

Cambridge Pre-U Teacher Guide

Cambridge International Level 3  
Pre-U Certificate in  
**HISTORY**

Cambridge  
**Pre-U**

Available for teaching from September 2008



UNIVERSITY of CAMBRIDGE  
International Examinations



# Teacher Guide

## History (9769)

Cambridge International Level 3  
Pre-U Certificate in History (Principal)

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## Cambridge International Level 3 Pre-U Certificate

# History

# 9769

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## Introduction

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This teacher guide is intended to be used alongside the syllabus specification, the specimen materials and the dedicated Pre-U History resources list. The linear character of the course and examination provide valuable and exciting opportunities. Free of the intrusion of modular examinations, teachers and candidates will have more time for teaching and learning. The course is coherent with strong built-in synoptic features and allows great flexibility in that the various elements can be taught in any order. In common with all other Pre-U subjects, History embraces the whole A Level target group whilst enabling higher levels of attainment and greater discrimination at the highest levels. The course offers a very wide range of options and combinations and there are few prohibitions. Whilst offering a very worthwhile educational qualification, the syllabus is firmly rooted in the premise that History is worthy of study for its own sake.

Consistent with the qualification being specifically orientated towards university entrance, the aim of the syllabus developers has been to engage distinguished university teachers (with 16+ examining experience) in the writing of specimen materials, in reviewing the development of the syllabus and, eventually, in the setting and examining of the live papers. Needless to say, university teachers have been working alongside school teachers with excellent teaching and examining experience.

### Frequently asked questions

- How do I choose the most suitable route through the syllabus for my candidates?
- How many topics do I need to teach to prepare candidates for the examination?
- How much teaching time should be devoted to the various elements of the examination and how might this be organised?
- What level of depth do I need to teach?
- What sort of examination questions are to be expected? How should candidates respond and how are answers assessed?
- Are there any combinations which cannot be offered? What prohibitions are there?
- How much flexibility will I have in designing a course?
- How should I use the specimen materials?
- What further support is available in terms of resources lists, an email community, further INSET training and specimen materials?

This Teacher Guide seeks to respond to these questions and others.

### Specimen Materials

There is a full suite of specimen papers and mark schemes for all Outlines and Special Subject Papers. These should be used alongside the content lists and the generic mark schemes, both as published in the syllabus. These specimen materials will be augmented in June 2009 by a further set of specimen or 'mock' papers with their corresponding mark schemes. The 'mock' papers will not only be useful for further guidance but can be used for end-of-year internal examinations. Once marked by teachers, scripts can be offered for moderation by CIE. It will also be helpful for teachers to set the specimen materials alongside the more detailed breakdown and explanation of the content lists which is provided later in this Guide.

Taken together, the initial and 'mock' papers and mark schemes will help teachers in a range of ways, for example: gaining a good sense of the 'flavour' of question types and their demands; in understanding how responses will be assessed; in planning the extent of coverage of the material for the achievement of successful management of live examination papers.

### **Outlines Papers: question types**

The range of Outlines Papers is published in the syllabus and the choice is wide and varied. Candidates are required to offer two such papers and to answer three questions on each in two-and-a-quarter hours. They must choose their questions from at least two of the sections into which the paper is divided.

The mode of assessment is by open-ended essay questions. These will be so designed as to discourage entirely narrative and descriptive responses. Instead, questions will be designed to encourage debate, analysis, argument, assessment and evaluation. At the same time, however, there is no reason why these qualities should not be demonstrated within a broadly narrative or chronological framework and still be capable of reaching the higher mark bands. Above all, it should be recognised that no set responses are expected; there are no 'right answers'. Candidates will be rewarded for the quality of their handling of the material. Consistent with this approach, the generic mark schemes do not apply a 'level of response' requirement. Even though one particular skill may be under-represented, candidates will be able to reach the very highest levels by demonstrating their abilities in other assessment objectives. In short, no principle of *sine qua non* will be applied.

Given that all questions are to a greater or lesser extent 'hybrids', what kind of responses should be expected towards the following question types?

