require students to understand the links between them. Collectively, they explain a major element in the development of the British Empire.

The first bullet point addresses the relationship between Britain and the colonies in the mid-18th century. Students should understand the social, cultural and climatic variation within the colonies and the main features of government under British rule. They can also refer to mercantilist attitudes, the role and effects of the Navigation Acts, and the economic benefits and problems that they created. They should be aware of the effects of Anglo-French rivalry and the importance to the colonists of British protection in the years 1740-63. They should understand that the 'Peace of Paris' in 1763 brought the French threat to an end.

The second bullet point focuses on the changing relationship between Britain and the colonies in the years 1763-75. Students should understand the problems which developed after the Peace of Paris and the significance of these problems for relations between Britain and the colonies. To explain changes students can refer to the costs accruing to Britain, the main taxes and duties which the British attempted to impose on the colonies in the 1760s, and why these stimulated opposition. They should understand why opposition to British rule increased in the early 1770s and illustrate the short-term causes of conflict, including an understanding of the importance of the Continental Congress and of the Declaration of Independence.

The third bullet point focuses on the War of Independence and the reasons for British defeat. Students do not need detailed knowledge of the military conflict. They should, however, be able to refer to key campaigns to explain the outcome of the war. They should understand the reasons for French and Spanish intervention on the colonial side and the effect on the outcome of the war. Similarly, they should be aware of the importance of the quality of leadership on both sides and be able to support this by reference to Washington and at least some British commanders. They should be able to utilise this knowledge to explain why Britain was unable to reimpose its authority over the colonies and why the British government was eventually forced to accept this.

The fourth bullet point looks at the effects of the war in both Britain and America. Students should understand the impact of defeat in Britain and can exemplify this by reference to the fall of Lord North, unstable government, demands for reform and the rise of William Pitt. They can also refer to relations with the new American State, and the significance of the British presence in Canada. They should also consider why, given variable support within America for federalism, the colonies united under a federal constitution. Reference can be made to external threats and internal problems, such as the weaknesses of the Articles of Confederation and Shay's rebellion. They are not required to have detailed knowledge of the American constitution, although they should be aware of its key features.

**Unit 1, Option C,
Topic C3: The Slave
Trade, Slavery and
the Anti-slavery
Campaigns, c1760-
1833**

The focus of this topic is on the rise and growth of the slave trade, the economic and cultural impact of this trade for the British Empire and the movements that brought about the abolition of slavery in the Empire in 1833. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four bullet points of the specification offer a framework for understanding the themes of the operation and fall of slavery within the British Empire and the challenges this posed to economic and social forces in the period. Bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, a question on the opposition to slavery would draw on elements of bullet points 1, 2 and 3 to explain and expand on the moral arguments of the campaigners.

The first bullet point relates to the reasons for, and growing extent of, British involvement in the slave trade. This involves an understanding of the Atlantic economy of the mid-18th century, including the transportation of slaves to the West Indies and southern plantation states in British North America, and the return to Britain with cargoes of sugar, tobacco and cotton. The significance of this for the British economy should be understood.

The second bullet point relates to the structure and operation of slavery in British colonies, including the nature of transportation to the colonies, the role of the plantation, life for slaves in the colonies and the importance of family.

The third bullet point relates to the anti-slavery campaigns. Students should be aware of the range of support for abolition, the arguments used and the nature of the campaigns. This could be illustrated by reference to the contribution of religious groups (the Quakers and the Evangelical movement, in particular the Clapham Sect) and the work of individuals (Thomas Clarkson, Olaudah Equiano, John Newton, William Wilberforce, and Thomas Fowell Buxton). Students could also refer to the impact of slave revolts, including the Jamaica revolt of 1831 led by Samuel Sharp, and their contribution to the abolition of slavery. Students should also be able to exemplify the contribution to the debate on slavery in the period 1760–1833 of the various abolition societies, for example the Society for the Abolition of the Slave Trade.

The fourth bullet point relates to opposition to abolition and why this opposition failed. Students should be aware of the political and economic motives for resistance, for example the fear that abolition would bring economic ruin for the planters in the West Indies. Students also need to be aware of how the abolitionists achieved support for the passing of the two acts in 1807 and 1833. These points can be illustrated by the moral debate and also the nature of compromises made by abolition supporters and MPs in Parliament. Students should also have knowledge and understanding of the main provisions of both acts.

**Unit 1, Option C,
Topic C4:
Commerce and
Conquest: India,
c1760-c1835**

The focus of this topic is on the activities of the East India Company and Britain as the company sought to extend its influence over the Indian sub-continent, and on the actions and reactions of the indigenous population as well as other Europeans living and working in India. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information in exemplification.

Collectively, the four bullet points of the specification offer a framework for understanding the themes of the nature, exercise and consolidation of British power in India c1760-c1835. The content bullet points cannot be taken in isolation from one another and students should develop an appreciation of links between them. For example, the power and influence of the East India Company (bullet 1) impacts upon the relationship of British and French in India (bullet 2), while the opposition of Tipu Sahib (bullet 3) relates directly to the activities of the governor generalships of Cornwallis and Hastings (bullet 4).

The first bullet point relates to the nature of the power and influence that the East India Company exercised on the Indian sub-continent, and this can be illustrated by reference to the Madras, Bombay and Bengal presidencies. Students need to be aware of why various British governments attempted to curb the power of the company. Knowledge of specific clauses of the Acts listed in the content bullet points will not be required but students will be expected to use the reasons for, and outcomes of, the Acts in exemplification of the broad theme of power and control.

The second bullet point relates to the interaction of the British with other Europeans on the Indian sub-continent, as exemplified by the relationship between the British and French. Students should be aware of the ways in which Anglo-French trading rivalry developed in India and they need to understand that Anglo-French conflict in Europe, as illustrated by the Seven Years War, impacted on the Anglo-French rivalry in India, where the battles led by Dupleix and Clive further exemplify this theme of Anglo-French conflict. Questions will not be set which focus exclusively and specifically on events or individuals not given in the content bullet points.

The third bullet point relates to the interaction of the British with the indigenous Indian population in particular with the Indian princes, and can be addressed through examples of the ways in which Indian princes sought to limit the power of the British in the declining years of Mughal rule. This theme of the relationship between the British and the Indian princes can be illustrated by the opposition of Tipu Sahib in Mysore, relations with the Marathas and the Mysore Wars. Questions will not be set on specific wars or individuals not mentioned in the content bullet points but students will be expected to appreciate and exemplify the way in which relationships between the British and the Indian princes changed and developed as British power and influence spread.

The fourth bullet point relates to the consolidation of British administration and to its impact on the Indian sub-continent. This can be exemplified by a consideration of the main characteristics of the governor-generalships of Cornwallis, Wellesley and Hastings. The theme can be further extended by addressing the impact of missionary activity on the Indians and by attempts to end Indian customs such as thuggee and suttee.

**Unit 1, Option C,
Topic C5:
Commerce
and Imperial
Expansion,
c1815-70**

The focus of this topic is on imperial expansion during the heyday of British global power and economic primacy. Since the focus of this unit is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four content bullet points offer a framework for understanding the themes of the exercise of imperial power and the challenges and resistance to that power. Bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example a question on the role of the navy in expanding British trade would call upon bullet point 3 and the Royal Navy's importance in forcing China to open its commercial doors more widely and bullet point 4 which concerns the crucial role of the Royal Navy in the suppression of piracy worldwide.

The first bullet point relates to the situation in 1815 and students should understand not only the territorial gains, confirmed in 1815, but also the expansion of manufacturing in the United Kingdom and Britain's increasing primacy in world commerce. They should be aware of the strategic significance of territories gained, such as Malta and the Cape, and the massive size of the Royal Navy by the end of the years of conflict which, together with control of a network of bases, gave Britain command of the world's oceans. The relative power of ships of war in this period by comparison with land forces gave Britain the advantage in the projection of force worldwide. Students should understand and be able to illustrate and explain the extent of Britain's influence.

The second bullet point relates to economics of empire in this period. Students should understand the importance of parts of the empire as markets for British manufacturers, such as cottons to the Indian sub-continent, and the crucial role of the Empire as suppliers of raw materials and food, such as sugar from the West Indies. They should also be aware of the prime importance of areas outside formal political control, such as the southern states of the USA, as suppliers of raw cotton for the great industry in Lancashire. Students should be aware of the dynamics of economic change involving both growth and decline, for example the rapid growth of British manufacturing predominance and the decline of manufacturing in India.

The third bullet point relates to the important distinction between actual political control, as in much of the Indian sub-continent, and the extensive informal influence exercised by Britain in areas such as China and South America. Students should understand something of the growing British influence in China where both forms of influence existed: formal in Hong Kong from 1842 and informal in Shanghai. They should also understand and be able to illustrate the importance of naval power in expanding formal and exercising informal influence, the wars against China in 1839-42 and 1856-60 being excellent examples.

The fourth bullet point relates to the moral dimension of imperial expansion in these years. Students should be aware of the role of the Royal Navy in suppressing piracy and in inhibiting the slave trade and the abolition of slavery within the Empire in 1833. They should be aware of the role of missionaries and the connection of Christian idealism with the belief in the virtue of imperial control and expansion.

**Unit 1, Option C,
Topic C6: Britain
and the Scramble
for Africa, c1875-
1914**

The focus of this topic is on the remarkable British imperial expansion in Africa in the last quarter of the 19th century and years before the First World War. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four content bullet points offer a framework for understanding the themes of the exercise of imperial power and the challenges and resistance to that power. Bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, a question on the popular response to Empire would draw on bullet point 3 (the Second Boer War) and the last bullet point, which explicitly deals with this issue.

The first bullet point relates to the almost accidental acquisition of British primacy and imperial control in Egypt between 1875 and 1885. Students should understand the importance to Britain of the Suez Canal and the reasons for Disraeli's purchase of the Khedive's shares in 1875. They should understand the reasons for Gladstone's decision for military intervention in Egypt in 1882 and the attempts to conceal and/or limit formal control through the setting up of the International Debt Commission and declared intention to withdraw. They should recognise the significance of Gordon's expedition to the Sudan in 1884-85 and the tensions created for governments of 'imperial pull' to ever greater involvement and expansion.

The second bullet point relates to expansion of formal control in these years and the reasons for this expansion. Students should understand the reasons for, and the nature of, the extension of control along the Nile Valley and within east Africa, involving Kenya and Zanzibar (to 1890), Uganda (1894) and the Sudan (1896-98), the consolidation and expansion from existing bases in west Africa, and the extension of British power in southern Africa at the expense of the Zulus in 1879. Students should understand the significance of the Berlin Conference of 1884-85 in the partition of west Africa and the arrangements made with Germany in 1886 and 1890 with regard to east Africa and with France in 1898 and 1904 regarding west and north Africa.

The third bullet point relates to the rather special circumstances in South Africa and the conflicts that developed between the British Empire and the Boer republics of the Transvaal and Orange Free State. Students should understand the reasons for the outbreak of conflict, first in 1880 and then more seriously in 1899. Although questions will not be set on particular campaigns, students should understand and be able to illustrate why the conflict of this Second Boer War was so lengthy and expensive. They should understand the aftermath in terms of both the immediate Peace of Vereeniging and the later establishment of the Union of South Africa.

The fourth bullet point relates to changing attitudes to Empire within Britain from the sense of colonies and imperial possessions being 'millstones round our neck' to assets to be developed and added to. Students should be aware of the influence of politicians like Disraeli and Chamberlain and writers like JR Seeley in the development of a more positive view of Empire and be aware of popular attitudes, expressed in the term 'jingoism' and the new verb 'to mafeking'. They should also be aware of critics like the young Lloyd George and writers like JA Hobson. They should understand that there was debate on both the economics and morality of Empire and should be able to consider the advantages and disadvantages of Empire for Britain in this period.

**Unit 1, Option C,
Topic C7: Retreat
from Empire:
Decolonisation in
Africa, c1957-81**

The focus of this topic is on the remarkably quick British withdrawal from Empire in Africa in the latter part of the 20th century. Since the focus of this unit is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will however be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four bullet points of the specification offer a framework for understanding the themes of the exercise of imperial power and the challenges to and loss of that power. The bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, a question on the orderly transfer of power could range over bullet points 2, 3 and 4.

The first bullet point relates to Britain's assessment of its imperial position in the 'aftermath of Suez'. Although there will be no specific questions on the period before 1957, students should be aware of the damaging impact of the Second World War on both the British economy and Britain's standing as a world power and her inability to compete with the super-powers of the USSR and the USA. They should be aware of the impact of the Suez Crisis in exposing British weakness and Macmillan's desire to recapture US benevolence, partly by distancing Britain from an imperial past. They should be aware of Macmillan's audit of Empire in 1957 and the unwillingness of the new government to face any prolonged military conflict to maintain imperial power in the light of economic weakness and changing attitudes amongst the public to Empire and its value.

The second bullet point relates to the African dimension and the attitude to British imperial power amongst the African elites and the growth of independence movements as a consequence in the 1950s and 1960s. Students should understand and be able to exemplify the reasons for and the pace and pattern of independence, from Ghana in 1957 to the Gambia in 1965, by which time most of the imperial possessions had become independent states.

The third bullet point relates to the immediate aftermath of the granting of independence in east and west Africa and students should understand something of the tensions and violence that developed in certain ex-imperial possessions, such as Uganda in the 1970s and most importantly in Nigeria in the 1960s. Questions will not be set which focus specifically and exclusively on particular countries but students should be prepared to provide exemplification in more general questions on the orderly or disorderly nature of decolonisation and its immediate consequences.

The fourth bullet point relates to the rather special circumstances in southern Africa and includes both Britain's troubled relationship with the Union of South Africa and the exceptional difficulties involved in Southern Rhodesia. Students should understand why these two countries posed such problems and in particular why Zimbabwe did not gain recognised independence until 1980.

Unit 1, Option D: A World Divided: Communism and Democracy in the 20th Century**Topic D1: Crises, Tensions and Political Divisions in China, 1900-49**

The focus of this topic is on the chaotic and troubled birth of modern China from the Boxer Rising and the death throes of the Qing Empire to the proclamation of the People's Republic in 1949. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four content bullet points offer a framework for understanding the themes of power and ideology. Bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, the importance of foreign influence in shaping internal developments in China can be explored in each of the bullet points but particularly in the timeframes covered in bullet points 1, 2 and 4.

The first bullet point relates to the events leading up to the revolution of 1911 and the abdication of the infant emperor in 1912. Students should understand: the complex mix of factors producing the downfall of the 250-year-old Manchu regime; the impact of foreign powers, both in terms of humiliating the Imperial regime and as a source of new ideas and reform; the spread of reformist and revolutionary creeds; the financial crisis; the personal deficiencies of the Manchu elite; the effects of the attempts at reform promoted by the court; and the contingent factors which sparked the risings of 1911.

The second bullet point relates to the important developments in the immediate aftermath of the proclamation of the republic. Students should understand why effective government from Beijing broke down, the reformist aspirations of the May 4th movement and the formation and growth of both the Chinese People's Party (GMD) and the Communists, both of whom owed a debt to the new Soviet regime. They should understand the importance of Sun Yatsen and Chiang Kaishek and appreciate the cooperation and success of both the GMD and Communists in the years to 1927.

The third bullet point relates to the period of GMD dominance between the brutal break with the Communists in 1927 and the onslaught of the Japanese ten years later. They should understand why Chiang chose to break with the Communists and how and why they survived his assault. They should understand and be able to exemplify both the successes and failures of Chiang's regime and the development of the Communist Party in these years and the increasing importance of Mao Zedong within it.

The fourth bullet point relates to the twelve year period of almost continuous conflict. Students should understand how a major conflict came about in 1937 and the effects of the Japanese conquests on both the GMD regime and the Communists. A detailed knowledge of the fighting between 1937 and 1945 is not required but students should be aware of its impact and the role of the USA in supporting China. Students should understand why civil war broke out in 1946 and why the Communists won eventually in 1949. They should be aware of the respective roles of the USSR and USA in this process.

**Unit 1, Option D,
Topic D2: Mao's
China, 1949-76**

The focus of this topic is on the People's Republic of China from its proclamation by Mao on 1st October 1949 to Mao Zedong's death on the 9th September 1976. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four content bullet points offer a framework for understanding the themes of the exercise of power and the influence of ideology. Bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, the importance of Mao's direct influence in shaping developments in China can be explored in each of the bullet points but particularly in bullet points 1 and 4.

The first bullet point relates to the leading personalities and political power structure of the new China and how this operated in the first decade of its existence. Students should have an understanding of Mao's position as the senior figure in the politburo and also his relationship with the other important figures such as Liu Shaoqi, Zhou Enlai, Deng Xiaoping, Peng Duhai and Gao Gang. They should have some grasp of Mao's ideas and the ways he was and was not a conventional Marxist thinker. They should understand the roles of the three great institutions in the new China the Party under Liu and Deng, the government bureaucracy under Zhou and the People's Liberation Army under Peng Duhuai. They should understand the origins and consequences of the Hundred Flowers Campaign in 1957.

The second bullet point relates to the important developments in the economy to 1962. Students should understand the series of changes which transformed agriculture, beginning with land reform and culminating in the creation of the super-collectives, named by Mao as people's communes, and the appalling famine which overtook China between 1959 and 1962. Parallel to this they should understand the drive to industrialise through the Five Year Plans and then through the Great Leap Forward. They should be aware of the changing role of and relationship with the USSR.

The third bullet point relates to the important social changes promoted by the new regime. Students should understand the changes affecting women and marriage, the assault on crime and drugs, the changing attitudes to the 'bourgeoisie' and the attempts to promote an egalitarian culture and society.

The fourth bullet point relates to the complex series of events between 1962 and Mao's death. Students should understand the power struggles in the aftermath of the crisis of 1959-62 and how these led to the outbreak of the Cultural Revolution in 1966. They should understand the course and effects of this trauma both in its most violent phase of 1966-69 and in its more moderated form to Mao's death, this last phase very much inter-twined with a succession struggle.

**Unit 1, Option D,
Topic D3: Russia
in Revolution,
1881-1924: From
Autocracy to
Dictatorship**

The focus of this topic is on the breakdown of the Tsarist autocracy under the impact of social and economic change and the shock of war, and the emergence of a new form of autocracy. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four bullet points of the specification offer a framework for understanding the themes of the exercise of power and the influence of ideology. Bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example the importance of war in weakening and even destroying regimes is covered in bullet points 1, 2 and 3.

The first bullet point relates to the reign of Alexander III and the first half of the reign of his son. Students should understand the nature of the autocracy, the use of repression and the anti-reformist stance in the wake of the assassination of Alexander II. They should be aware of urbanisation and industrialisation transforming the Russian Empire and the growth of reformist/revolutionary groups such as the Kadets, the Social Revolutionaries and the Social Democrats. They should understand the causes of the 1905 revolution, including the impact of the Russo-Japanese War, and the nature, extent and significance of that revolution.

The second bullet point relates to the last 11 years of the Romanovs. Students should understand the constitutional developments of these years in order to assess how far the autocracy was modified. They should also be able to explore how far Stolypin transformed rural Russia in the years before his assassination in 1911. They should understand the importance of the First World War in undermining Tsarism and what precipitated the February Revolution.