- **The 'how far'/'to what extent' approach**

Such questions require an assessment and evaluation of a range of factors, outcomes or possibilities, weighing up, perhaps, the degree of change over time, the success achieved by an individual, the role of a particular issue in causation. A sense of balance is looked for. For example:

*How far did the status and role of women in the USA change in the years 1914–1948?*

*To what extent, and in what ways, did Spain benefit from the rule of Philip II?*

A further variation of this might be:

*How powerful was Francis I's authority within the Kingdom of France?*

With this style of question the picture is generally mixed and here it is up to candidates to explain and argue a case for the balance between royal powers and limitations upon them. Again, candidates may be required to find a balance between two competing propositions. For example:

*To what extent was the breach between Anselm and William II a matter of personality rather than principle?*

- **Explanation and causation**

Such questions are generally straightforward in their demands but, nevertheless, candidates need to show high standards of relevance, a sharp and persistent focus on the exact demands of the question and to consider a range of explanations, factors and possibilities with some indication of the relative importance of the issues. For example:

*Account for the emergence of Britain as a great power in the period 1689–1714.*

*Why did Britain lose the American War of Independence?*

*Why was Ethiopia/Abyssinia able to maintain its independence until as late as 1936?*

*Who opposed Elizabeth I's religious policies and why?*

*Explain the survival of the Crusader States in the period 1099–1187.*

- **Explanations and causation where there is a more direct requirement for establishing a hierarchy of relative importance**

In such questions there are very often opportunities for evaluating competing interpretations as well as for assessing relative importance. For example:

*How is the growth of Protestant dissent in the seventeenth century best explained?*

*How valid is the judgement that British success in the Peninsular War is best explained by Wellington's generalship?*

*How is the growth in the prosperity and influence of the German Federal Republic after 1949 best explained?*

- **Questions which test the ability to conduct a sustained argument**

Such questions are concerned to present a proposition for which there is a valid argument but also a range of counter arguments; or, perhaps, two competing propositions. Here again, there are often opportunities for critical evaluation of differing historical interpretations. For example:

*How convincing is the argument that Stephen's reign was a period of anarchy?*

*How valid is the judgement that Richard II brought about his own downfall?*

Argument and critical evaluation can also be elicited by the use of quotations. For example:

*'Powerful in the 1960s and 1970s; powerless in the 1980s and 1990s.'* Discuss this view of the British trade unions.



*'The foreign policy of Woodrow Wilson, despite the outcome of the First World War, was largely a story of failure.'* How well justified is this opinion?

*'Walpole's long tenure of office depended entirely upon his control of Parliament.'* How accurate is this view?

- **Questions which ask candidates to explore the role of individuals**

These will require candidates to assess the importance of individuals in wider movements and events, to evaluate the importance and significance of their work and contribution and to offer critical evaluations of historical reputations. In dealing with historical reputations candidates will, of course, need to explore motives and give an account of actions and achievements but, at the higher levels, will be expected to critically evaluate the views and interpretations of contemporaries and later historians. Examples of such questions are as follows:

*How well does Oliver Cromwell deserve his historical reputation?*

*In what respects, if any, does Frederick II deserve the title 'the Great'?*

*How accurate is the view that Napoleon I was 'a military genius'?*

*'The saviour of the French Republic'. How accurate is this verdict on Charles de Gaulle?*

*How are Catherine de Medici's actions and motives during the French Wars of Religion best explained?*

- **Questions which invite candidates to engage in an historical debate**

Candidates should be able to deal with such questions without showing an explicit awareness of the relevant historical debate but answers will be enhanced where such an awareness is demonstrated and differing interpretations are evaluated. Some examples of such questions are:

*When and why did Roman rule in Britain come to an end?*

*'The severity of the impact of the Black Death has been over-stated.'* How accurate is this view?

*'The King's servant.'* How convincing is this view of Wolsey's position as Henry VIII's minister?

*How important a part did the influx of bullion play in bringing about the price inflation of the sixteenth century?*

*'Without Lenin there could have been no October Revolution.'* Examine the validity of this judgement.

*How accurate is the view that Hitler was a 'weak dictator'?*

- **Questions which require candidates to explore the validity of a concept**

Such questions are almost always connected with a major historical debate so, again, skills of argument and critical evaluation should be to the fore. Examples of such questions are as follows:

*How valid is the concept of 'the British Civil Wars' with reference to the period 1639–51?*

*How valid is the judgement that 'by 1700 there had been scientific advances but no scientific revolution'?*

*How helpful is the concept of 'decline' in understanding the problems of Spain in the first half of the seventeenth century?*

*How appropriate is the term 'revolution' in describing the changes in British agriculture in the eighteenth century?*

- **Questions which ask candidates to assess importance**

The formulation here is generally to set up one factor or issue within a wider movement or set of events and is closely related to the how far/or to what extent style of question. Here the chief focus should be upon the issue or factor identified or pointed up in the question, but to evaluate alternatives alongside it with a view to reaching balanced conclusions as to their relative importance. Candidates should recognise that the relevant issues and factors are not necessarily discrete but are, to a large extent, interconnected. Some examples follow:

*How important were the effects of population growth on economic and social developments in Tudor England?*

*How important were economic circumstances in determining the fortunes of Lord Liverpool's ministries from 1815 to 1827?*

*How important was patronage to the flourishing of the Italian Renaissance?*

*How important was the contribution of the Jesuits to the Catholic – and Counter Reformation?*

- **Change and continuity**

In answering such questions candidates will be expected to find the balance. For the most part questions will be concerned with change and development but in order to put 'change' into perspective elements of continuity will need to be assessed. These types of questions are most likely to occur in the themes sections. The following may be taken as examples:

*How far, and in what ways, did the nature of Anglo-Saxon kingship change after the conversion to Christianity?*

*To what extent did the economic and social status of women change between c. 1100 and c. 1500?*

*How convincing is the argument that Europeans were more prosperous in 1700 than in 1600?*

*How far did the status and role of women in the United States change in the course of the later nineteenth century?*

### **Special Subjects: question types**

Fourteen Special Subjects are on offer and they cover a wide geographical and chronological range. Candidates are required to answer two questions in two hours; one will be an essay, the other a document-based question. Types of essay questions will be very similar to those on the Outlines Papers, although some may be rather narrower and more specialised with a greater depth of knowledge being expected. The other difference is that, where appropriate, candidates will have the opportunity (and, indeed, are invited) to make use of any primary source material they may have encountered. Such use will enhance answers as will, of course, the employment of a wide range of secondary sources. However, the use of primary material is not a requirement and candidates will not be prevented from reaching the very highest mark bands if they do not use it.

Candidates have a choice of three essay questions, each of which is based upon one of the six topics into which the Special Subjects are divided.

One document question will be set, again based upon one of the six topics (although there may be a degree of overlapping). This topic will be announced well in advance of the examination. Four to six passages will be set (with the norm at five), not more than one will be from a secondary source, and there will be occasional use of 'visual' sources. The maximum total number of words for the passages will be 750.

Two sub-questions will be asked. The first calls upon candidates to compare two sources for similarity and difference and candidates should also be aware of the importance of critical evaluation of provenance and other issues. The second requires the use of all the passages. Here candidates are advised to present their responses in the form of a short essay and to treat the passages as a set linked by common themes. A debate or view will be proposed to which candidates should respond in an argued, analytical and evaluative fashion. The view/debate/argument should be tested alongside the quality of the evidence contained in the passages as well as contextual knowledge. Examiners will look for the following skills: good organisation; the ability to discover common themes of difference and similarity; a strong sense of argument and critical evaluation; the ability to draw and arrive at clear conclusions. Candidates should make use of all five passages but not necessarily in equal depth or in the order they are printed on the paper; some will be more significant to the argument than others.

### **The Personal Investigation**

This extended essay of some 3500–4000 words provides candidates with excellent opportunities for independent research, a study in depth and for following individual interests either within or beyond the periods and topics encountered in their other papers. Candidates have an entirely free choice of title with the following provisos: it must be on an historical subject; the title has to be approved in advance by CIE; the subject matter may not be taken from within the candidate's chosen Special Subject.

Particular care should be taken with titles which are closely connected with music, the arts and literature (an historical investigation is required not, say, a history of music project) and with local studies (which can become a piece of antiquarianism). Titles need to address broad historical themes – political, social, economic, religious and cultural, and, normally, some combination of these themes. The following style of title would be entirely acceptable: *How useful are the novels of Thomas Hardy as evidence for the social history of rural England in the later-nineteenth century?*

Candidates should also be cautioned against very recent (and particularly on-going) themes about which mature historical judgements may not have been made. It is wise also to avoid conspiracy theories connected with, say, the identity of Jack the Ripper, the assassination of John F. Kennedy, the sinking of the Titanic or the death of Marilyn Monroe. Nevertheless a title such as the following would be acceptable: *What light do the Jack the Ripper murders shed upon social conditions and attitudes in late-nineteenth century London?* Care needs to be taken over the use of websites. Subjects for the Personal Investigation need to be supported by genuine historical evidence and sources which have undergone some process of peer review. It is also best to avoid titles which are based upon ‘inevitability’.