The third bullet point relates to the important developments of 1917. Students should understand why a second revolution took place. They should understand the nature of the Provisional Government and the problems it faced. They should understand the importance of Lenin's return in April and his influence thereafter. They should also be aware of Trotsky's role and the impact of events such as the renewed Russian offensive in the summer, the July Days, Kornilov's attempted coup and the Bolshevik seizure of power in Petrograd and Moscow.

The fourth bullet point relates to the complex series of events between the end of 1917 and Lenin's death in January 1924, during which period the Bolshevik dictatorship evolved and consolidated its grip on Russia. Students should understand how and why the Bolsheviks were able to hold on to power through the creation of a police state more repressive than that of the fallen Romanovs, flexibility in economic policy and the military victories of the Red Army. They should understand the salient features of the new Soviet state, the importance of an official ideology and the persecution of any rivals and the dominance of three key institutions: the Party, the Red Army and the secret police.

**Unit 1, Option D,
Topic D4: Stalin's
Russia, 1924-53**

The focus of this topic is on the most dramatic and traumatic years of Soviet history under the leadership of Joseph Stalin. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four bullet points of the specification offer a framework for understanding the themes of the exercise of power and the influence of ideology. The bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, a question on the reason for changes in agricultural policies would draw on both the first and second bullet points.

The first bullet point relates to the struggle for power between Trotsky, Zinoviev, Kamenev, Bukharin and Stalin in the five years following Lenin's death. Students should understand the policy issues at stake, relating to the continuation of NEP and the question of 'socialism in one country' as opposed to 'world revolution' and the influence of both personalities and the political institutions of the new Soviet Union in determining the outcome by 1929.

The second bullet point relates to the important changes in social and economic policies between 1928 and 1941. Students should understand the reasons for the decision to promote collectivisation and its effects not just on rural areas but its connection to industrialisation and urbanisation. The changing nature and priorities of the three five-year plans should be addressed and the successes and failures of these plans. Changing social policies refers to the changing government policies on education, the family and divorce.

The third bullet point relates to the features of the regime that have been described as totalitarian. Students should understand the ferocity of repression under Yagoda, Yezhov and Beria, the explanations for the extraordinary extent of this between 1936 and 1938 and its impact on both politics and society. They should understand the 'cult of personality' and its development in the 1930s and during Stalin's last years. They should also understand the concept of 'social realism' as applied to the arts and culture.

The fourth bullet point relates to the USSR's survival and triumph in the Second World War. Students should understand something of the cost and damage inflicted and also the reasons for ultimate Soviet victory, and the significance of this for the USSR's status as a superpower. Students should appreciate the staggering success of maintaining and increasing war production but also the importance of lend-lease. Detailed questions will not be set on particular campaigns or years of the conflict, or on relations with other powers after 1945.

**Unit 1, Option D,
Topic D5: Pursuing
Life and Liberty:
Equality in the
USA, 1945-68**

The focus of this topic is on the struggle by black people in the USA for equal rights in the years between the end of the Second World War and the death of Martin Luther King in 1968. Since the focus of this unit is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four bullet points of the specification offer a framework for understanding the themes of the exercise of power and the influence of ideological challenge to power. The bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, a question on the role of federal power and authority straddles bullet points 1 and 2. Comparisons might be invited on the philosophies and outlook of Martin Luther King and Black Power activists (bullet points 2 and 3).

The first bullet point relates to the situation throughout the USA in the decade after the Second World War. Students should understand something of the social, economic and political position of blacks in different parts of the USA and how, if at all, this position was changing. They should be aware of the impact of the Second World War, improving employment prospects, internal migration and the beginnings of reform. They should be aware of the work of the NAACP and understand the importance of the constitutional case of *Brown versus Board of Education* (1954-55).

The second bullet point relates to the high profile campaign associated with Martin Luther King in the late 1950s and the 1960s. Students should have an understanding of the forces opposed to equal rights and of the ways in which this opposition expressed itself. Students should have knowledge and understanding of the aims, methods and effectiveness of the civil rights movement. They should understand the salient features of the Civil Rights Acts of 1957, 1960, 1964, 1965 and 1968 in order to address the impact of the campaigns and the role of federal authority.

The third bullet point relates to the rise of more militant black protest movements in the 1960s. Although students will benefit from some knowledge of the roots of the 'Black Power' movement, questions will not be set which focus on developments before 1960. They should have knowledge and understanding of the divisions which developed in the civil rights movement in the 1960s and the consequences. Students should be aware of the impact of the Vietnam War on the civil rights movement but detailed questions on the conflict will not be set.

The fourth bullet point relates to the wider economic and social environment of the 1960s and students should be aware of the protest culture associated with youth and the Vietnam War, women's liberation and the general cult of change and individual freedom. They should be aware of issues relating to ethnic minorities such as Native Americans and Hispanic immigration.

**Unit 1, Option D,
Topic D6: Ideology,
Conflict and
Retreat: the USA in
Asia, 1950-73**

The focus of this topic is on the United States' reaction to ideological and political developments in Asia which the US considered threatening to its interests and, in particular, the resulting military involvement in Korea and south-east Asia. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example, about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four content bullet points offer a framework for understanding the themes of the exercise of power and the influence of ideology on decision making and the exercise of power. The bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, a question on the increasing intervention in south-east Asia by the US would straddle bullet points 2 and 3.

The first bullet point relates to the situation in Korea which led to US military commitment on a large scale following the attack on the Republic of Korea by the forces of Kim Il Sung in June of 1950. Students should have an understanding of how this North Korean attack came about and how and why the USA reacted in the way it did. They should understand how and why the war evolved, in particular why and with what consequences China intervened, why a stalemate developed and why an armistice took so long to arrange. They should understand the reasons for Truman's sacking of MacArthur and consider the degree of success achieved by the USA's intervention.

The second bullet point relates to the situation in south east Asia between 1950 and 1954. Students should understand the reasons for the US financial help to the French and the US role in the Geneva Peace Conference in July of 1954. The reference to the British in Malaysia is a reminder of the wider context of US policy and questions will not be set specifically on either British or French policies in the region, but students should understand the reasons for the setting up of SEATO in September 1954 and who was involved.

The third bullet point relates to the escalating US participation in the conflict in Vietnam under three successive presidents. Students should understand the reasons for limited intervention under Eisenhower and the nature of the relationship with the regime of Diem. They should understand why Kennedy despatched special forces and dramatically increased the number of 'advisers'. Finally, they should understand the reasons for the massive escalation under Johnson and its consequences. They should have an understanding of the human and financial cost and the significance of the Tet Offensive of 1968 and the debate within the USA on the conduct of the war.

The fourth bullet point relates to the Nixon presidency and the attempt to achieve 'peace with honour'. Students should understand the policy of 'Vietnamisation' the attempts to use air power to put pressure on North Vietnam and the significance of the changing Cold War context. They should address the significance of the popular protest movement in the USA and the growing doubts within the political elite.

**Unit 1, Option D,
Topic D7: Politics,
Presidency and
Society in the USA,
1968-2001**

The focus of this topic is on the domestic history of the United States in the last third of the 20th century, addressing social, political and economic issues but not foreign policy except in terms of its domestic impact. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four content bullet points offer a framework for understanding the themes of the exercise of power and the influence of ideology on decision making and the exercise of power. The bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, a question on race relations would straddle bullet points 2, 3 and 4.

The first bullet point relates to the salient political developments surrounding the presidency and affecting the power of the office of president in these years. Students should be aware of the reasons for Nixon's victories in 1968 and 1972 and why Watergate became an important constitutional issue and the reasons for his resignation in 1974. They should understand why Carter triumphed in 1976 but lost to Reagan in 1980 and why Reagan achieved such popularity, winning a second term by a large margin in 1984. They should understand why his successor served only one term, losing to Clinton in 1992, and why Clinton achieved such popularity. Students will not face question on congressional elections but should be aware of the effects of such elections on presidential power.

The second bullet point relates to social issues and their impact on politics. Students should understand why issues of feminism, religious belief, abortion and gay rights achieved such political prominence, and the continuing issue of race and race relations. They should understand the importance of the Supreme Court with regard to these issues and the ways in which it, in consequence, became a political battleground. Questions will not be set which focus exclusively and specifically on events or individuals not given in the specification, but students should be able to provide exemplification when addressing the impact of these issues.

The third bullet point relates to popular culture and how far popular culture was oppositional over this period. Students should have some understanding of salient developments in popular music, films, television and radio, appreciating the importance of the latter in many localities. They should have some understanding of popular sports and the celebrity culture it engenders and the possible impact of these developments on race relations.

The fourth bullet point relates to the debate over economic policies and the correct role of the state. Students should understand the reaction to enhanced federal spending that developed in the 1970s, the new emphasis on the virtues of lower taxes and free market ideas associated with the Reagan presidency, and the congressional resistance to Democrat initiatives under Clinton in the 1990s.

Unit 1, Option E/F: The Expansion and Challenge of Nationalism**Topic E/F1:
The Road to
Unification: Italy,
c1815–70**

The main focus of this option topic is on the process by which Italy became a single unified state. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the specification content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the specification content bullet points by the selection and deployment of relevant information as exemplification.

The bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, a question focused on why Italy was unified in the years 1859-70 would clearly draw on the roles of Cavour and Garibaldi (bullet 2), the interaction of France and Austria (bullet 3), the methods adopted (bullet 4) and the role of Prussia (bullets 3 and 4). Students might also wish to refer to the lessons learned in 1848-49 (bullet 1). It is therefore important that students should be aware that collectively the bullet points offer a framework for identifying and investigating the main issues and themes of nationalism and conflict related to Italian unification and that they understand the links and interaction between them.

The first bullet point focuses on the growth of liberal and nationalist sentiment in Italy in the years following the Vienna Settlement of 1815. Students should understand the provisions made for Italy in the treaty, the ways in which they secured Austrian power across the peninsula, and the resulting growth of opposition to autocratic and foreign rule. This can be illustrated by reference to failed attempts at revolution in the period and the revolutionary ideas of reformers such as Mazzini. They should be aware of the contribution of economic grievances, especially in the 1840s as a result of poor harvests and early industrialisation. They should understand the outbreak of further revolutions in 1848, and the lessons that could be learned from their failure.

The second bullet point relates to the part played by key individuals in the process of unification after 1850. Students should understand the roles played by Cavour, Victor Emmanuel and Garibaldi. They can exemplify this, for example, by reference to the significance for unification of Cavour's reforms within Piedmont as well as his foreign links, and of Garibaldi's role in the war against Austria in 1859-60 and his ensuing intervention in Sicily and Naples. Students should also be aware of the importance of the Church as a political factor in Italy, and in particular the role of Pope Pius IX in obstructing unification to 1870.

The third bullet point relates to the role of foreign powers in these events, particularly Austria and France. Students should understand the concept of the balance of power and how it affected the fate of Italy but questions will not be set on events outside Italy in this period. They should understand the significance of Austrian and French intervention in Italy, specifically in 1848-49 and 1859-61, and of their continuing presence across the period.

The fourth bullet point focuses on the process of unification in the years 1859-70. Students should be aware of the main stages by which the Italian states came together in 1859-61, 1866 and 1870. They should understand the roles of Piedmont and France in defeating Austria and uniting the north, and of Garibaldi in the conquest of the south. They should be aware of the role of Prussia in the acquisition of Venetia and Rome. Students should also have an understanding of the social, cultural and geographical divisions which continued throughout these years and which affected the extent of unity achieved in these years.

**Unit 1, Option E/F,
Topic E/F2: The
Unification of
Germany, 1848-90**

The main focus of this topic is on the nature and extent of Bismarck's responsibility for the unification of Germany and on the ways in which he shaped and influenced its political culture and development to 1890. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

The bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, a question on the role of Bismarck as an individual would require some consideration of underlying support for unification (bullet 1), the relative economic and military strength of Austria and Prussia (bullet 2), and the policies and actions of Bismarck (bullet 3). Collectively, the bullet points offer a framework for understanding how ideas and forces combined to produce a united Germany in the period.

The first bullet point focuses on the 1848 revolutions and relates to revolutionary activities within Germany, to the Frankfurt Assembly and its failure, and to constitutional developments in 1849–50 and to the Erfurt Union. Questions will not be set on the causes of the 1848 revolutions but students should have an understanding of the forces which supported and opposed greater unification at that time, knowledge of the reasons for their failure in Germany and their political legacy. They should understand the impact of these events on both liberal and nationalist attitudes and on the relationship between Austria and Prussia.

The second bullet point relates to economic developments both before and after 1848, particularly the establishment of the Zollverein, urban and industrial development, and to the reasons for, and extent of, the economic domination of Prussia within the Confederation. Students should be aware of the implications of industrial growth for military strength, and of the ways in which economic ties and dependency encouraged the development of political links. They should also understand the increasing imbalance of resources between the industrial north and west, and the agricultural south and east, and hence between Prussia and Austria.

The third bullet point relates to the role of Bismarck and the methods by which he pursued unification under Prussian control to 1871. The reference to diplomacy and war relates only to the implications of Prussian foreign policy for the movement towards unification. Students could refer to: Prussian opposition to proposals for reforming the Confederation (1863); the implications of Polish rebellion and the Schleswig-Holstein question for moves towards unification; the Danish (1864) and Austrian (1866) wars; and the establishment of the North German Confederation in 1867. They should have knowledge of the immediate consequences of the Franco-Prussian war for German unification. Questions will not be set which focus directly and exclusively on the military aspects of wars in the 1860s.

The fourth bullet point focuses on how Bismarck tried to build national identity in the two decades after 1871. Questions will not be asked with a focus on foreign policy. Students should be able to consider the extent to which Bismarck's constitution encouraged unity and protected cultural differences, and of the distribution of real power within it. They should have direct knowledge of his relations with different political parties, the Kulturkampf and the attack on the socialists. They should be aware of the extent to which he sought to consolidate German identity while maintaining the influence of the Prussian elite.

**Unit 1, Option E/F,
Topic E/F3: The
Collapse of the
Liberal State and
the Triumph of
Fascism in Italy,
1896-1943**

The main focus of this topic is on the rise of Fascism in the years to 1922, the ways in which the Fascist Party established itself in power in Italy in the years 1922–25, and the nature of the Fascist regime to 1943. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

The bullet points should not each be considered in isolation. Collectively they support the key themes of the: the nature and impact of Italian Fascism, the reasons for its rise, and the extent of its success. Students will need to address the links between different areas to understand and make judgements on these issues.

The first bullet point in the specification relates to the problems facing Italy before 1914. Students should understand situation in 1896, the nature of the political system and economic problems, the impact of the north/south divide and the cultural variations that undermined unity. They should also be aware of Italy's relative weakness as a great power, the impact on nationalist aspirations, how attempts by Giolitti to reform the political system allowed these frustrations to be expressed and how discontent was manifested in the period before the First World War.

The second bullet point focuses on the impact of the First World War in Italy. Students should understand why entry into the war was divisive and its outcome disappointing. They should be able to account for the weakness of the liberal state, drawing, for example, on: the economic impact of war and the handling of post-war problems by the Liberal governments; the impact of the 'mutilated victory' and the ensuing problems over Fiume; and the impact on different parties of the democratic reforms of 1919. The phrase 'Mussolini, the message and appeal of Fascism, 1919-22' encompasses ideology and tactics, the role of Mussolini as leader and of his links with other groups, institutions and individuals. Questions will not be asked that require specific knowledge of particular events and individuals, but students do need to be able to exemplify Fascist support.

The third bullet point focuses on the development of the Fascist state. Students should understand the consolidation of Fascist power in 1922-25, the use of propaganda, education and censorship in order to secure consent and control, and the use of terror and repression, in particular the role of the special police force (OVRA). They should have knowledge of Fascist relations with the industrial and agricultural elites, of economic policies including the 'battles' for grain and births, and the extent to which they were successful in either political or economic terms. Students should also have knowledge of relations with the king, with other parties such as the nationalists, with the army and with the Church, including the nature and significance of the Lateran Treaties.

The final bullet point relates to Italian foreign policy after 1922, with particular emphasis on Abyssinia, Spain and Germany. Students should understand the aims of Mussolini's foreign policy and the ways in which foreign affairs and events, such as the annexation of Fiume and the bombardment of Corfu, were used for internal political purposes. They should understand how foreign affairs contributed to Mussolini's success and ultimately to his fall, drawing on his policies relating to Abyssinia, Spain and Germany and on Italy's role in the war to 1943. Questions will not be set which require detailed knowledge of military campaigns or on relations with other powers.

**Unit 1, Option E/
F, Topic E/F4:
Republicanism,
Civil War and
Francoism in Spain,
1931-75**

The main focus of this topic is on the causes, nature and significance of the Spanish Civil War, and its role in the development of modern Spain. Since the focus of Unit 1 is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

The bullet points should not each be considered in isolation. Students should be aware of links between them, for example the effect of underlying attitudes (bullet 1) on the nature, impact and aftermath of the war (bullets 3 and 4) as well as its causes (bullet 2). Collectively, the bullet points offer a framework for understanding the focus of the topic and should be utilised together for that purpose.

The first bullet point is focused on the underlying causes of civil war. Students should understand Spain's economic and cultural backwardness, the reasons for popular discontent and the strength of conservative influences, including the Church and army. In this context they should have knowledge of the years of republican rule, reform and reaction, and the increasing atmosphere of violence before the victory of the Popular Front in 1936. They should also be aware of the mistakes made by the republicans, the internal divisions of the left, and the extent to which they contributed to the weakness of republican government in 1936.

The second bullet point is focused on the outbreak of civil war. Students should have knowledge of the trigger to war in the murder of Sotelo and the beginning of revolt in Morocco. They should understand the role of the generals and have knowledge of Franco, including his role in the suppression of the 1934 rising in the Asturias. They should have knowledge of the extent and nature of support for both sides at the beginning of the war and of the impact of regional loyalties within Spain, the balance of military advantage and experience and how it favoured the right. Questions will not be asked that require detailed knowledge of particular events and individuals but students should be able to describe and exemplify the broad categories involved.

The third bullet point is focused on the nature and course of the war, and the reasons for nationalist success. Students should be aware of the impact of atrocities committed by both sides. They should have outline knowledge of the main campaigns, the stages by which the nationalists extended their territory, and the fall of both Barcelona and Madrid in 1939. They should be able to explain the role of Franco and of internal divisions on the republican side. They should have knowledge of foreign intervention, the roles of Russia, Italy and Germany, the nature of French and British 'non-intervention', and the extent of aid given to both sides and its effect on the outcome of the war. Questions will not be asked that focus on events outside Spain.

The final bullet point is focused on Franco's rule after 1939 and the legacy of the war. Students should be aware of: the nature and extent of repression through military courts; mass executions and the role of the police; the use of censorship; the role of the Falange; and state intervention in economic and social relationships. They should understand the role and independence of the Church. They should also be aware of Franco's ability to maintain neutrality, both for his own benefit and that of Spain, and of the gradual relaxation of controls, the economic benefits conferred by state intervention, and improving conditions by the 1960s. They should understand the nature of Franco's provision for a successor and the role of Juan Carlos to 1975.

**Unit 1, Option E/
F, Topic E/F5:
Germany Divided
and Reunited,
1945-91**

The main focus of this topic is on the process of division and eventual re-unification of Germany after 1945. Since the focus of this unit is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

The content bullet points should not each be considered in complete isolation from one another and students should develop an appreciation of links between them. For example, the importance of external influences in creating partition (bullet 1) helps to explain both popular support and the role of German politicians in bringing about re-unification (bullet 4) as well as the importance of Gorbachov in enabling it. Students should be aware of these links, which enable them to understand the key themes of an imposed partition, contrasting development and growing pressure for re-unification, and that the bullet points collectively offer a framework for understanding the process.

The first bullet point in the specification relates to the emergence of two German states as a result of defeat and division in 1945. Students should understand the reasons for and the process of partition. They could refer to growing hostility between the Allies in 1945-46, the Truman doctrine and the impact of the Marshall plan, the development of two currencies in 1948, the Berlin Crisis, and the establishment of two German states in 1949. Questions will not be asked about events outside Germany but students will need to be aware of Cold War attitudes and the context of international rivalry in order to understand how two Germanys emerged without direct reference to the German people.

The second bullet point is focused on economic development in the two states and the political impact of the growing contrast. Students need to be aware of the impact of foreign aid in West Germany, the economic 'miracle', the Common Market and the effect on living standards. They also need to understand the extent of Russian control over German Democratic Republic, the roles of Cominform and Comecon, and the extent to which German resources and markets were managed for the benefit of the Soviet Union. Growing problems in East Germany can be exemplified by tensions over Berlin and the building of the Berlin Wall in 1961. The impact in East Germany can also be developed by reference to political repression, the role of the Stasi, and the continued presence of Russian troops to support the East German government.

The third bullet point is focused on political developments in West Germany and the implications of the leadership offered by Adenauer, Erhardt and Brandt for the relative strength of West Germany. Students should be aware of the growing range of contacts between East and West Germany and could illustrate this by reference to: continued emigration, sport and informal economic links, and Brandt's adoption of the policy of Ostpolitik and his role in the reunification process. They should be aware, however, of the limits to co-operation and the elements of continuity as well as change in attitudes to partition in both Germanys and in Russia for much of the period.

The fourth bullet point focuses on re-unification. Students should understand the reasons for this. They should be aware of the nature of Honecker's rule in the GDR, his dependence on Russian support and the impact of Gorbachov's emergence as leader of the Soviet Union in 1985. Students should understand why the Berlin Wall fell in 1989. They could make reference to changes elsewhere in Eastern Europe, such as the opening of the Hungarian border and the concessions made by Egon Krenz. Students should know about the reunification in 1991, showing an awareness of the fall of Honecker and the importance of Helmut Kohl's role in the process by which re-unification took place.

**Unit 1, Option E/F,
Topic E/F6: The
Middle East, 1945-
2001: The State
of Israel and Arab
Nationalism**

The focus of this topic is on the growing conflict in the Middle East arising from Arab and Israeli ambitions in Palestine, the growth of Arab nationalism, and the extent to which it changed as a result of the growth of religious fundamentalism. Since the focus of this unit is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the specification content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the specification content bullet points by the selection and deployment of relevant information as exemplification.

The bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, an explanation of the Arab-Israeli conflict (bullet point 3) would draw also on the problems created by the post-war settlement (bullet point 2).

The first bullet point in the specification focuses on the origins of the conflict in Palestine. Students are not required to have detailed knowledge of events before 1945 but they should understand the roots of Arab–Israeli hostility and the reason for the British presence. They should have knowledge of post-war immigration, the British response, the impact of terrorism, the process leading to the creation of the state of Israel in 1948, and of American links with Israel.

The second bullet point is focused on the Arab–Israeli conflict to 1973. Students should have understanding of Arab attitudes in 1948, the reasons for an attack on Israel, Israel’s survival and the growth of hostility thereafter. This can be exemplified by the Suez crisis of 1956, and the reasons for the Six Day War. Students should understand the extent of Israel’s victory and the impact on the Palestinian people. They can refer to the refugee problem, Israeli settlement in the occupied territories, the activities of the PLO and the renewal of war in 1973. They should be aware of the extent of Israeli dominance in the area, the range of territory retained in Israeli hands and its impact on Syria, Jordan and the Lebanon.

The third bullet point focuses on Arab nationalism and its development to 1979. Students should be aware of the desire for Arab unity after the collapse of the Turkish Empire and the impact of the Second World War on Arab attitudes, and can exemplify development thereafter from the overthrow of Farouk in Egypt and the emergence of Nasser, the impact of Suez, and the withdrawal of British influence in Iraq and Jordan. They should understand the aims of Arab nationalists in these states, the desire for secular modernisation and the role of the Soviet Union, and can refer to the reasons for the creation of the United Arab Republic and its failure. Students should also have knowledge of events in Iran, with the Shah’s desire to modernise and his fall in 1979 as a result of fundamentalist reaction. They should also understand the main differences between Shia and Sunni Muslims and the impact of Khomeini’s regime in Iran on relations between them.

The final bullet point is focused on the later development of Arab nationalism and the interaction of political and religious interests and loyalties. Students should be aware of the effect of the Palestinian problem in destabilising surrounding states, for example in the Lebanese civil war, and in later Israeli and Syrian interference in the Lebanon. Students are not expected to have detailed knowledge of military conflicts in the period. They should have knowledge of: the role of Saddam Hussein and the reasons for and outcomes of the Iran/Iraq war and the Gulf War of 1990-91. The impact of these events is reflected in the complex pattern of Arab states and their links with Shia or Sunni Islam, attitudes towards foreign powers, internal rivalries and the continued conflict between secular and religious interests. To understand these issues and to relate them to the ongoing problems of the area, students need to draw on the bullet points as a whole and the collective framework that they offer.

**Unit 1, Option F,
Topic F7: From
Second Reich
to Third Reich:
Germany, 1918-45**

The focus of this topic is on the dramatic developments in Germany from the last months of the Hohenzollern Empire amidst defeat in the First World War to the ruin of the Third Reich in the rubble of defeat in the Second World War. Since the focus of this unit is on broad themes, questions will not be set which concentrate exclusively on depth of knowledge, for example about one particular individual or event, other than those which are specifically listed in the content bullet points. Students will, however, be expected to demonstrate their understanding of the themes defined in the content bullet points by the selection and deployment of relevant information as exemplification.

Collectively, the four bullet points of the specification offer a framework for understanding the themes of nationalism and the exercise of power within Germany during these crucial 27 years. The bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, a question on the impact of war might draw on bullet points 1 and 4, one on the impact of economic difficulties might draw on bullet points 2 and 3.

The first bullet point relates to events between the summer of 1918 and October 1929. Students should understand how and why the Second Reich tried first to reform itself and then collapsed in November 1918. They should understand the framing of the Weimar constitution in 1919, the challenges the young republic faced from the forces of the extreme left and extreme right and the unfavourable conditions created by the Treaty of Versailles and escalating inflation. They should appreciate the importance of Stresemann first as Chancellor and then as Foreign Minister in rescuing the Republic in 1923-24 and the emergence of some degree of prosperity and stability in the next five years.

The second bullet point relates to the formation and development of the National Socialist German Workers' Party (NSDAP) as a serious threat to the stability of the republic. Students should understand the pattern of its development and in particular the reasons for the rapid growth in electoral support after 1928. They should be aware of opposing parties and why ultimately the opponents of the NSDAP failed to stop Hitler's appointment as Chancellor in January 1933.

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.

The fourth bullet point relates to the downfall of the Third Reich. Students will not require a detailed knowledge of the campaigns of the Second World War but they should understand something of the impact of the war on Germany and on the lives of its citizens and the reasons for Germany's ultimate defeat.

Unit 2: British History Depth Studies**Option A: Early Modern British History: Crown and Authority****Topic A1: Henry VIII: Authority, Nation and Religion, 1509-1540**

Unit 2 options relate to key points in the development of British government and society and, in this topic, to the formation of an English nation state. Its main focus is on the attempts made by Henry VIII to strengthen the power and status of the Tudor monarchy, both abroad and at home. The four content bullet points define these developments into four key themes covering his efforts to secure status in Europe, the strengthening of royal control at home, the seizure of the Church and its implications for royal power, the nature and extent of opposition and the ways in which it was contained. By studying the key events related to each bullet point, students will be expected to have sufficient knowledge to understand and explain the issues arising from these themes.

It should be appreciated that, while the content bullet points should not be taken as discrete entities. Students should be aware of the links between them and be able to draw material from different bullet points to address the key themes and questions. For example, a question on foreign policy (bullet 1) may well relate also to financial issues (bullet 2). In explaining the role of anti-clericalism in the early stages of the Reformation (bullet 3) students may well utilise material relating to Wolsey's power and influence (bullet 2). The role and influence of Cranmer (bullet 3), is also linked to the encouragement of Protestant ideas (bullet 4). Throughout, the bullet points offer a framework for study of the period and, in particular, address the overarching themes of how and how far, Henry VIII was able to strengthen the power, and develop the nature and status, of the English monarchy.

The first bullet point relates to Henry's ambitions as a soldier and statesman in the first two decades of his reign. Students should have knowledge of his desire for conquest, especially in France, his relations with Scotland, his early successes and the importance of the Treaty of London. They should also understand the difficulties created by limited resources and unreliable allies, such as Ferdinand and Maximilian, and the opportunities and problems caused by increasing Habsburg-Valois rivalry and the growing power of Charles V. They should have contextual knowledge of European diplomacy after 1518, including the role of the Papacy, but their primary focus should be the aims and effectiveness English policy.

The second bullet point relates to domestic affairs in the same period and in particular to the role and actions of Wolsey as the king's chief adviser. Students need to understand the range of powers and responsibilities that he exercised as Lord Chancellor, Cardinal and Papal Legate, and the nature of his relationship with the king, including the reasons for his eventual fall. They should be aware of his attempts to strengthen royal finances, his relations with the nobility and with parliaments, and the extent to which he strengthened royal power. Questions will not be asked with a primary focus on his clerical career but students should have knowledge of his role and impact on the Church in England and the extent to which he contributed to resentment of abuses and signs of anti-clericalism.

The third bullet point focuses on the key developments relating to the Henrician Reformation and its implications for royal power in England. The phrase 'Henry's changing relations with the Catholic Church' relates to the king's desire for an annulment of his marriage, his efforts to obtain it by formal and informal pressure, and his eventual seizure of control of the Church in England. Students should know the events and stages by which Henry's challenge to papal authority developed in 1529-32, including the use made of parliament and parliamentary anti-clericalism, the significance of the submission of the clergy, the legislation by which the Royal Supremacy was established in 1533-34 and the roles played by Anne Boleyn, Cranmer and Cromwell. Students are not expected to have detailed knowledge of all the relevant Acts, but they should know and understand the key points made by legislation, for example in denying payments to Rome, restraint of appeals, and the claim to Royal Supremacy. They are not expected to have knowledge of events outside England except in so far as they impacted on domestic issues.

The fourth bullet point is focused on the wider impact of the Reformation and encompasses the visitations organised by Cromwell in 1535, the dissolutions of 1536, the extent of resistance, and the further dissolutions of 1539. Students should also be aware of the role of political factions, especially in relation to the king's various marriages, Cromwell's injunctions and encouragement of Protestant ideas, the links between religious and political conflict, including the changing emphasis of the Ten and Six Articles, and the reasons for the fall of Cromwell in 1540. Questions will not be set that require detailed knowledge of theological debates.

**Unit 2, Option A,
Topic A2: Crown,
Parliament and
Authority in
England, 1588-
1629**

The main focus of this topic is on the nature of the monarchy and its relations with parliaments in the years between the defeat of the Spanish Armada and the decision by Charles I to rule without a parliament in 1629. These were years of change and conflict and students will be expected to understand the difficulties faced by different monarchs and the extent to which they were able to maintain their power and secure the co-operation and support of the politically influential classes. They will not be expected to have detailed knowledge of all the issues and disagreements that arose across the period but they will need to be able to understand and illustrate the main sources of conflict and the extent to which the relationship between Crown and Parliament changed.

It should therefore be appreciated that the content bullet points should not be taken as discrete entities. There are many ways in which they impact and mesh together. This has been demonstrated in addressing the final bullet point, but it is also clear that a response to a question on, for example, financial problems in the reign of James would also draw on knowledge of Elizabeth's difficulties, foreign relations and tensions between King and Parliament. Throughout, the bullet points are linked by the interaction of different issues and by the overarching theme of royal authority in a changing relationship between Crown and Parliament.

The first bullet point relates to the last period of Elizabeth's reign and the continuing war with Spain that dominated the period. Students should be aware of the costs of war, the threat posed by Spanish power and the rebellion in Ireland from 1598. They should understand the impact of events such as the deaths of Burghley and Leicester, the nature of Court factions, the role of Essex, and the issue of the succession in Elizabeth's last years. They should also be aware of wider social and economic tensions, rising prices, poor harvests and popular unrest. Understanding of relations with Parliament and Elizabeth's handling of the situation, for example over monopolies in 1601, will also be relevant, and allow students to address the key issue of how far late Elizabethan England should be considered to be 'in crisis'.

The second bullet point relates to the reign of James I and his relations with other powers in Europe. Students should know that he made peace with Spain in 1604 and should understand the principles that guided his policies thereafter, including his attempt to maintain European peace through a Spanish alliance and marriage. Students should have contextual knowledge of European relations but questions will have a primary focus on English foreign policy. They should be aware of the outbreak of the Thirty Years War, its impact on James's plans, and the growing influence exercised in foreign affairs by Buckingham and Prince Charles. They should understand why England went to war with Spain in 1624 and with France in 1627 and the impact of these events on domestic opinion.

The third bullet point relates to the growing financial difficulties of the crown in this period. Students should be aware of underlying problems such as inflation, financial problems bequeathed by Elizabeth because of war, rising prices and measures such as the sale of crown lands. They should understand the structure of royal finances, the sources of regular income such as land, feudal payments fines from justice, the nature of extraordinary measures such as forced loans and benevolences, the sale of monopolies, and the role of parliamentary taxes including tannage and poundage as well as grants of subsidies. The role of James, his personal extravagance and his treatment of favourites need to be understood, alongside quarrels over 'impositions', the failure of Cecil's Great Contract, the reforms introduced by Cranfield and the extent to which they were effective. Students should also be aware of the impact on crown finances of Charles I, his foreign wars, quarrels with Parliament over Buckingham and failure to obtain regular parliamentary grants.

The fourth bullet point addresses relations between Crown and Parliament and necessarily draws on material related to foreign policy and finance. Students also need direct knowledge of the impact of James I and examples of his conflicts with parliaments over Scottish influence and his ideas of Divine Right and parliamentary privileges. They should be aware that the accession of Charles I led to a rapid deterioration of relationships, caused by war, finance and the role of Buckingham, and increasingly by Charles' religious views and the nature of his personality. They should be aware of the sequence of disputes in these years and draw on their understanding of how they were conducted to consider the implications for the authority of the Crown and the extent to which the influence of Parliament grew.

Unit 2, Option B: British Political History in the 19th Century**Topic B1: Britain,
1830-85:
Representation
and Reform**

The main focus of this topic is on the pressure for parliamentary reform in this period and on the extent to which, in the years to 1884, legislation changed the system of representation in England. Students should understand the nature of pressure for change during the period, the aims and motives of those enacting legislation, and the impact of legislation for representation and for the development of political parties.

The bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, students will need to call on their knowledge of the limitations of the reforms of 1832 (bullet point 1) in order to explain the origins of Chartism. The development of party organisation (bullet point 4) is directly linked to the creation of new constituencies and the growth in the franchise. The concept of representation is central to the topic as a whole and an evaluation of the extent to which the parliamentary system became more representative of the people of Britain in the period 1830-85 links all four bullet points.

The first bullet point relates to the Great Reform Act of 1832. Students should understand the system of elections to parliament in 1830, the interests that were and were not represented, the reasons why reform movements were challenging that system and the arguments used by those who sought to defend it. Students should understand why a Reform Act was passed in 1832. They should have knowledge of the nature and extent of pressure for reform in 1830-32 from groups inside and outside Parliament, and of those who resisted change. They should have knowledge and understanding of the roles of key individuals: Earl Grey, Lord John Russell and William IV. Students should have knowledge and understanding of the main features of the Reform Act of 1832 in England, including which aspects of the political system were changed and which remained the same in the period to 1850. Questions will not be set on reform agitation before 1830, although students should understand that the pressure for reform did not begin in 1830.

The second bullet point relates to the nature and significance of the Chartist movement. Students should have knowledge and understanding of why it emerged in the aftermath of the Reform Act and its formation, composition, methods, aims and leadership. In particular they will be expected to know about the contributions of William Lovett and Fergus O'Connor. Students will be expected to consider the nature and extent of support for Chartism and the extent to which Chartism posed a threat to the authorities. Students should understand why the Chartist movement was unable to secure its political demands and why it can nevertheless be regarded as significant in the development of the political culture of working people.

The third bullet point relates to the legislation enacting parliamentary reform in the period 1867-85: the Second Reform Act; the Ballot Act, 1872; the Corrupt and Illegal Practices Prevention Act (1883); the Franchise Act (1884) and the Redistribution Act (1885). Students should have some understanding of why further reform took place in this period. They should have knowledge and understanding of the roles of the main political parties and of individuals in bringing about further reform of Parliament. In particular, they should have knowledge of the roles of Disraeli, Gladstone, Russell and Salisbury. They should also understand the role of extra-parliamentary pressures and interests. Students will not be expected to have detailed knowledge of the clauses of the Acts but they will be expected to understand in what ways and how far relevant legislation impacted upon the representation of groups and interests.

The fourth bullet point relates to the development of political parties in the period from 1832. Students should have knowledge and understanding of the stages by which the Tory/Conservative and Whig/Liberal parties developed their national and local party organisations outside Parliament, and of the increasing party organisation of members within Parliament itself. Students should understand the links between reform legislation and the growth of political party organisation and be able to consider the relationship between the growth of political party organisations after 1832 and 1867 and the influence of the ordinary voter. Students should be aware of the attempts to reach out to new and relatively large electorates, the differing nature of the two party organisations and the ways in which, if at all, party members were able to influence party policy.

**Unit 2, Option B,
Topic B2: Poverty,
Public Health and
the Growth of
Government in
Britain, 1830-75**

The main focus of this topic is on changing policy towards the relief of poverty in Britain from 1830 to 1875, on the development of public health policies in these years and on their impact on popular health. The theme which links both issues is how and why governments responded to pressure for change, and the ways in which this period saw a growth in the responsibilities assumed by the state.

It should be appreciated that the content bullet points should not be taken as discrete entities. Questions may require students to draw on the content of more than one bullet point in framing a response. There are ways in which they relate to one another and mesh together. For example, students could draw on material from bullet points 1, 2 and 4 to explore the role of government in key areas of provision.

The first bullet point relates to the unreformed Poor Law. Students should have knowledge and understanding of the key features of the old Poor Law and how it operated. Students should have knowledge of the main systems of outdoor relief operating at the beginning of the 19th century: Speenhamland, the Roundsman system and the Labour rate. Knowledge of the grounds on which the Poor Law was attacked in the early 19th century and why it became increasingly controversial is required. They should also have knowledge and understanding of why the Royal Commission of Enquiry into the Workings of the Poor Law was established in 1832 and of recommendations made and the reasons for them. Knowledge and understanding of the contribution to poor law policy made by Edwin Chadwick is expected.

The second bullet point requires students to have knowledge and understanding of the main provisions of the Poor Law Amendment Act and of the changes that these brought about. Students should know how the New Poor Law operated in the years to 1875 with regard to the treatment of paupers in workhouses, the operation of the workhouse test and outdoor relief and why it was so controversial. 'Reactions' to the New Poor Law encompasses the support and opposition its implementation engendered among different social and political groups and why there was stronger opposition in the north of England. Students should also appreciate the implications of changes in the central administration of the Poor Law to 1875. Knowledge of the work of the Poor Law Board and Local Government Board is required in order to show continuity and change in the approach to the administration of poor relief in the period. In particular, students will be expected to know about the Central Poor Law Commission, its work and the problems faced by the assistant commissioners in initially implementing the 1834 Act.

The third bullet point relates to the importance of cholera in the 1830s and 1840s and to why outbreaks and the spread of cholera provoked so much debate on the nature and provision of public health. The phrase 'the roles of Edwin Chadwick and John Snow' relates to the significance of the work of these two individuals in public health, including their impact on debate and legislation in this area. Students should understand why public health provision was a controversial question both nationally and locally. The focus of this bullet point is primarily on the factors creating pressure for greater intervention to improve public health. It links closely with bullet point 4 which focuses more directly on legislation and the nature of provision for public health. Students should understand the relationship between pressures and changes throughout the period.

The fourth bullet point relates to public health provision. Students should have knowledge and understanding of the nature of public health provision in the years 1848–75 and the reasons for the legislation and for opposition to it. Students should have knowledge and understanding of the main terms of the 1848 and 1875 acts, as well as of the circumstances of their introduction. Students should also be aware that improved public health provision involved the interrelationship of several factors, for example: improved understanding of the nature of and transmission of diseases; changing attitudes to intervention; and the availability of the technology and civil engineering skills involved in large-scale construction of systems of water supply and sewerage. To exemplify the last factor, they should have knowledge and understanding of the work of Joseph Bazalgette in London. They should also be aware of the wider context of other local public health initiatives and legislation in the period. Although questions will not be set which focus specifically and exclusively on any local legislation, local case studies could be used to illustrate the attitudes to and the problems of implementing schemes for improving public health provision. Improvements in Leeds are well documented and could be used as an example. Questions will not be set which focus directly and exclusively on housing policy in these years but students should understand the impact of housing on health.

Unit 2, Option C: Conflict and Change in 19th and 20th Century Britain**Topic C1: The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854-1929**

The main focus of this topic is on the impact of war on social and political developments in Britain during this period. Students will be expected to understand how war influenced public attitudes, the development of medicine and social and political change. The impact of the three wars in which Britain was involved during this period will be studied: the Crimean War, the Boer War and the First World War. Students will not be expected to know about the causes or course of the wars but they will be expected to understand how specific events, battles or issues impacted on social and political developments in Britain.

It should be appreciated that the content bullet points should not be taken as discrete entities. There are many ways in which they impact upon each other and mesh together. Thus, for example, the glorification of Empire (bullet 1) has a direct link to the questioning of Britain's imperial role (bullet 2). The treatment of the First World War deserters, soldiers with shell shock and conscientious objectors, along with mass conscription, (bullet 3) has a direct impact upon changing attitudes to the war (bullet 4). Throughout, an understanding of the impact of war as a generator of change within Britain drives the study.

The first bullet point requires students to understand how the Crimean War impacted on the British public and on social and political developments in Britain. Students will be expected to understand the ways in which the reporting of William Howard Russell of The Times and the photography of Roger Fenton both formed and changed attitudes to the war. They should also know about the polarisation of attitudes from glorification, exemplified by, for example, Alfred, Lord Tennyson's 'Charge of the Light Brigade', to alarm at disorder and incompetence. Students should know about the work of women in the Crimea, in particular that of Florence Nightingale and Mary Seacole, and they should understand how this impacted on medical developments in Britain. Students should understand how the war affected the reputations of Lord Raglan, Lord Cardigan and Captain Nolan, and how calls for greater efficiency in the management of war led to Cardwell's army reforms and to stricter controls over entry to the civil service.

The second bullet point requires students to understand the impact of the Second Boer War on the British public and on social and political developments in Britain. Students should consider the nature of propaganda and the ways in which Empire was glorified, together with the impetus provided by Winston Churchill's reportage. They should know about divisions among politicians regarding support for, and opposition to, the war, with particular reference to Joseph Chamberlain and David Lloyd George, and about how this impacted on popular support for the war itself. Students should know how the Boer War led to a debate about the value of Empire and Britain's imperial role and should understand the main dynamics of the debate. Students should understand how problems raised by recruitment to the army led to concerns about national efficiency and how this, in turn, impacted on New Liberalism and the Liberal reforms of the early 20th century.

The third bullet point requires students to know about the experience of war on the western front for British soldiers and the impact this had on mainland Britain. Students will not be required to demonstrate an understanding of the causes of the First World War, but they should understand how the initial war of movement evolved into positional warfare, the nature of trench warfare and the tactics employed on the western front. In order to address 'effectiveness of strategy and tactics', students will not require a detailed knowledge of campaigns but they should understand the growing importance of the British Expeditionary Force (BEF) and the extension of its deployment, the importance of the battles of the Somme in 1916 and the third Ypres offensive in 1917 and the important role played by British forces in 1918, first in resisting the German offensive and then leading the counter offensive which won the war. Students should know how the First World War initiated and speeded up medical and surgical developments, including x-rays, blood transfusions, brain surgery and skin grafts. They should know about recruitment techniques, the 'Pals Brigades' and the impact of mass conscription. Students should know how discipline and morale was maintained among the troops and this should include the treatment of deserters, soldiers with shell shock and conscientious objectors.

The fourth bullet point requires students to understand how the experience of the First World War impacted on the Home Front. They should understand how and why public and personal attitudes to war changed between 1914 and 1918. They should know about the ways in which the State was organised for total war, in particular the significance of the Defence of the Realm Act (DORA). Students should consider the nature of propaganda and the ways in which men and women were mobilised to contribute to the war effort. Students should understand the impact of total war on the British economy and in particular how this affected work and working practices.

**Unit 2, Option C:
Topic C2: Britain
c1860-1930: The
Changing Position
of Women and the
Suffrage Question**

The main focus of this topic is on the changing social, political and legal position of women within British society and on the reasons for this, with particular reference to the suffrage question. Students will be expected to understand the importance of the 'angel in the house' and the 'separate spheres' concepts and how these traditional attitudes to women's roles were challenged throughout the period. Students will not be expected to have detailed knowledge of the clauses of various Acts, but they will be expected to understand how relevant legislation impacted upon the working and personal lives of women and girls.

It should be appreciated that the bullet points should not be taken as discrete entities. There are many ways in which they impact upon each other and mesh together. Thus, for example, the experience of women in organising campaigns against the Contagious Diseases Act (bullet 1) gave women the experience and the confidence to campaign against their exclusion from the franchise (bullet 2). The increasing educational opportunities for women and girls (bullet 4) enabled them to become a force and a voice in the workplace that impacted upon the campaigns for the suffrage (bullet 2) and politicians' awareness of the need to heed them (bullet 3). Throughout, the bullet points address the ways in which the two concepts of 'angel in the house' and 'separate spheres' are challenged.

The first bullet point relates to the changing personal status of women. Students should understand the significance of the legislation affecting the ability of women to gain control over their own lives. Students will be expected to know about the importance of relevant legislation in both reflecting and forming attitudes to the status of women, in particular the Married Women's Property Acts of 1870 and 1882. They will be expected to know about the ways in which divorce could be obtained after the 1857 Divorce Act, the impact of the Matrimonial Causes Act of 1884 and the importance of the 1891 Jackson marriage case. Students should know about the sexual double standards that pertained at the time and about the successful campaign led by Josephine Butler in bringing about the repeal of the Contagious Diseases Acts.

The second bullet point relates to women's right to vote and to the suffrage campaigns. Students should know about women's increasing involvement in local government by serving on school boards (1870) and Poor Law boards of guardians (1875) and voting for new county and county borough councils (1888) and they should understand why women were excluded from participation in national elections. Students should know about the origins of the suffragette and suffragist campaigns and about the importance of Lydia Becker and Millicent Fawcett (National Union of Women's Suffrage Societies, NUWSS) and the Pankhursts, Pethick-Lawrences and Annie Kenny (Women's Social and Political Union, WSPU). Students should know about the differences between the campaigns run by the two organisations and the reasons for those differences.

The third bullet point refers to the ways in which attitudes changed, developed and hardened during the years of the suffrage campaigns. Students should know about the differing reactions to the suffrage campaigns by the main political parties and how and why these changed over time. Whilst it is expected that the main focus will be on the Liberal government and Asquith, students should also know about the reactions of the Independent Labour Party (ILP) and, later, the Labour Party and its 1912 pact with the NUWSS as well as reactions within the Conservative Party. An understanding of the reactions of the trade unions, religious groups and the media is expected. Students should appreciate the importance of the First World War in changing the focus of the debate about votes for women and about the reasons why the Representation of the People Act (1918) was passed. They should understand the impact that this Act and the Equal Franchise Act (1928) had on the political landscape.

The fourth bullet point relates to changing educational opportunities for women and girls and the impact of these for workplace opportunities. Students should understand the importance of relevant legislation, particularly the Education Act of 1870, in educating working class girls; they should know about the work of Dorothea Beale, Frances Mary Buss and about the Girls' Day School Trust (GPDST) in educating girls from the more privileged sections of society. Students should know about the gradual opening of higher education to women and the impact this had on entry to the professions, in particular to teaching, the law and medicine. Students should understand how legislation impacted on the working lives of girls and women. Students should know how technology (for example the telephone and the typewriter) increased job opportunities for women and girls, and they should understand why trade unions reacted as they did to increasing numbers of women in the workforce. Students should know about the impact of the First World War on creating job opportunities for women and on the ways in which these were both developed and eroded in the 1920s.

Unit 2, Option D: The British Empire Challenged

Topic D1: Britain and Ireland, 1867-1922

The main focus of this topic is on the changing relationship between Britain and Ireland in this period. Students will be expected to know about the reasons for the emergence of Irish nationalism and the ways in which it challenged the traditional relationship with Britain. Students will be expected to know about the development of Unionism and impact this had on Anglo-Irish politics. They should appreciate the reasons for and the extent of the polarisation of views regarding a constitutional settlement in Ireland.

It should be appreciated that the bullet points should not be taken as discrete entities. There are many ways in which they impact upon each other and mesh together. Thus, for example, the response to Home Rule in mainland Britain (bullet 2) had an impact on political developments in Ireland (bullet 3). The emergence of the Fenian Movement (bullet 1) as an agency for planning insurrection permeates bullet points 3 and 4. Throughout, the polarisation of attitudes towards Ireland and of politics in Ireland was to have a profound impact on political events.

The first bullet point, the challenge of nationalism from 1867-85, relates to the reasons for the growth of constitutional and revolutionary nationalism in the period. Students will be expected to understand the importance of land tenure and the significance of agricultural depression in Ireland in the 1870s; about Michael Davitt and Charles Stewart Parnell in the formation and impact of the Land League and about the attempts of the Government at land reform, including the Land Acts of 1870 and 1881 and Irish reaction to these attempts. Students will be expected to understand why Gladstone's attempts to 'pacify' Ireland, 1868-1874, failed. Students should know about the emergence of the Fenian movement and about the growing tensions in the 1880s resulting in the Coercion Act 1881, the Kilmainham Treaty, and the Phoenix Park murders of 1882 and the terrorist campaign waged on the British mainland.

The second bullet point, Home Rule objectives and unionist responses in Britain 1886-1914, relates to the impact of the campaign for Home Rule and opposition towards it. Students should know about the emergence of the Irish Home Rule Party, the role played by Charles Stewart Parnell and his impact on British politics. Students should also know about Gladstone's conversion to Home Rule and its impact on the Liberal Party. They should know why the first Home Rule Bill (1886) and the second Home Rule Bill (1893) failed. Students should know about the opposition to Home Rule and the emergence of Unionism, including the significance of Joseph Chamberlain and Lord Randolph Churchill. Students should have an understanding of the reasons for the introduction of the Third Home Rule Bill of 1912, about opposition to it by Andrew Bonar Law and the Unionists, and about the impact of the outbreak of war in August 1914 on the bill. Students will not be expected to know about issues in British political history 1903-14 which do not relate to the Home Rule question.

The third bullet point relates to divisions within Ireland on Home Rule and independence, 1886-1914, and refers to the response in Ireland to the campaign for Home Rule. Students should know about the significance of the leadership of John Redmond and about the role played by Arthur Griffiths and the foundation of Sinn Fein. Students should appreciate the importance of the development of cultural nationalism including the creation of the Gaelic League and Gaelic Athletic Association. Students should know about the existence of Unionism in the south of Ireland and the strength of the Unionist cause in Ulster. In this context, students should know about the roles played by Edmund Carson and James Craig. They should know about the reactions in Ireland to the third Home Rule Bill, and the creation of the Ulster Volunteer Force and the Catholic Irish Volunteers in 1912. Students should know about the stance of the British Army in Ireland and the Curragh Mutiny of 1914.

The fourth bullet point relates to the period of turmoil that ended with the partition and the creation of the Irish Free State in 1922. Students should demonstrate an understanding of the impact of the First World War on Ireland and the Irish. They should know about the Easter Rising 1916 and the reasons why it failed. Students should know about the reasons for the Anglo-Irish War of 1919-21, the use of the Black and Tans and of martial law. Students should know about the creation of the Dail Eireann in 1919 and the roles of Michael Collins and Eamonn de Valera. An understanding of the role of Lloyd George, and of the importance of the Government of Ireland Act (1920) and the Anglo-Irish Treaty (1921), is expected, as is an understanding of the reasons for partition and the creation of Northern Ireland. Students are expected to know about the causes and main events of the Irish Civil War of 1922 and the creation of the Irish Free State.

**Unit 2, Option D,
Topic D2: Britain
and the Nationalist
Challenge in India,
1900-47**

The main focus of this topic is on the changing relationship between Britain and India in this period and on the reasons for this, with particular reference to Indian nationalism. Students will be expected to understand the importance of the growth and impact of Congress and the Muslim League as they challenged Britain's traditional role in India, and they should understand the reasons why India gained independence in 1947 and why independence led to partition.

It should be appreciated that the content bullet points should not be taken as discrete entities. There are many ways in which they impact upon each other and mesh together. Thus, for example, the Amritsar Massacre (bullet 2) had a considerable impact on recruitment to the Congress Party (bullet 3), attitudes of the British toward the Raj (bullet 1) resulted in the Rowlatt Acts (bullet 2) and there was a direct connection between Gandhi's satyagraha campaigns (bullet 3) and the 'Quit India' campaigns (bullet 4). Throughout, the tensions between Britain and the growing nationalism in India, exemplified by Congress and the Muslim League, drive the study.

The first bullet point relates to the importance of the Indian Empire to Britain and to the British economy. Students should know about the ways in which trade with India contributed to British economic prosperity and how Britain developed Indian agriculture and industry to foster this prosperity. The political importance of India to Britain should be understood, including the significance of making Queen Victoria Empress of India, and the 'jewel in the crown' concept. Students should know about the structure of British rule (the Raj) in India at the beginning of the 20th century and should understand the impact this had on relationships between Indians and British living in India and on the attitudes they held toward each other. Students are not required to know about the detail of the Morley-Minto reforms but they should understand their impact on British administrators in India and on Indians.

The second bullet point requires students to understand the significance of the impact of the First World War on the relationship between Britain and India. Students should know about the economic effects of the war on India and its political repercussions in that country. Although students are not expected to know the detail of the Montagu-Chelmsford Report and the Government of India Act of 1919, they are expected to understand why the Act was passed and the reaction to it in India. They should know about the Rowlatt Acts and the Amritsar Massacre and how these impacted on the relationship between Britain and India. They should understand why the 1920s was a period of retrenchment and re-grouping by both British and Indians and should know about the reasons for the failure of the Round Table Conferences in the 1930s.

The third bullet point relates to the rise of nationalism in India. Students should know how Congress developed into a political party with mass appeal and should understand the significance of the role of Gandhi in the satyagraha campaigns and the development of the idea of swaraj. They should understand why the Muslim League was formed and about the ways in which the League and Congress worked together and separately to attain their objectives. Students should know about the political leadership of Gandhi, Nehru and Jinnah in the years before the Second World War. They should understand how and why attitudes toward nationalism and independence changed and developed among the British and Indians living in the sub-continent.

The fourth bullet point requires students to understand how the Second World War impacted upon the relationship between Britain and India. They should know how Congress and the Muslim League reacted to the war, about Gandhi's 'Quit India' campaign and about the Lahore Declaration. Students should understand why the Cripps Mission failed. They should understand why, post-war, many of the British economic and political arguments for maintaining the Raj no longer held good. Students should know why the Cabinet mission failed. They should know about the role of Mountbatten and understand why Indian independence resulted in partition.

Unit 2, Option E: Britain in the Later 20th Century: Responding to Change**Topic E1: British Political History, 1945-90: Consensus and Conflict**

The main focus of this option is on the key issues which challenged Labour and Conservative governments in the period 1945-90 and the differing and similar ways in which they addressed them. Students are not expected to have detailed knowledge of the composition of governments, but they should develop an understanding of the key features of their domestic policies and achievements in the period. Questions may be set which focus specifically on the roles and importance as prime ministers of Clement Attlee, Harold Macmillan, Harold Wilson, Edward Heath, James Callaghan and Margaret Thatcher. Questions will not be set which focus exclusively on other British political leaders in this period. Since this option is concerned with domestic political history in the period, questions will not be set which focus exclusively and specifically on foreign policy, although students should have knowledge of how foreign policy issues impacted on the fortunes of the two main political parties over the Suez crisis in 1956-7 and over Britain's involvement with the European Economic Community (including the EU) in the years 1957-90. Questions will not be set which focus exclusively and specifically on either Northern Ireland or on Britain's role in decolonisation.

The content bullet points cannot be taken in complete isolation from one another and students should develop an appreciation of links between them. For example, the themes of welfare, housing, education and the handling of the economy can be traced throughout the period 1945-90, drawing on material from all four of the bullet points.

The first bullet point relates to the period of post-war construction under the Labour governments of 1945-51. Students should have knowledge and understanding of why the Labour victory in 1945 was so comprehensive. Although questions will not be set directly on it, students should have contextual awareness of the importance in this period of the Beveridge plan (1942). They should also have knowledge and understanding of the key features of the domestic policy of the Labour governments, including the origins of the National Health Service, nationalisation, the implementation of the Butler Education Act (1944) and policies designed to reduce social inequalities in Britain. The phrase 'an age of austerity' in the specification relates to food rationing and the limited opportunities for leisure and expenditure experienced by most British citizens in the years immediately following the end of the war. Students should be able to consider the impact of Labour policies implemented during this period and the extent of their policies to reduce social inequalities. Students should also have an understanding that the priorities and achievements of the governments were questioned both at the time and later. Students could consider, for example, how far Labour economic policies revealed weaknesses or missed opportunities.

The second bullet point relates to the period of Conservative governments and requires students to explore the extent of continuity with Labour policies and objectives. The key features of the domestic policy of the Conservative governments of 1951-64 concern policies designed to encourage economic expansion, economic development, lower levels of unemployment and increased house-building. Students should also be able to explore the extent to which there was continuity with Labour policies on education and health. Students should be able to explore how far this period did see rising living standards in comparison with the immediate post-war period and be able to account for this difference. Had Britain 'never had it so good' in the 1950s? Why did the situation appear less rosy by the mid 1960s? And what accounts for the Labour election victory of 1964?

The third bullet point relates to the growing problems of Labour and Conservative governments in the period 1964-79. Students should have knowledge and understanding of the key domestic policies followed by both parties, particularly in relation to the health service, education, inflation, wages policy and relations with trades unions. Students should also know why this period witnessed considerable political uncertainty, including changes of government and periods of time when the government of the day had either a very small majority or no overall majority.

The fourth bullet point relates to Margaret Thatcher's period as prime minister from 1979-1990. Students should understand how, and why, the Conservatives won the general election of 1979. The phrase 'key features of the domestic policy of Thatcher governments' includes: the reforms to the National Health Service and education; housing policy; economic policies of the 1980s and why these were controversial, both within and outside the Conservative party; policies towards trade unions, including the Government's role in the origins and course of the Miners' Strike of 1984-5; the introduction of the Community Charge; and rivalries within the party in the 1980s and the reasons for the fall of Thatcher in 1990.

**Unit 2, Option E,
Topic E2: Mass
Media, Popular
Culture and Social
Change in Britain
since 1945**

The main focus of this topic is on how British society has changed in the period since the end of the Second World War and, specifically, on the roles of the mass media and of popular culture in influencing this overall change. Questions will not be set which focus on the specified forms of mass media and popular culture themselves but students should have knowledge and understanding of their impact and wider social significance. A topic of this nature relies on the study of particular cases in the context of wider trends. Students will be expected to demonstrate their understanding of the themes defined in the specification bullet points by the deployment of relevant exemplification and will be given credit for making reference to relevant case studies in addition to those specifically identified below. Some questions may incorporate source material relating to cases other than those specified below. Such questions will not require students to have knowledge of the particular example but to appreciate the trend or issue it exemplifies.

Collectively, the four content bullet points offer a framework for understanding the relationship between the mass media and changes in British society in the period. Students should develop an appreciation of links between them. For example, a consideration of the influence of changes in media and communications on the family since 1945 could discuss their influence on attitudes to and within families (bullet point 1), on family leisure pursuits (bullet points 3 and 4), and on family working patterns (bullet point 4).

The first bullet point relates to the role of newspapers, radio, cinema and television in society since 1945. Students should appreciate the media's growing significance in the period as the means of communications changed and improved. The phrase 'the relationship between mass media and changes in attitudes and values in British society' relates to the role of mass media in influencing social and cultural attitudes and opinions and the interaction between the media and prevailing attitudes in society. How far did the media lead or merely reflect the process of change? This can be explored and illustrated through studies of attitudes to: consumerism, class, gender roles, the family, and the position of ethnic minorities in British society.

The second bullet point relates to the impact of mass media on the specified aspects of British society. Students should be aware of the growth in challenges to authority and authority figures and have sufficient knowledge and understanding of relevant case studies to illustrate the role of the mass media in changing attitudes to Government and the monarchy in the period. Specifically they should have knowledge of the media's treatment of Diana, Princess of Wales, in the years 1981-97 and the implications of this treatment in raising issues relating to privacy and celebrity and in changing attitudes to, and the role and status of, the monarchy itself. The phrase 'investigative journalism and its consequences' relates to the role of journalists in uncovering controversial developments and the campaigning role of journalists in respect of the actions of Government. Specifically, students should have knowledge and understanding of the media's handling of the cases of Clive Ponting and the sinking of the Belgrano 1982-85 and Dr David Kelly and the Iraq dossier in 2003. Students should also appreciate the role of satire — the ways in which mass media represented leaders in society and attempted to call them to account.

The third bullet point relates to popular and youth culture from the mid-1950s. Students should appreciate the growing importance of popular music and have made a case study of the impact of the Beatles in the 1960s. They should understand the ways in which popular music has challenged existing authority and appreciate the growing influence of young people in British social and cultural life. Students should be aware of the growing importance of, and influence in, British cultural and social life of film and television programmes produced in the USA. They should also appreciate the importance of television 'soap operas' and developments in so-called 'reality television' and 'celebrity culture': the ways in which soap operas influenced and reflected contemporary social issues and debates, and the reasons why, and how, celebrities were considered important in contemporary society. The phrase 'the relationship between elite and popular culture' in the specification relates to the extent to which both elite and popular culture were coming together and to debates about what 'culture' signified in a modern, mass society.

The fourth bullet point relates to the impact of the internet and the worldwide web. The phrase 'changing relationship between individuals and society' relates specifically to the extent to which changes in information technology and new forms of communication affected patterns of work and leisure and influenced the roles of individuals in society. Students should appreciate the impact of the internet on the ways in which people in Britain interacted and on the speed with which news and views could be communicated both via television and radio and on the web itself, and the implications of this for government and authority and the individual citizen.

Unit 3: Depth Studies and Associated Historical Controversies**Option A: Revolution and Conflict in England****Topic A1:
Protest, Crisis
and Rebellion in
England, 1536-88**

The focus of this topic is on the nature and development of royal power in the mid-16th century and on the extent to which it was seriously endangered by rebellions, protests and rivals. Students should also understand the links between these issues — that is, the ways in which the development of royal power created, and was affected by, threats and protests. The key areas of study required for section A are summarised in the four content bullet points and the two associated controversies to be examined in section B are clearly defined underneath in the unit content section of the specification. Collectively, they offer a framework for understanding the period as a whole.

Although the bullet points are defined and clarified separately here, students should appreciate the links between them, since questions may be set which target the content of more than one bullet point. For example, they may need to address the role of religion in creating and shaping factional rivalries, influencing foreign policy or encouraging the development of Parliament. Awareness of the interaction of different areas is central to developing an understanding of the period, its key issues and major debates, thereby enhancing responses in part A and enabling them to address the controversies highlighted in part B.

The first bullet point addresses the nature and exercise of royal power, the extent to which it increased in the aftermath of the Henrician Reformation and the measures taken to secure and maintain it. Students will need detailed knowledge of the administrative changes introduced by Thomas Cromwell and other royal advisers, and of the way in which the key institutions evolved to 1553. They are not required to have knowledge of the debate on how far there was a Tudor revolution in government but they do need to consider the changing relationships between Crown, Church and nobility (including the role of parliaments) and the extent to which the machinery of government could function without a strong monarch.

The second bullet point relates to faction and court politics. It addresses how, and how effectively, the monarch's control was exercised in the later years of Henry VIII and the brief reign of his son. Students should have detailed knowledge of the rivalries among the leading nobles who dominated court politics, the nature and causes of their differences, and the extent to which the ageing Henry and his child heir were capable of maintaining control. The roles of Norfolk, the Seymours, Somerset and Northumberland in the reign of Edward will be central. Students should also have knowledge of the attempt to establish Queen Jane and the reasons why it failed.

The third bullet point addresses one of the major causes of opposition, the settlement of the Church, across the reigns of Henry's three children. Students should have detailed knowledge of the different settlements introduced in the years 1547-66, the extent of change and the nature of opposition created in each case. They are not required to have detailed knowledge of the evolution of the Church of England after 1566, but they will need to be aware of religious fears, anti-Catholicism and puritan attitudes because of their impact on constitutional and diplomatic issues (for example the queen's marriage, foreign policy and relations with parliaments).

The fourth bullet point focuses on Anglo-Spanish relations and their impact both within and beyond the boundaries of England. They should have knowledge of the marriage and alliances made by Mary, the changing relationship between England and Spain during the reign of Elizabeth, the clash of religious and economic interests, the role of Mary, Queen of Scots and the plots against Elizabeth, and the reasons why war finally broke out in 1587-88. They should also be able to link these events to the nature and development of royal power through their impact on key areas of domestic politics.

In section B, students will use their knowledge of the period as a whole to provide a broad context, but, in addition, they will need detailed knowledge of the two issues selected as subjects of historical controversy and an understanding of why these areas have been the subject of debate.

The first controversy concerns the major rebellions in the years 1536-68 including the Pilgrimage of Grace, the rebellions of 1549, Wyatt's rebellion and the revolt of the northern Earls in 1568. Students should have knowledge of how seriously they threatened the authority of the monarch and an understanding that judgements of this kind draw on an assessment of causes and motives as well as outcomes.

The second controversy relates to developments in the role and power of Parliament and to how far these were significant. Students will need detailed knowledge of events in the parliaments which sat in the years 1566-88 and of the role of royal councillors and court factions in exploiting and influencing parliamentary attitudes. They will need to understand the reasons for these developments and their impact on Parliament itself. They can also relate this to the wider issues covered by the bullet points, the impact of religious, economic and social changes, the nature of political relationships and of royal power (which explain why the role and power of parliaments could change), and why there can be different interpretations of their significance.

**Unit 3, Option A,
Topic A2:
Revolution,
Republic and
Restoration:
England, 1629-67**

The focus of this topic is the collapse of royal power in the mid-17th century, and the extent of its recovery by 1667. The key issues arising include the reasons for the collapse of royal authority in the 1640s, the role of key individuals such as Charles I and Cromwell, the difficulties of replacing the monarchy with a settled government, and the nature of what was 'restored' in the 1660s. The key areas of study required for part A are summarised in the four content bullet points and the two associated controversies to be examined in part B are clearly delimited underneath in the unit content section of the specification. Collectively, they offer a framework for understanding the period as a whole.

Although the bullet points are defined and clarified separately here, students should appreciate the links between them, since questions may be set which target the content of more than one bullet point. For example, judgements about what was restored in 1660-62 and the extent to which the monarch regained his power will, if effective comparisons are to be made, draw on knowledge related to the first bullet point as well as the fourth.

The first bullet point relates to the actions and policies of Charles I in the 1630s and to the roles played by his key advisers. Students should have detailed knowledge of events and policies in England and of the main features of Charles's rule in Ireland and Scotland in this period. They should also have some understanding of the problems that Charles inherited, in order to assess his role and contribution to the crisis, but they are not required to have knowledge of events before 1629. Students should also understand the nature of opposition during the 1630s and have knowledge of the key events that contributed to it.

The second bullet point encompasses the process by which war broke out in 1640-42, the strengths and weaknesses of both sides, the initial advantages held by the Royalists and the gradual development of Parliamentary superiority. Students should understand the reasons for Parliament's victory in 1646, including the role of key individuals such as Pym, Fairfax and Cromwell, the Royalist generals and the king himself. Students should understand the wider context of war across three kingdoms but are not required to have detailed knowledge of events in Scotland and Ireland.

The third bullet point relates to the search for settled government. This should include both the efforts to find a settlement with the king to 1649 and the attempts to find one without him in 1649-53. Students should have detailed knowledge of the various proposals made and the constitutional experiments of 1649-53, including both the rule of the Rump and of the 'Barebones' Parliament. They should understand the reasons for failure the role of the king himself, of the army leaders, the radicals and the republican faction, and the importance of religious issues as well as political aims. They should be aware of how and why the Protectorate was established.

The final bullet point encompasses the growing desire for stability and students should be aware of the monarchical features of the later Protectorate. They should have detailed knowledge of Richard Cromwell's problems and the collapse of the Protectorate in 1659, the reasons for the failure of the Rump, and the events leading up to the return of Charles II. To make assessments as to what was restored, they should have sufficient knowledge of the Restoration settlement, the powers exercised by the king and by parliaments, in practice as well as theoretically, and of the application of the settlement until 1667.

In section B, students will use their knowledge of the period as a whole to provide a broad context, but, in addition, they will need detailed knowledge of the two issues selected as subjects of historical controversy and an understanding of why they have been the subject of debate.

The first controversy requires specific knowledge of the patterns of allegiance developed in 1640-43 and the ability to relate these to the wider issues and causes of crisis in order to assess what determined 'side taking' and to understand why the issue remains controversial. They should be aware of the different attempts to explain the causes of the war, the varying emphasis placed by historians on religious, constitutional, economic and individual circumstances, the contradictory nature of the available evidence, and the difficulties of relating wider issues to personal motivation.

The second controversy requires detailed knowledge of the aims and factions that influenced the emergence and development of the Protectorate in 1654-8, the role of Oliver Cromwell, the conflicting aims of radical/conservative and military/civilian groups, and the difficulty of reconciling their interests. Again, an understanding of why the Protectorate enjoyed only limited success and why the issue has caused debate and controversy needs to be grounded in an overall understanding of the period and the ways in which it has been studied.

Unit 3, Option B: Politics, Protest and Revolution

Topic B1: France, 1786-1830: Revolution, Empire and Restoration

The focus of this topic is on France during a tumultuous period of change with French men and women evolving from subjects to citizens in a maelstrom of revolutions, war and constitutional experiment. The key areas of study required for Section A are summarised in the four bullet points and the two associated controversies to be examined in Section B are clearly delimited underneath in the unit content section of the specification. Collectively, they offer a framework for understanding the period as a whole.

Although the content bullet points have been clarified separately here, students should appreciate the possible links between them and may be called upon to draw on material from more than one bullet point in answering a question. For example, students answering a question on the restored Bourbons might be expected to understand something of the tensions over religion during the Terror, covered in bullet point 2 or the religious settlement under the Concordat (bullet point 3).

The first bullet point relates to the last years of absolute monarchy in France and its collapse in 1789. Students should have knowledge and understanding of the political and social structure of France and the criticisms of both, current in the 1780s. They should have a knowledge of Louis XVI and his court and the financial problems of the crown and the various attempts at reform, culminating in the summoning of the Estates General in May 1789. They should understand the loss of royal control over both Paris and the Estates General in June and July and the evolution of the latter into the National Assembly. They should be aware of the significance of the decrees of August abolishing feudalism and the promulgation of the Rights of Man, and the return of the King and royal family to Paris in October.

The second bullet point relates to the six years of the Republic from the execution of the King until the coup of Brumaire 1799 and students should have an understanding of the bitter divisions within the new Republic between its supporters and opponents in 1793. Questions will not be set exclusively on foreign policy but the domestic impact of the changing fortunes of war should be studied. Students should understand how the Jacobin terror evolved and the work of the Committees of General Security and Public Safety in securing the revolution against its internal foes and invading foreign enemies in 1793-94. They should understand the reasons for the downfall of Robespierre and St Just and the establishment and instability of the Directory, culminating in the coup of Sieyes and Bonaparte in 1799.

The third bullet point relates to the birth of Napoleonic France and its development to 1807. Students should understand the process by which Napoleon consolidated his power between 1799 and 1804, the reasons for the Concordat in 1801 and the significance of the spate of reforms affecting administration, the economy, education and the law. Students will not be expected to study the wars against the Second and Third Coalitions, but should be aware of their domestic impact, for example the value to Napoleon of his victory at Marengo in strengthening his grip on power.

The fourth bullet point relates to the years of the restored Bourbon monarchy under Louis XVIII and Charles X. Students should understand the reasons for Louis' restorations in 1814 and 1815 and the problems faced by him then and during his reign. They should be aware of the nature of the Charter and the conduct of government under it by Richelieu, Decazes and Villele. They should understand the situation Charles X inherited, his personality, the policies pursued by his governments, the impact of the economic downturn and the reasons for the revolution in July 1830.

In part B, students will use their knowledge of the period as a whole to provide broad contextual knowledge of the forces which sustained or challenged governments and regimes, but in addition they will need detailed knowledge of the two issues selected as subjects of historical controversy.

The first controversy requires a study of the breakdown of the constitutional monarchy of Louis XVI between October 1789 and January 1793. Students should be aware of the historical debate which surrounds this issue with some arguing that Louis' personality and the flight to Varennes were central to the breakdown, as opposed to the impact of war or the accelerating economic crisis.

The second controversy requires a study of the reasons for the defeat and collapse of the Napoleonic Empire between 1807 and 1814 and an appreciation that there has been debate about the relative significance of these. This will involve understanding the impact of the struggle with Britain on the seas and in the Iberian peninsula, the decision to invade Russia, the improving qualities of opponents' armies and their enhanced cooperation, and the quality of Napoleon's decision making and leadership.

**Unit 3, Option B,
Topic B2:
Challenging
Authority:
Protest, Reform
and Response in
Britain, c1760-
1830**

The main focus of this topic is on how the established political structures of Britain were challenged by radical groups of various types and on how the authorities responded to these challenges. The focus is on the domestic history of Britain at this time. There is no requirement to cover foreign policy but students should be aware of the impact of events outside England when they have a bearing on domestic attitudes or policies. The key areas of the study required for Section A are summarised in the four bullet points and the two associated controversies to be examined in Section B, are clearly delimited underneath in the unit content section of the specification. Collectively, they offer a framework for understanding this period as a whole.

Although the bullet points are defined and clarified separately here, students should appreciate the links between them, since questions may be set which target the content of more than one bullet point. For example, students might draw on elements of each of the first three bullet points in an explanation of the pressures for parliamentary reform in the period 1760-1800.

The first bullet point relates to the revival of reform, c1760-85. Questions will not be set on the period prior to 1760 but students should understand the nature of government and authority at the beginning of the period. Questions will not be set which focus exclusively on the origins or the course of the American Revolution but students should have contextual awareness of how the American issue generated hostility to the existing regime and encouraged calls for reform. In explaining the revival of reform and its significance to 1785, students should have knowledge and understanding of the roles and importance of individuals and movements: Edmund Burke, John Wilkes and Christopher Wyvill, the County Association Movement, and the pressure for 'economical reform'. The phrase 'economical reform' relates to proposals to reduce what its advocates considered to be the waste, and associated corruption, attending the provision of various government posts, many of which were sinecures.

The second bullet requires a study of the impact of the French revolution on political thought and on pressure for reform in Britain. The phrase 'the significance of Thomas Paine' relates to Paine's work and influence in Britain after 1789. Questions will not be set on his career before that date or on time spent in France or the United States, which did not relate to his impact on events in Britain. Students should have knowledge and understanding of Whig Association of the Friends of the People and of the corresponding societies active in the 1780s. They should also have knowledge and understanding of the careers and influence of John Cartwright, Thomas Hardy and J Horne Tooke.

The third bullet point relates to Government responses to growing radicalism in the period c1780-1815. Students should have knowledge of: the Public Meetings Act of 1795, the Seditious Practices Act 1795 and the Combination Acts of 1799 and 1800. In addition there needs to be some consideration of how the Government exploited conservative opinion through the Association for the Preservation of Liberty and Property in 1792. Students should also be aware of the influence of Edmund Burke's Reflections on the Revolution in France as a response to popular radicalism. The phrase 'the impact of the Evangelical revival' in the specification relates to those aspects of Evangelicalism which contested the ideas and attitudes of radical politicians and pressure groups. In this context, students should have knowledge and understanding of the work of William Wilberforce and of Hannah More, whose conservative political influence in the Cheap Repository Tracts was an aspect of 'moral reform', and the Sunday School movement. Questions will not be set, however, which focus exclusively on religion or on the anti-slavery campaigns.

The fourth bullet point requires a study of conservatism and reform in the period 1812-30. Students need to consider the impact of 'Liberal Toryism' as a means of providing reforms which aimed at correcting abuses in the present system, of stimulating job-creating economic expansion and at undermining the economic basis for radical politics. They should have knowledge of the roles of key individuals: Lord Liverpool, Huskisson and Robinson in commerce and Peel at the Home Office. In terms of 'changing attitudes', students should be able to consider the extent to which 'Liberal Toryism' represented a departure from the earlier period of conservative government. They should appreciate the significance of Daniel O'Connell and the Catholic Association in pressing for reform and of the passage of the Roman Catholic Relief Act in 1829, but detailed knowledge of events in Ireland is not required. They should also have knowledge of Whig attitudes to reform and of the extent to which pressure for reform outside Parliament increased during the 1820s.

In Section B, students will use their knowledge of the period as a whole to provide broad contextual knowledge but, in addition, they will need detailed knowledge of the two issues selected as subjects of historical controversy and an understanding of why this area has been the subject of debate.

The first controversy relates to the popular and political reform protests and conspiracies in the period 1815-30 and the extent of the threat that they posed to the established governments of Lord Liverpool, Canning, Goderich and Wellington. Students should be aware of the historical debate which surrounds this issue.

The second controversy requires a study of the impact of the industrial revolution in terms of social and economic change in the period c1780-1830. Some historians have argued that the industrial revolution did immense damage to the lives and opportunities of the labouring classes; others have argued that it opened them up as a result of educational opportunities, improved standards of living and greater economic security.

Unit 3, Option C: The United States: Challenged and Transformed**Topic C1: The United States, 1820-77: A Disunited Nation?**

The focus of this topic is on the extent to which the union was threatened either by conflicts over civil rights and slavery or by the differential impact of economic growth which occurred in the period 1820–77 and on how these conflicts were resolved in the United States. The key areas of study required for section A are summarised in the four bullet points and the associated controversies, to be examined in section B are clearly delimited underneath the unit content section of the specification. Collectively, they offer a framework of study for the period 1820-77.

Although the bullet points are defined and clarified separately here, students should appreciate the links between them, since questions may be set which target the content of more than one bullet point. For example, students might draw on elements within each of the first and fourth bullet points in an explanation of the reasons for the failure to extend civil rights to African-Americans in this period.

The first bullet point will address the period 1820–57. Although questions will not be set specifically on the period before 1820, the legacy of the slave trade and attempts to make it illegal in the US in 1808 and the crises that emerged will be a necessary part of the study. Knowledge and understanding of the Missouri Compromise and of its significance in hardening attitudes towards slavery is essential. Students should also have knowledge of the Compromise of 1850, the Kansas-Nebraska Act of 1854 and the Dred Scott case, and of their significance for the growing political conflict over slavery and states rights.

The second bullet point will address the economy of the US in the period 1820-77 and the differences between north and south and east and west. Students should be aware of the key differences in the economies and forms of wealth creation of the southern and northern states in these years. Students should be aware of the growth in population in the US, the impact of westward expansion for the economy in this period and the expansion of urbanisation and industrialisation, particularly in the north.

The third bullet point will address the evolution of the political parties in the period 1820-50, the Democrats and the Whigs (later to be renamed the Republicans). Students should understand the role and impact of President Andrew Jackson on US politics. They should also have knowledge about the debate on states' rights and of prominent individuals such as John C Calhoun (the Calhoun Doctrine), and Daniel Webster (the 1850 Compromise), and Senator Clay and his role in the Compromise's proposals.

The fourth bullet point will focus on the reconstruction era, 1865-77. Students should know about the implications of the death of President Lincoln and the passing of the Emancipation Proclamation of 1863, granting freedom for African-Americans. In addition, they need to know about President Johnson and the Reconstruction Act of 1867 the process of restoring the seceded states to the Union post 1865. Students need to understand the implications of the various pieces of legislation passed by Congress in the period 1865-75 and the extension of civil rights to freed slaves in the period 1865-75. This would include the Thirteenth Amendment, 1865, the Black Codes, the Freedman's Bureau, the Civil Rights Act of 1866 and the Fourteenth Amendment 1866, and, the Fifteenth Amendment, 1870. In addition, students need to have knowledge of the Civil Rights Act of 1875 and the Compromise of 1877.

In section B, students will use their knowledge of the period as a whole to provide a broad context but, in addition, they will need detailed knowledge of the two issues selected as subjects of historical controversy and an understanding of why this area has been the subject of debate.

The first controversy requires a study of the reasons for the outbreak of civil war in the US in 1861. Students should be aware of the historical debate which surrounds this period with varying degrees of emphasis placed on Lincoln's election, South Carolina's decision to secede from the Union, Lincoln's response and/or clashes over economic and sectional interests.

The second controversy invites a study of why the north was able to defeat the south in the civil war. Some historians have argued that the Confederate Army, ably led by generals such as Lee, was under-funded and poorly served by political leadership; others have stressed the superior forces of the Union in terms of economic resources, the political leadership of Lincoln and the military leadership of Grant and Sherman.

**Unit 3, Option C,
Topic C2: The
United States,
1917-54: Boom,
Bust and Recovery**

The focus of this topic is on the domestic history of the USA in the period from 1917, through the period of boom and bust and the economic recovery after 1941, and on the impact of both boom and bust on US society. The key areas of study required for section A are summarised in the four bullet points and the two associated controversies to be examined in section B are clearly delimited underneath in the unit content section of the specification. Collectively, they offer a framework for the study of the period 1917-54.

Although the bullet points are defined and clarified separately here, students should appreciate the links between them, since questions may be set which target the content of more than one bullet point. For example, students might draw on elements from each of the first two bullet points in an explanation of the impact of prohibition on US society in the 1920s and early 1930s.

The first bullet point covers the economy of the US in the 1920s in the 'boom' years. Questions will not be set specifically on the period before 1917, but students should have an understanding of the condition of the USA's economy in 1917 in order to understand the impact of the war and its legacy. Students should have knowledge and understanding of the reasons for the prosperity of the 1920s. It is expected that students understand the way in which government policies helped create and perpetuate this 'boom', in particular: the Emergency Tariff Act of 1921 and the Fordney-McCumber Act of 1922, tax reductions and Coolidge's general policy of 'laissez-faire'.

The second bullet point relates to social and political tension in the USA in the period to 1933. Students should have knowledge and understanding of: the activities of the Ku Klux Klan, federal immigration policy, the 'Red Scare', reactions to social changes, to the women's suffrage issue and to racial tensions. Students should also understand why prohibition was introduced into the US. In addition, they should be able to consider the positive and negative attributes of prohibition and its impact on US society.

The third bullet point relates to opposition to Roosevelt as President in the period 1933-45 and opposition to the New Deal. Students should have knowledge of Supreme Court opposition via its legal rulings and Roosevelt's response to it. It also relates to business opposition within the US and political challenges from both left and right perspectives.

The fourth bullet point deals with the impact on the USA of its entry of the US into the Second World War and the consequences of this involvement in the period to 1954. Students should have knowledge and understanding of the growth of federal intervention in the economy in the period 1941-54. Students will be expected to know about the economic benefits of the war for US society and how this laid the foundations for the post-war boom. 'Anti-communism' refers mainly to the impact of McCarthyism on US society why so many people supported the anti-communist and anti-trade union activity. Students are not expected to have knowledge of the military campaigns in which the USA was involved in this period.

In section B, students will use their knowledge of the period as a whole to provide a broad context but, in addition, they will need detailed knowledge of the two issues selected as subjects of historical controversy and an understanding of why this area has been the subject of debate.

The first controversy requires a study of the nature of the depression in the years 1929-33, both long and short term causes of this and why it lasted so long. Students should be aware of the historical debate which surrounds this period with historians stressing various factors: structural imbalances within the USA, the weaknesses in the US banking system and the lack of financial regulation by the federal government, the problems of international trade etc.

The second controversy requires a study of the New Deal and its impact on the US economy and society in the period 1932-41. In terms of success, some historians see the initiatives of President Roosevelt and federal government as being of importance. Others have argued that recovery only really came when the US decided to rearm in 1938 and the Second World War broke out in 1939, thus providing millions of new jobs for both men and women.

Unit 3, Option D: The Challenge of Fascism**Topic D1: From Kaiser to Führer: Germany, 1900-45**

The focus of this topic is on Germany in peace and war and the tragic evolution of the culturally sophisticated and economically impressive Second Reich into the Third Reich via the Weimar Republic. The key areas of study required for Section A are summarised in the four bullet points and the two associated controversies to be examined in Section B are clearly delimited underneath in the unit content section of the specification. Collectively, they offer a framework for understanding the period as a whole.

Although the bullet points are clarified separately here, students should appreciate the possible links between them and that questions may be set which require them to draw on material from more than one bullet point, for example the birth and early development of the Nazi Party (bullet point 3) can and should be clearly related to material covered in bullet point 2.

The first bullet point relates to imperial Germany before and during the First World War. Students should have knowledge of the constitution and the relative powers of the Kaiser, Chancellor and Reichstag and how their relationships might be illustrated through such events as the Zabern Incident. They should be aware of existing social and political divisions in the Second Reich at the beginning of the 20th century, and of the economic and social changes of the years 1900-14 and the impact of these changes on politics and political parties. German foreign policy in the years 1900-14 will be the subject of a question in section B. The reference to the impact of the First World War concerns the social and economic effects of the struggle on Germany and the changing political climate from the Burgfried of 1914 to the mounting opposition to war in 1917-18, producing increasing polarisation. Although questions will not be set on the purely military aspects of the First World War, the impact of the conflict on the domestic situation should be studied, particularly the dramatic changes of 1918.

The second bullet point relates to the first ten years of the Weimar Republic. Students should have an understanding of the new constitution and its supporters and opponents, the social, economic and political problems of 1919-23 and the stabilisation achieved in 1923-24. The reference to the 'Golden Years' refers to 1925-29 and students should be aware of economic, social and cultural developments in these years and in particular the roles of Stresemann and Hindenburg. Questions will not be set exclusively on foreign policy but the domestic impact of international relations should be studied.

The third bullet point relates to the birth and development of the Nazi Party before 1928 and the reasons for its transformation between 1928 and 1930 into a party enjoying the support of nearly one in five Germans. Students should be aware of the social, economic and political developments between 1930 and 1933 which led to Hitler's appointment as Chancellor in January 1933 and the growth and consolidation of dictatorship in the first six months of that year.

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'.

In part B, students will use their knowledge of the period as a whole to provide a broad context but, in addition, they will need detailed knowledge of the two issues selected as subjects of historical controversy.

The first controversy requires a study of German foreign policy c1900-1914 and the controversy surrounding Germany's 'war guilt.' Students should be aware of the historical debate which surrounds this issue, with some arguing that Germany deliberately sought European hegemony and sought to resolve intractable domestic tensions through an aggressive foreign policy, whilst others have argued that Germany was either the victim of an aggressive coalition or, like all the participants in the conflict, the helpless prisoner of uncontrollable circumstances.

The second controversy requires a study of the nature of the Third Reich prior to the outbreak of war. Students should be aware of the debates concerning the popularity of the Nazi regime, the degree of consent that it enjoyed and how far it was dependant on terror and repression. Students should also address the controversy surrounding the structure and efficiency of the regime. Was it a chaotic 'polycracy' or a state efficiently answering to the Führer's will? The years 1933-39 should be studied with these issues in mind.

**Unit 3, Option D,
Topic D2: Britain
and the Challenge
of Fascism: Saving
Europe at a Cost?
c1925-60**

The focus of this topic is on Britain's relations with Mussolini's Italy and Hitler's Germany in peace and war, and the cost and consequences of confrontation for Britain. The key areas of study required for part A are summarised in the four bullet points and the two associated controversies to be examined in section B are clearly delimited underneath in the unit content section of the specification. Collectively, they offer a framework for understanding the period as a whole.

Although the bullet points are defined and clarified separately here, students should appreciate the links between them, since questions may be set which target the content of more than one bullet point. For example, students might draw on elements of each of the last three bullet points in an explanation of the reasons for eventual victory.

The first bullet point relates to British foreign policy in the period c1925-37. Although questions will not be set specifically on the period before 1925, the legacy of the First World War and Versailles will be a necessary part of such a study in order for students to understand Locarno, the League of Nations, the ten-year Rule, disarmament, controversies and diplomacy associated with reparations and the growing sentiment of pacifism. Students should have knowledge and understanding of factors shaping foreign policy: budgetary constraints; public opinion; the demands of an extensive empire affecting relations with Italy and Germany; and the personalities of the leading politicians. Students should also have knowledge and understanding of the impact of Hitler and the changing relationship with Italy, the attempt to deal with German rearmament, Italy's invasion of Abyssinia and the intervention of the two powers in the Spanish Civil War.

The second bullet point relates to Britain's war effort, very much on the defensive, in the period from the declaration of war on Germany to the entry of the United States in December 1941. Students should understand the reasons for military setbacks in Norway, France, Greece and north Africa for victories such as that in the Battle of Britain and against Italy in north Africa in 1940. They should also be aware of the vital role of the Atlantic link to Canada and the USA and the onset of Lend-Lease.

The third bullet point relates to the evolution of victory. Students should understand the role and impact of the war in the Mediterranean theatre, the impact of the bomber offensive of 1942-45, the victory over the U-boats in 1943, the landings in France in June 1944 and the subsequent liberation of western Europe. The relationship with the USA in this period will be central and although questions will not be set on the eastern front, students should be aware of its importance to Britain and Britain's relations with the USSR.

The fourth bullet point relates to the home front. Students should appreciate the very real achievements in war production and the mobilisation of the country for total war. They should have knowledge and understanding of the role of women, the attempts to maintain morale, and the impact of bombing, blockade, high taxation and extensive governmental controls.

In part B, students will use their knowledge of the period as a whole to provide a broad context but, in addition, they will need detailed knowledge of the two issues selected as subjects of historical controversy and an understanding of why this area has been the subject of debate.

The first controversy requires a study of British foreign policy from May 1937, when Chamberlain took office, until the outbreak of war in September 1939. Students should be aware of the historical debate which surrounds this period. Some historians have argued that British policy was sensible and pragmatic and others have seen it as craven or, at best, misguided.

The second controversy requires a study of the impact and cost of the Second World War on Britain in terms of social and economic change in the period to 1960. Some historians have argued that, whilst there was undoubted economic damage, there was also stimulation of new technologies and considerable social progress. Others have argued that the war damaged Britain's competitive abilities and encouraged economic rigidities and a deadening governmental control.

Unit 3, Option E: War and Peace: 20th Century International Relations**Topic E1: The World in Crisis, 1879-1941**

The focus of this topic is on international relations in the late 19th and the first half of the 20th century and why these relations broke down producing two devastating world wars. The key areas of study required for Section A are summarised in the four bullet points and the two associated controversies to be examined in Section B are clearly delimited underneath in the specification. Collectively, they offer a framework for understanding the period as a whole.

Although the bullet points have been treated separately here in terms of clarification, students should appreciate that links might be required in answering a question. For example, one on the pursuit of disarmament might require students to draw on bullet points 1 and 4.

The first bullet point relates to the build up of two diplomatic groupings in Europe and the onset of an arms race between the great powers. Students should understand why imperial Germany and the dual monarchy of Austria-Hungary formed an alliance in 1879 and how and why this alliance operated and survived and gained the addition of Italy to become the Triple Alliance. They should understand the coming together of France and Russia in the 1890s to form the Dual Alliance and the German response in evolving the Schlieffen Plan. They should be aware of Britain's dalliance with the Triple Alliance in the 1890s and her reconciliation with France and Russia in the ententes of 1904 and 1907, leading to limited military engagement in terms of planning and the naval agreement with France in 1912. They should be aware of the accelerating expenditure on armaments and in particular the great naval race between Germany and Britain and its diplomatic consequences.

The second bullet point relates to the series of international crises in the nine years before the outbreak of war in August 1914. Students should understand the nature of these crises and why all were settled peacefully prior to that of the summer of 1914. They should be aware of the significance of the first Moroccan crisis and the subsequent Algeciras Conference, the renewed tension over Morocco in 1911 and its peaceful resolution, the Bosnian crisis of 1908-09 and its impact on Russo-German relations, and the Balkan Wars of 1912-13 and the consequences for great power relations. Students should understand the evolution of the 1914 crisis from the assassination of Franz Ferdinand on the 28th June to the British declaration of war on 4th August and why diplomacy failed to contain tensions and rivalries on this occasion.

The third bullet point relates to the peace settlement after the First World War. Students do not need specific knowledge of the conduct of the war but should be aware of the cost in terms of men and money and the international agreements entered into by the belligerent powers which had a bearing on the post-war settlement, for example the Sykes-Picot Pact of 1916 relating to the Middle East, and commitments and pronouncements from individual countries affecting the post-war settlement, for example the Balfour Declaration of 1917 and Wilson's Fourteen Points of January 1918. Students should understand the differing national interests and principles operating in 1918-19 and how these shaped the treaties of Versailles, Trianon, Neuilly and Lausanne. In addition to understanding the positions of the major powers, Britain, France, the USA and Germany, students should understand the attitudes of, and results for, Italy, Turkey, Japan, China and the new USSR.

The fourth bullet point relates to the specific issue of armaments in the inter-war years and the attempts to avoid an arms race, perceived as so damaging in the period before 1914. Students should understand the process of disarmament with knowledge of the relevant clauses of the Treaty of Versailles and the subsequent attempts to achieve international disarmament even among the victors, with particular focus on the Washington Naval Conference and Treaty of 1921-22 and the Geneva Disarmament Conference of 1932-33. They should be aware of the reasons for the success of the former and the failure of the latter. They should have knowledge of the process of re-armament and the various attempts to moderate and control this development eg the Anglo-German Naval Agreement of 1935.

In Section B, students will use their knowledge of the period as a whole to provide a broad context, but, in addition, they will need detailed knowledge of the two issues selected as subjects of historical controversy.

The first controversy requires a study of the relative failure of the League of Nations in the inter-war years. Students should be aware of the historical debate which surrounds this issue, with some arguing that failure arose from constitutional defects, whilst others might stress the failure of the USA to participate, the association with Versailles or the bitter ideological divisions of the period. Students should be aware of areas of relative success in the 1920s as well as the obvious failures of the 1930s.

The second controversy requires a study of the reasons for the outbreak of a series of major conflicts: that between Japan and China in July 1937, that in Europe beginning in September 1939, the extension of the war to the USSR in June 1941 and finally the involvement of the USA in December of that year. Controversy clearly surrounds the relative importance of a range of factors, such as the impact of world depression, the role of personalities and also of ideologies and the traditional pursuit of national interests by force.

**Unit 3, Option E,
Topic E2: A
World Divided:
Superpower
Relations, 1944-90**

The focus of this topic is on international relations in the late 20th century, dominated by the emergence from the Second World War of two superpowers, the USA and the USSR, creating what has been described as a bi-polar world. The key areas of study required for part A are summarised in the four bullet points and the two associated controversies to be examined in section B are clearly delimited underneath in the specification. Collectively, they offer a framework for understanding the period as a whole.

Although the bullet points have been treated separately here in terms of clarification, students should appreciate that links might be required in answering a question, for example one on the origins of détente (bullet point 4) would draw on crucial developments in both nuclear rivalry (bullet point 2) and Soviet-Chinese relations (bullet point 3).

The first bullet point relates to the continuation of the Cold War in the 1950s following the retirement of Truman and the death of Stalin, despite the bid for improved relations on the part of the USSR in the form of unilateral cuts in the size of the Red Army and withdrawal from Austria and Finland. Students should understand the concept of peaceful coexistence and what motivated Khrushchev and the Soviet leadership, and why the USA under Eisenhower and his Secretary of State, Dulles, and later Kennedy and his staff, responded in the way they did. The role of personality, particularly that of Khrushchev, in shaping relations in these years should be addressed and students should be aware of the Paris Summit, the U2 incident and the initial meetings of Kennedy and Khrushchev in Vienna. The impact on the west of the crushing of the Hungarian rising and continuing tensions over Berlin should also be understood.

The second bullet point relates to the impact on international relations of developments in weapons technology. Students should understand the importance of thermo-nuclear weapons development from the Soviet's acquisition of fission technology in 1949, the explosion of the first hydrogen bomb in 1952 by the USA and the USSR's gaining of H-bomb technology the following year. They should also understand the importance of delivery systems and the strides made by both powers in rocket science and the consequent 'balance of terror'. The stages by which the Cuban Missile Crisis developed should be addressed, as should the process of its resolution and the easing of tensions in 1963, marked by the signing of the Nuclear Test Ban Treaty and the establishment of the 'hot line'.

The third bullet point relates to the complex relationship between the USSR and China and the impact of this on the USA's relations with both countries. Students should have an understanding of the reasons for the signing of the Soviet-Chinese Treaty of Friendship, Alliance and Mutual Assistance in February 1950 and the consolidation of the relationship as a result of the outbreak of the Korean War and confrontation between China and the USA over Taiwan. They should be aware of the deterioration in Soviet-Chinese relations from 1958 and the development of full-scale confrontation by 1969 and the reasons for, and significance of, these developments. The launching of 'ping-pong' diplomacy, culminating in Nixon's visit to China, and the use made of it by Nixon and Kissinger to achieve leverage with the Soviet leadership, should be appreciated.

The fourth bullet point relates to the period of improved relations between the USA and USSR during the 1970s, when the influence of the 'realist' school, articulated notably by Kissinger, appeared to shape US diplomacy. Students should understand why both powers wished to seek accommodation and the notable features of this accommodation, ie the Strategic Arms Limitation Treaty of 1972, the Anti-Ballistic Missile Treaty of the same year and the Helsinki Accords of 1975. Students should be aware of the critics of détente in both superpowers and the unlooked for significance of the Helsinki Accords for liberalisation in eastern Europe and the USSR. The reference to 'economic realities' refers to the increasing economic problems of the Soviet block in the 1970s and the economic resilience of the west after the oil price shock of 1973 producing a growing imbalance of potential power. Students should understand the reasons for the breakdown of détente in 1980 with the Soviet invasion of Afghanistan and the election of Thatcher in 1979 and Reagan in 1981.

In Section B, students will use their knowledge of the period as a whole to provide a broad context but, in addition, they will need detailed knowledge of the two issues selected as subjects of historical controversy.

The first controversy requires a study of the origins of the Cold War from the last year of the Second World War to Stalin's death. Students should be aware of salient developments in this period from the war-time conferences to confrontations over Berlin and Korea. They should understand the differing historical emphases on either Soviet or western aggression, on the primacy of ideology or traditional great power rivalry.

The second controversy requires a study of the reasons for the sudden ending of the Cold War in the 1980s and students should understand some of the burgeoning explanations, from emphasis on personalities (Reagan, Gorbachev, Thatcher and Pope John Paul) to stress on the primacy of economics or the moral bankruptcy of Marxist Leninism, or a concatenation of contingent factors.

Centres do not need to contact Edexcel to obtain approval for a programme of teaching. They must, however, ensure that the combination of unit options chosen represents a coherent programme of teaching overall.

When constructing a course, teachers must make explicit the conceptual links between the chosen options, drawing on the outline statements of coherence provided in the specification.

Centres will wish to ensure that the historical content chosen from the options in each of the four units produces a coherent overall programme of study. It is important to remember that coherence can be achieved in a number of ways. It is not the intention to encourage centres to concentrate only on well-known, limited or 'safe' areas of study. A programme which covers a wide chronological range and different countries can produce as coherent an experience for students as one which appears to be much narrower in focus. The key points are that those offering a particular programme should be confident that:

- they understand **why** a programme they wish to offer provides overall coherence of study; and
- this coherence can be **explained** to students who will therefore understand how the different elements in the programme link together and encourage overall historical understanding.

The four-unit structure offers a useful initial template in that it ensures that students study history in both breadth and depth. Advanced Subsidiary students should realise that the overall rationale of Unit 1 is the in-breadth exploration of aspects of the past through periods or themes and that Unit 2 is the study of British history in some depth. Those who progress to Advanced GCE study will add Unit 3 which requires a study in depth, nested within which is the study of an associated historical controversy, and Unit 4, which requires students to undertake a chronological study over a period of at least 100 years, nested within which is an independent enquiry of the significance of a key linked event, development, movement or individual.

Centres must, of course, avoid prohibited combinations of options. Beyond these, however, they will wish to ensure that the combinations they choose are justifiable on grounds of coherence. Among the questions centres will wish to ask when judging the overall coherence of a particular combination of options are:

	Yes/No
If Unit 4 is centre designed, does it have an internal rationale and does it provide opportunities for links with the other units?	
If Unit 4 is centre designed, does it have an internal rationale and does it provide opportunities for links with the other units?	
Can the overall rationale of the proposed programme of study be readily, and without contrivance, explained to the students who will be undertaking it? Will they understand why they are studying what they are asked to study and how that study is designed to advance their historical experience?	

Below are examples of how teachers can construct a coherent Advanced GCE History programme. **These exemplar pathways are intended for guidance only.**

Example 1

The programme below focuses on individual rights and power relationships in the 19th and 20th centuries.

Unit 1	Unit 2	Unit 3	Unit 4
D5 – Pursuing Life and Liberty: Equality in the USA, 1945-68 D6 – Ideology, Conflict and Retreat: the USA in Asia, 1950-73	C2 – Britain, c1860-1930: The Changing Position of Women and the Suffrage Question	E2 – A World Divided: Superpower Relations, 1944-90	CW44 – Expansion, Conflict and Civil rights in the USA, 1820-1981 Extended programme (extends Unit 1, Topic D5)

Example 2

The programme below focuses on states and societies in transformation in the modern world.

Unit 1	Unit 2	Unit 3	Unit 4
F3 – The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896–1943 F7 – From Second Reich to Third Reich: Germany, 1918–45	B1 – Britain, 1830–85: Representation and Reform	E1 – The World in Crisis, 1879–1941	CW38 – The Making of Modern Russia, 1856–1964

Example 3

A full analysis of the coherence of the programme below is provided on page 221.

Unit 1	Unit 2	Unit 3	Unit 4
E1 – The Road to Unification: Italy, c1815–70 E2 – The Unification of Germany, 1848–90	D1 – Britain and Ireland, 1867–1922	D1 – From Kaiser to Führer: Germany, 1900–45	CW38 – The Making of Modern Russia, 1856–1964

Example 4

The programme below focuses on changes in power relationships.

Unit 1	Unit 2	Unit 3	Unit 4
C1 – The Origins of the British Empire, c1680–1763 C3 – The Slave Trade, Slavery and the Anti-slavery Campaigns, c1760–1833	D2 – Britain and the Nationalist Challenge in India, 1900–47	C1 – The United States, 1820–77: A Disunited Nation?	CW16 – Ireland and the Union, 1815–1922

Example 5

A full analysis of the coherence of the programme below is provided on page 225.

Unit 1	Unit 2	Unit 3	Unit 4
B2 – Meeting the Challenge? The Catholic Reformation, c1540–1600	A2 – Crown, Parliament and Authority in England, 1588–1629	A1 – Protest, Crisis and Rebellion in England, 1536–88	Centre-designed coursework programme – Power, Authority and Control in Late Medieval England, 1415–1529
B3 – The Revolt of the Netherlands, c1559–1609			

Example 6

The programme below focuses on the changing nature of social order and royal authority in the late medieval and early modern period.

Unit 1	Unit 2	Unit 3	Unit 4
A6 – The Wars of the Roses in England, 1455–85	A1 – Henry VIII: Authority, Nation and Religion, 1509–40	A1 – Protest, Crisis and Rebellion in England, 1536–88	CW6 – The Golden Age of Spain, 1475–1598
A7 – The Reign of Henry VII, 1485–1509			

Example 7

The programme below focuses on power, belief and conflict in the medieval and early modern periods.

Unit 1	Unit 2	Unit 3	Unit 4
A2 – The Norman Conquest and its Impact on England, 1066–1135	A2 – Crown, Parliament and Authority in England, 1588–1629	A1 – Protest, Crisis and Rebellion in England, 1536–88	CW5 – Crusading Europe 1095–1204
A3 – The Angevin Empire, 1154–1216			

Exemplar pathways with commentaries

The following two contrasting Advanced GCE level programmes are offered as examples of how very different approaches can nevertheless produce equally coherent programmes of study.

Commentary for exemplar pathway 3 (see example on page 223)

This programme of study concentrates on the later modern period and incorporates considerable geographical diversity within Europe. The programme also incorporates the minimum permissible amount of British history.

Unit 1: Historical Themes in Breadth

Student studies two topics from within the same option paper:

Topic E1: The Road to Unification: Italy, c1815-70

Topic E2: The Unification of Germany, 1848-90

Unit 2: British History Depth Studies

Student studies one option of British history:

Option D1: Britain and Ireland, 1867-1922

As with all options in the specification, students would engage with breadth of thematic study in Unit 1 and a study of British history in some depth in Unit 2. They would address the issues which give the Advanced Subsidiary conceptual coherence: power, influence and control in society, including acquaintance with politics, values and beliefs. These would be addressed through the following combinations of content.

The Advanced Subsidiary student would derive a coherent and satisfying experience from the process of unification in what would become two states in western Europe and also the emerging struggle of another would-be state, Ireland, to gain more independence of action from the then most powerful state in the world and to end what had, since 1801, been called a 'United Kingdom'. The overarching theme, therefore, is nationalism and students have the opportunity to study a range of issues related to emerging national identities.

Both in Unit 1 (E1, E2) and Unit 2 (D1) prominence is given to the economic dimension in the story of conflict over nationhood. In both cases, students will be able to evaluate the importance of the lead taken by one state — Piedmont (E1) and Prussia (E2) — the importance of war in accelerating the process of unification, and the importance of political leadership, particularly that of Cavour (E1) and Bismarck (E2). There are, of course, significant differences, not least relating to the presence, or absence, of foreign powers as an obstacle to unification. There is also opportunity to study the diversity of peoples who come together to form respectively a politically united Italy and Germany.

The chosen themes within the option are designed to be taught separately but studying these two Unit 1 topics allows students the opportunity to develop valuable comparative perspectives. The comparative perspective may also be carried forward into Unit 2, where the outcome of the story, from the perspective of Irish nationalists, is partial success rather than full unification of a separate Ireland. This study would be confined to the 19th and early 20th centuries but would involve the study of more than one state and require the study of significant individuals, social and religious change. For those progressing to Advanced level, the unfolding themes are more continental European than British; Unit 2 will represent the only direct experience of British history and it is one which requires study of Britain in the context of challenges from Ireland. This combination of unit options does, however, meet the minimum requirements for study of British history under the History subject criteria. There is no need to revisit British history in the A2 part of the programme. The range of perspectives necessarily covered in such a study would encompass political, economic social and ethnic issues and might also embrace the scientific and technological issues.

The student could obtain an Advanced Subsidiary qualification from this course of study or could use this as the basis from which to progress to more demanding study at A2, as below.

Unit 3: Depth Studies and Associated Historical Controversies

The student carries out an in-depth study linked to an identified historical controversy:

Option D1: From Kaiser to Führer: Germany, 1900-45

As with all options in the specification in Unit 4, students would engage with breadth of study requiring understanding of the process of change over a period of at least 100 years. This unit also requires students to pursue an independent in-depth enquiry on one aspect deriving from the broader study. Unit 3 requires students to progress in their understanding of in-depth study from the level reached in Unit 2. This is achieved by requiring more sophisticated understanding in response to more analytically searching essay questions and by requiring them to engage with the ability to reach reasoned conclusions about a pre-specified historical controversy on the basis of presented interpretative secondary material and their own knowledge. Unit 3 work also requires the study of conflict and challenge.

In this option, the student concentrates at A2 on the study of European history in the late 19th and early 20th centuries. Students revisit German history first encountered through a study of unification in Unit 1. They make an in-depth study of Germany in the first half of the 20th century, which enables them to study the country under imperial, democratic and totalitarian rule, understanding in the process how each of these regimes came under challenge and fell. The emphasis here is on much more than political history and the study of power struggles. Students are required to study the economic and cultural dimensions that impact on the conflicts which frame German history in this period. Students will further work on a historical controversy grounded in conflict in terms of the extent of German responsibility for the outbreak of the First World War, the popularity of the Nazi regime and/or its reliance on terror to sustain control from the time they achieved power to the outbreak of the Second World War.

Unit 4: Historical Enquiry

Edexcel-designed programme

The centre decides to use an Edexcel-designed programme. The programme requires an understanding of the process of change over a period of at least 100 years.

Option CW38: The Making of Modern Russia, 1856-1964

The focus of this programme is on similarities and differences between the rule of the Tsars and communist rule and the impact on the peasantry of the main economic changes throughout the period. Such a study requires some understanding both of the ideological differences between Tsardom and Bolshevism and also of the extent to which Bolshevik ideology was sustained throughout the period from the October Revolution to the fall of Khrushchev. The exercise of power and authority is one key theme of this programme. The impact of political, ideological and social change on the peasantry, which made up a substantial majority of the Russian population throughout, is the other. Such a study, grounded in the process of change over a period in excess of at least 100 years, also requires understanding of a range of perspectives, including developments affecting different groups in addition to the obvious political and economic dimensions.

Such a study offers ample opportunity for a range of independent enquiries in some depth which encourage students to concentrate on the significance of an event, individual or development. Teachers encourage students to select themes which relate in some way to power and authority and to the impact of change on the Russian peasantry. Four examples which would be appropriate are:

- the significance of emancipation for the Russian peasantry in the years 1861-81
- the importance for the Tsarist regime of the attempted revolution of 1905
- the significance of the work of Dzerzhinsky in the establishment of Bolshevik authority in the Soviet Union in the years 1917-26
- the significance of peasant cultural attitudes in assessing the impact of Khrushchev's agricultural policy in the later 1950s and early 1960s.

The student would turn themes such as these into precise analytical questions to frame the enquiry.

Overall, this Advanced level study is coherent and balanced in the themes it addresses while having a dominant core relating to nationhood, the use of power and authority and challenges to that authority in four major European states. The study is predominantly of continental Europe but the AS part of the course requires in-depth understanding of a period of British history. The programme affords ample opportunity to study different individuals, societies, events, issues and developments affecting different groups within the societies studied. The range of historical perspectives students must necessarily encounter is also wide.

**Commentary
for exemplar
pathway 5 (see
example on
page 224)**

This programme of study is grounded in the late medieval and early modern periods.

Unit 1: Historical Themes in Breadth

Student studies two topics from within the same option paper:

Topic B2: Meeting the Challenge? The Catholic Reformation, c1540-1600

Topic B3: The Revolt of the Netherlands, 1559-1609

Unit 2: British History Depth Studies

Student studies one option of British history:

Option A2: Crown, Parliament and Authority in England, 1588-1629

As with all options in the specification, students would engage with breadth of thematic study in Unit 1 and a study of British history in some depth in Unit 2. They would address the issues which give the Advanced Subsidiary conceptual coherence: power, influence and control in society, including acquaintance with politics, values and beliefs. These would be addressed through the following combinations of content.

The AS student would derive a coherent and satisfying experience from studying how the Roman Catholic church attempted to meet the challenges presented by the impact of the Protestant Reformation (B2) and the extent to which conflict between Protestantism and Catholicism drove the conflict which developed into the revolt of the Netherlands (B3).

Study of England from the Armada to the point at which Charles I attempted to rule without Parliament will enable students to understand in some depth the linked themes of royal authority, parliamentary challenge and relations between England and Spain. This study would be confined to the early modern period but would involve the study of more than one state and require the study of significant individuals and social and religious change. The range of perspectives necessarily covered in such a study would encompass political, religious, economic and social issues and might also embrace the cultural and aesthetic.

The student could obtain an AS qualification from this course of study or could use this as the basis from which to progress to more demanding study at A2, as below.

Unit 3: Depth Studies and Associated Historical Controversies

Student carries out an in-depth study linked to an identified historical controversy:

Option A1: Protest, Crisis and Rebellion in England, 1536-88

As with all options in the specification, in Unit 4 students would engage with breadth of study requiring understanding of the process of change over a period of at least 100 years. This unit also requires students to pursue an independent in-depth enquiry on one aspect deriving from the broader study. Unit 3 requires students to progress in their understanding of in-depth study from the level reached in Unit 2. This is achieved by requiring more sophisticated understanding in response to more analytically searching essay questions and by requiring them to engage with the ability to reach reasoned conclusions about a pre-specified historical controversy on the basis of presented interpretative secondary material and their own knowledge. Unit 3 work also requires the study of conflict and challenge.

In this pathway, the student revisits early modern English history by making an in-depth study of the workings of the Tudor state, including how the state managed dramatic religious changes and how Anglo-Spanish diplomacy was managed at the level of crown and court.

Students will further work on a historical controversy grounded in real or potential conflict, in terms of the extent of the challenge presented to the early Tudor state by the Pilgrimage of Grace and/or the extent to which the increased use of Parliament by Elizabeth represented a real or a potential challenge to the authority of the Crown.

Overall, this Advanced level study is coherent, balanced in the themes it addresses while having a dominant core relating to power, authority and how, and how successfully, power and authority were challenged in Europe (including England) from the early 15th and early 17th centuries. The study is predominantly of English history but the AS part of the course requires understanding of developments in more than one other European state. It affords ample opportunity to study different individuals, societies, events and issues and also developments affecting different groups within the societies studied. The range of historical perspectives students must necessarily encounter is also wide.

Unit 4: Historical Enquiry

Centre-designed programme

In this case, the centre decides that the options developed by Edexcel are either not sufficiently consonant with the overall themes of religion, power and authority in early modern Europe (including England) which form of the core of study in Units 1, 2 and 3 or encounter prohibited combinations because of overlap of content. The centre therefore decides to design its own programme which extends understanding of two of these themes. The selected programme is called: Power, Authority and Control in Late Medieval England, 1415-1529.

The programme has been selected for two main reasons. Firstly, it extends students' broad knowledge of English history in the 15th and early 16th centuries, thereby linking onto the rather later content taught in Units 2 and 3. Secondly, it extends students' understanding of the key themes of power, authority and control which are examined, in different ways, in each of the other units.

Study is anchored in an understanding of the process of change over a period of just over 100 years. The dominant issue to be studied is the fluctuating authority of the monarchy over this period, beginning with the militarily successful reign of Henry V which was followed by the turbulent and confused reign of Henry VI, leading to civil war from the 1450s, the outcome of which is not fully resolved until the Battle of Stoke Field in 1487.

Such a study offers ample opportunity for a range of independent in-depth enquiries which grow naturally out of the study and which encourage students to concentrate on the significance of an event, individual, development etc. Teachers encourage students to select themes which relate in some way to power and authority. Four examples which would be appropriate are:

- the significance of the English victory at Agincourt for the prestige of Henry V
- the significance of Jack Cade's rebellion of 1450 for the authority of the monarchy
- the importance of Richard Neville, Earl of Warwick in English politics in the years 1460-71
- the significance of the 'orchestration' of succession of Henry VIII in 1509.

The student would turn themes such as these into precise analytical questions to frame the enquiry.

Students are encouraged to reflect on the extent of authority by 'overmighty subjects' over the whole period, but especially in the reigns of Henry VI, Edward IV, Richard III and Henry VII. Students may study how, and indeed to what extent, Henry VII was able to restore the prestige and authority of the monarchy to that achieved by Henry V. The chronological study concludes with the early part of the reign of Henry VIII and may include consideration of how far Henry was attempting to regain English prestige in foreign affairs by military display and conquest, again encouraging a comparison with the reign of Henry V. Other main themes carried through the study are the fluctuating finance and noble support available to support the monarchy.

Edexcel requires a rationale which shows how this study enables coherent links to be made with study in Units 1, 2 and 4. The centre is able to show how the themes highlighted above link both chronologically and thematically with those units (see above) and the programme of study is therefore approved.

Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for History

Assessment objectives	Assessment objective 1	Assessment objective 2
A/B boundary performance descriptions	<ul style="list-style-type: none"> ■ Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner. ■ Demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgements of: <ul style="list-style-type: none"> ◆ key concepts such as causation, consequence, continuity, change and significance within an historical context ◆ the relationships between key features and characteristics of the periods studied. <p>Candidates characteristically:</p> <ol style="list-style-type: none"> a recall, select and deploy accurate, relevant and detailed historical knowledge appropriately b show evidence of understanding through analysis and explanation reach appropriate judgements about key concepts c show evidence of understanding through analysis and explanation and reach appropriate judgements about the relationships between key features/characteristics of the historical period d communicate clearly and fluently, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar. 	<ul style="list-style-type: none"> ■ As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination. ■ Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways. <p>Candidates characteristically:</p> <ol style="list-style-type: none"> a analyse and evaluate source material in its historical context with a degree of discrimination b use the sources appropriately to support arguments c show an understanding of, and comment on, how in relation to the historical context, aspects of the past have been interpreted and represented in different ways.
E/U boundary performance descriptions	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> a recall and select some relevant historical knowledge appropriately b show some evidence of understanding through analysis and/or explanation and attempt some judgements about key concepts c show evidence of some understanding through analysis and/or explanation and attempt limited judgements about the relationships between key features/characteristics of the historical period d convey meaning clearly, although powers of expression may be limited and there will be errors in spelling, punctuation and grammar. 	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> a comprehend, identify and extract some information from a range of sources. Offer limited analysis and evaluation of source material b use some sources as evidence to support limited arguments c show some awareness of different interpretations and representations of historical issues, events and/or individuals.

A2 performance descriptions for History

Assessment objectives	Assessment objective 1	Assessment objective 2
A/B boundary performance descriptions	<ul style="list-style-type: none"> ■ Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner. ■ Demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgements of: <ul style="list-style-type: none"> ◆ key concepts such as causation, consequence, continuity, change and significance within an historical context ◆ the relationships between key features and characteristics of the periods studied. <p>Candidates characteristically:</p> <ol style="list-style-type: none"> a recall, select and deploy accurate, relevant and precise historical knowledge appropriately b show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about key concepts c show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about the relationships between key features/characteristics of the historical period d communicate accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy. 	<ul style="list-style-type: none"> ■ As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination. ■ Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways. <p>Candidates characteristically:</p> <ol style="list-style-type: none"> a analyse and evaluate source material in its historical context with insight and discrimination b use the sources appropriately to substantiate arguments c analyse and evaluate how, in relation to the historical context, aspects of the past have been interpreted and represented in different ways.
E/U boundary performance descriptions	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> a recall, select and deploy some relevant historical knowledge appropriately b show evidence of understanding through limited analysis and explanation and reach some judgements about key concepts c show evidence of understanding through explanation and analysis and offer some judgements about the relationships between key features/characteristics of the historical period d convey meaning clearly and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar. 	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> a comprehend, identify and select information from a range of sources. Offer limited analysis and evaluation of the source material making tentative links to the historical context b use a range of sources as evidence to support arguments, although these may be limited in places c show awareness that aspects of the past have been interpreted and represented in different ways and offer limited analyses and evaluation of these.

Appendix 4 Key skills mapping

Key skills (Level 3)	Unit 1	Unit 2	Unit 3	Unit 4
Communication				
C3.1a	✓	✓	✓	✓
C3.1b	✓	✓	✓	✓
C3.2	✓	✓	✓	✓
C3.3	✓	✓	✓	✓
Information and communication technology				
ICT3.1	✓	✓	✓	✓
ICT3.2	✓	✓	✓	✓
ICT3.3	✓	✓	✓	✓
Improving own learning and performance				
LP3.1				✓
LP3.2				✓
LP3.3				✓
Problem solving				
PS3.1	✓	✓	✓	✓
PS3.2	✓	✓	✓	✓
PS3.3	✓	✓	✓	✓
Working with others				
WO3.1	✓	✓	✓	✓
WO3.2	✓	✓	✓	✓
WO3.3	✓	✓	✓	✓

Appendix 5 Key skills development

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions for opportunities for the generation of Level 3 key skill evidence are given here.

Communication — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
C3.1a	Take part in a group discussion.	Units 1–4	<p>Many of the topics in this specification are suitable as the basis of a group discussion. The discussion must be about a complex subject. The definition of a complex subject is one that presents a number of ideas and issues for discussion.</p> <p>The discussion may be based on a number of ideas, some of which may be abstract, very detailed and sensitive. Specialist vocabulary may be used in the discussion. During the discussion students should make clear and relevant contributions, develop points and ideas, and listen and respond sensitively to others. They should also create opportunities for others to contribute as appropriate.</p> <p>For example, students are presented with source material and are asked to discuss it in order to decide on the nature and usefulness of the information it contains.</p>
C3.1b	Make a formal presentation of at least eight minutes using an image or other support material.	Units 1–4	<p>Following a period of research, students could be given the opportunity to present their findings to the rest of the group. For example, students could present their key findings and conclusions resulting from their enquiry.</p> <p>During the presentation, students should speak clearly and use a style that is appropriate to their audience and the subject. The presentation should have a logical structure that allows the audience to follow the sequence of information and ideas. The presentation should include an appropriate range of techniques such as using examples to illustrate complex points, creating opportunities to involve the audience, varying the tone of voice etc.</p> <p>Where appropriate, images should be used to both illustrate points and help engage the audience. Images could include charts and diagrams, pictures, maps etc. At least one image should be used to illustrate and help convey a complex point.</p>

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
C3.2	<p>Read and synthesise information from at least two documents about the same subject.</p> <p>Each document must be a minimum of 1000 words long.</p>	Units 1–4	<p>Students will have a number of opportunities to read and synthesise information from two extended documents. For example, as part of their preparation for the discussion and presentation of a complex subject, students will need to carry out preliminary research. Also, as students undertake research for their coursework they will need to refer to and synthesise information from a variety of sources.</p> <p>Extended documents may include textbooks, reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p> <p>Students will need to select and read material that contains relevant information. From this information they will need to accurately identify and compare the lines of reasoning and main points from the text and images. Students will then need to synthesise this information into a relevant form – eg for a presentation, discussion or essay.</p>
C3.3	<p>Write two different types of documents, each one giving different information about complex subjects.</p> <p>One document must be at least 1000 words long.</p>	Units 1–4	<p>Students may be required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages.</p> <p>The document should have a form and style of writing which is fit both for its purpose and the complex subject matter covered. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. Specialist vocabulary should be used where appropriate and the information in the document should be clearly and coherently organised, eg through the use of headings, paragraphs.</p> <p>Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.</p> <p>A coursework essay could provide evidence for one of these documents. The other is likely to be a series of notes made in preparation for a presentation or general course notes. The image could be in the form of a chart to support findings or notes.</p>

Information and communication technology — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
ICT3.1	Search for information, using different sources, and multiple search criteria in at least one case.	Units 1–4	<p>Students will need to plan and document how they are to use ICT as part of the activity, including how they will search for and incorporate relevant information from different electronic sources. These may include the internet and CD ROMs. Information selected must be relevant and of the appropriate quality.</p> <p>For example, the different sources could be the internet and CD ROMs. Students could use these sources to research a unit or to select material for a presentation.</p>
ICT3.2	Enter and develop the information and derive new information.	Units 1-4	<p>Students are required to bring together, in a consistent format, their selected information and use automated routines as appropriate — for example, using icons and macros to generate standard forms of lists, tables, images.</p> <p>Students should sort and group the information generated, producing graphs and charts if appropriate, to allow them to draw conclusions. For example, students could be working towards giving a presentation based on their findings. Information could be presented in handouts or as part of an automated slide show. Early drafts could be emailed to their teacher for feedback, or could be stored on a shared drive for access by others.</p>
ICT3.3	Present combined information such as text with image, text with number, image with number.	Units 1–4	<p>In presenting information, students will need to develop a structure which may involve the modification of templates, the application of page numbers, dates etc. Teachers may provide early feedback on layout, content and style that will result in formatting changes (early drafts should be kept as portfolio evidence).</p> <p>The final format should be suitable for its purpose and audience — for example A2 coursework, OHTs or handouts for a presentation. The document should have accurate spelling (use of spell-checker) and have been proofread.</p> <p>This is quite a complex requirement and some criteria might be difficult to satisfy within the normal scope of history lessons. However, students might gain access to county or city records which contain statistics and copies of original sources. These could be presented orally to the class and as part of coursework.</p>

Improving own learning and performance — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
LP3.1	Set targets using information from appropriate people and plan how these will be met.	Unit 4	<p>Students could plan how they are to produce their coursework enquiries. This will include setting realistic dates and targets and identification of potential problems and alternative courses of action. This will be determined with advice from other people such as their teacher.</p> <p>For example, after initial reading, they could agree a key question for an enquiry and plan the process by which this can be addressed, including the identification of sub-questions and the location of appropriate sources to address the enquiry.</p>
LP3.2	Take responsibility for your learning, using your plan to help meet targets and improve your performance.	Unit 4	<p>Students could use the plan effectively when producing their enquiries. This will involve prioritising action, managing their time effectively and revising their plan as necessary. Students should seek and use feedback and support and draw on different approaches to learning.</p> <p>For example, they could conduct the enquiry, refining the plan and/or enquiry in the light of what is encountered, expanding and refining the sources to be consulted.</p>
LP3.3	Review progress and establish evidence of your achievements.	Unit 4	<p>Students should review their own progress and the quality of their learning and performance. They should identify targets met, providing evidence of achievements from relevant sources.</p> <p>For example, they could review the progress of the coursework assignment at an interim stage, reflecting on:</p> <ul style="list-style-type: none"> (a) success to date in identifying valid issues and questions which enabled the enquiry to progress (b) progress in research techniques which enabled effective location of sources for the enquiry (c) evidence of deepening understanding in relation to the chosen enquiry.

Problem solving — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
PS3.1	Explore a problem and identify different ways of tackling it.	Units 1–4	<p>Students need to identify a problem, explore its main features and agree standards that have to be met to show successful resolution of the problem. They are then required to identify different options for tackling the problem.</p> <p>For example, they could identify the problems of evidence involved in testing a hypothesis or claim (about the impact of the agrarian revolution on a specific local community for instance); explore options for gathering evidence and testing the claim; or identify what constitutes suitable and less suitable sources of evidence and justify conclusions.</p>
PS3.2	Plan and implement at least one way of solving the problem.	Units 1–4	<p>The implementation of the chosen option will need to be planned and permission gained to implement it. Implementation of the plan should involve full use of support and feedback from others with progress reviews and alterations to the plan as necessary.</p> <p>For example, they could plan a visit to a local record office and, with help, identify suitable sources and questions to pose in order to test the hypothesis.</p>
PS3.3	Check if the problem has been solved and review your approach to problem solving.	Units 1–4	<p>On completion, the outcomes need to be checked against the standards agreed at the start.</p> <p>The results of this should be recorded and the approach taken reviewed.</p> <p>For example, they could evaluate the extent to which the evidence gathered has been valid and sufficient for the purpose of testing the claim and review both the process and the results.</p>

Working with others — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
WO3.1	Plan work with others.	Units 1–4	<p>Students could work in groups of six to eight and be required to investigate a given topic. Initial work will require identification of and agreeing of objectives and planning how to meet these, including any necessary action and resources required. The group needs to agree responsibilities and working arrangements.</p> <p>For example, as a group plan to investigate the nature of the Chartist movement and the reasons for its failure.</p>
WO3.2	Seek to develop co-operation and check progress towards your agreed objectives.	Units 1–4	<p>When working towards their agreed objectives students could work in pairs, with each pair taking one or more specific perspectives — for example the context in which the movement flourished or declined at particular times, the influence of individual leaders, etc.</p> <p>Students will need to effectively plan and organise their work so that they meet agreed deadlines and maintain appropriate working relationships.</p> <p>For example, they could plan the locating of resources and the interchange of resources and of information, including the identification of key issues drawn from the study of the topic from differing perspectives.</p>
WO3.3	Review work with others and agree ways of improving collaborative work in the future.	Units 1–4	<p>Once the work is completed, the full group needs to review outcomes against the agreed objectives. In doing this they should identify factors that have influenced the outcome and agree on the ways in which the activity could have been carried out more effectively.</p> <p>For example, they could evaluate the success of each pair in selecting and communicating information which assisted others in their area of investigation, and agree ways in which this could have been made more systematic.</p>

Appendix 6 Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual	✓	✓	✓	
Moral	✓	✓	✓	
Ethical	✓	✓	✓	
Social	✓	✓	✓	
Cultural	✓	✓		
Citizenship		✓		
European initiatives	✓	✓	✓	

Development suggestions

Issue	AS Units	Opportunities for development or internal assessment
Spiritual	Unit 1 Topics A1, A2, A3, B1, B2, B3, B4, B6, B7, C3, C5, D7, E1, E3 Unit 2 Option A Unit 3 Option A and Topic C2	Spiritual issues could be addressed in these unit options, which give students the opportunity to consider the effect of religious affairs on social or political activities.
Moral	Unit 1 Options C, D, E/F Unit 2 Options B, C, D, E Unit 3 Options B, C, D, E	Moral issues may be addressed in all options at both AS and A2, since all give the opportunity for students to study factors influencing decision making and these include the moral dimension. However, attention is particularly drawn to those listed here.
Ethical	Unit 1 Options C, D, E/F Unit 2 Options B, C, D, E Unit 3 Options B, C, D, E	It is often difficult to distinguish between moral and ethical issues. All of the options identified under 'moral issues' have ethical dimensions which can be followed up. Ethical issues can also be explored in some depth in these unit options.

Issue	AS Units	Opportunities for development or internal assessment
Social	Unit 1 Topics A1, A2, A4, B4, C3, C4, D2, D3, D4, D5, D6, E/F3, E/F5, F7 Unit 2 Options B, C, and Topic E2 Unit 3 Topics B2, C2, D1, D2	The content of all unit topics with a predominantly political slant has been defined to permit students to study issues such as the social origins and/or background of leaders and also the impact of government activity on societies. Topics which give particular emphasis to the social dimension, however, are listed here.
Cultural	Unit 1, Topics A1, A2, B4, C4, D2, D5, D7, E2, E3, E5, F7 Unit 2 Topic E2	As with moral and ethical issues, the overlap between social and cultural perspectives is substantial. Those wishing to emphasise cultural themes will find ample opportunity in all of the topics listed under 'social'. However, the cultural dimension is particularly significant in those listed here.
Citizenship	Unit 2 Topics B1, B2, C2	Opportunities to address citizenship may be found in these unit topics.
European initiatives	Unit 1 Options A, B, D (Russia), E/F Unit 2, Option A, and Topic C1 Unit 3 Options A, C, D, E	As is appropriate in a history syllabus, this phrase has been interpreted broadly and certainly not as applying solely to European initiatives in the second half of the 20th century. The listed topics afford students the opportunity to examine the development of nation states in Europe and also key pan-European themes.

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	4010
National Qualifications Framework (NQF) codes	Each qualification title is allocated a QCA National Qualifications Framework (NQF) code. The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QCA QAN is the number that will appear on the candidate's final certification documentation.	The QANs for the qualifications in this publication are: AS — 500/2326/3 Advanced GCE — 500/2237/4
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 — 6HI01 Unit 2 — 6HI02 Unit 3 — 6HI03 Unit 4 — 6HI04
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	AS — 8HI01 Advanced GCE — 9HI01
Entry codes	The entry codes are used to: 1 enter a student for the assessment of a unit 2 aggregate the student's unit scores to obtain the overall grade for the qualification.	Please refer to the Edexcel Information Manual available on the Edexcel website.

Appendix 8 Further resources and support

Books

A full reading list will be made available in the Getting Started guide.

Historical journals and websites

A number of historical magazines and journals aimed at a sixth-form audience are on the market. Perhaps the most valuable are History Review, New Perspective and Modern History Review. The first two are best accessed, in the first instance, via the internet.

History Review — www.historytoday.com/historyreview

Articles which have been published in past issues of the History Review can be traced through an easy-to-use topic search facility, and a number of articles are available online.

This website also contains useful study guides and links to other resources, such as the 'History Channel'.

The History Channel — www.thehistorychannel.co.uk/main.htm

Through its 'classroom' feature this website offers a range of valuable aids to GCE students, including a number of History Today and History Review articles online.

New Perspective — www.users.globalnet.co.uk/~semp

This website offers an index to articles in past issues, topic guides and links to other sources. In addition, a number of New Perspective articles are available online.

Spartacus — www.spartacus.schoolnet.co.uk

Particularly valuable for students of 19th and 20th century British and United States history. It contains a useful online Encyclopaedia of British History 1700-1950 and the Spartacus internet Encyclopaedia of The USA, 1840-1960. Among the topics relevant to this specification which are covered in some depth are parliamentary reform, the emancipation of women, and the Vietnam War, but the site amply repays wider browsing.

Hodder Murray

Offers a website, Access to History Online, with paper-specific examination units for the use of both students and teachers, with an emphasis on skills development rather than information. It derives from the published Access to History series and attempts to develop the provision of exam-related advice pioneered in the access series. Each unit provides a sample paper with model answers at middle and high levels, annotated and assessed by experienced examiners according to Edexcel-specific mark schemes and accompanied by a timeline of events and a further activity that can be used or adapted by teachers.

Useful websites www.edexcel.com/gce2008

AS/A levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. For information on reasonable adjustments please see the Edexcel website (www.edexcel.com).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competencies have been addressed. This will be kept under review and may be amended in the future.

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Authorised by Roger Beard
Prepared by Catherine Dear

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Fax: 01623 450481
Email: publications@linney.com

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