The Personal Investigation is concerned chiefly to provide an exercise in personal research, the distillation and organisation of material, debate and argument and the critical evaluation of sources and interpretations. Candidates are not required to make use of primary sources, although there is nothing to prevent them. It would, however, be a tall order for candidates offering most modern subjects, given the sheer weight and complexity of primary evidence and the limitations of time and words. Candidates will be able to reach the very highest levels by good critical evaluation of secondary sources and interpretations.

Some subjects clearly lend themselves to the use and evaluation of primary sources. The events surrounding the Battle of Hastings, or the First Crusade or the usurpation and reign of Richard III provide good examples. It would be a shame if candidates did not make use of such opportunities when their choice is a subject such as these. Where extant primary sources are relatively few in number, are accessible and available in published collections then the opportunity should not be missed. The quality of the Personal Investigation will be enhanced as a result.

The key to critical evaluation at this level is that candidates should adopt a questioning approach towards interpretations, sources and evidence. As a result, they should be able to make informed and balanced judgements as to how and why interpretations and sources differ and why some are more convincing than others.

It is vital that the objectives of demonstrating a strong sense of argument, analysis and critical evaluation are embedded in the subject and title. Titles should not be so broad or so narrow as to prevent worthwhile debate. A Personal Investigation which is simply titled *Napoleon Bonaparte* or *Winston Churchill* is very unlikely to do well, neither is something based on a very small aspect of a large career.

First and foremost, titles work better in the form of a question rather than an ‘instruction’ with the stem ‘Assess’, ‘Account for’, or ‘Explain’. A title with a ‘Why’ stem can work but can, rather too easily, lead to a list of reasons. So, *How is Elizabeth I’s decision not to marry best explained?* is likely to work very much better than *Why did Elizabeth I never marry?*

Formulations which lead to a narrative approach should clearly be avoided. Particular care needs to be taken over military subjects where candidates can all too readily be led away into descriptive accounts of campaigns and battles rather than, for example, evaluating explanations for success or failure.

Best avoided, too, are such titles as: *Mary Stuart: saint or sinner?* – if only on the grounds that historians tend not to deal with these sorts of moral issues. Far better would be: *How well does Mary Stuart deserve her historical reputation?* This, of course, would allow a critical survey of Mary's career and character with an evaluation of how she has been treated by her contemporaries and historians.

Balanced argument, analysis and critical evaluation are encouraged by the 'how far'/'to what extent' formulation, and its variants such as 'how important' and 'how successful'. Some examples are as follows:

*To what extent was Nicholas II personally responsible for the overthrow of Tsarism?*

*How significant was the contribution of Thomas Cromwell to the Breach with Rome?*

*How successful was the Elizabethan government in dealing with the problem of poverty and vagabondage?*

*How serious were the problems facing the Attlee government in the period 1945–47?*

*How important was the role of Trotsky in the October Revolution of 1917?*

A sense of debate and a critically evaluative approach can be strongly encouraged by formulations along the following lines:

*How valid is the judgement that, as Lord Protector, Oliver Cromwell was largely concerned with achieving a Godly Reformation?*

*How accurate is the view that the Suffragettes did more to hinder than to advance the cause of women's suffrage?*

*How convincing is the argument that Hitler was a 'weak dictator'?*

Titles such as these put candidates directly in touch with the differing interpretations of historians and stimulate evaluation and argument. Here, also, there are propositions to be explored, expanded and assessed and counter views and arguments to be set alongside them.

Candidates should make full use of the scholarly apparatus of footnotes (which are best placed at the foot of the appropriate page) and a bibliography. Both footnotes and bibliographies should give author, title and date of publication. Candidates will need to take care over the scale of footnoting. Too many tend to clutter the text and break up its coherence; too few give the appearance of unsupported work and reliance upon a narrow range of sources.

Attempts to evade the word limit by providing appendices and lengthy footnotes, which conduct argument and critical evaluation outside the main text, should be discouraged. These would not, in any case, be read by the examiner.

The involvement of teachers in the process will be very valuable. In the early stages teachers should feel entirely free to discuss and help to formulate titles, suggest reading and assist in devising strategies and approaches. At this stage teachers should make it clear to candidates that a wide range of sources is vital if an appropriate breadth of approaches, views and interpretations is to be

explored. There is no reason why these early stages should not form part of a short taught course. Teachers are further encouraged to participate in the developing process and this is probably best done on an individual basis; if time can be spared a tutorial approach would be good practice and a valuable experience for candidates. Regular checks on progress should be made with suggestions for lines of enquiry and possible supplementary questions and guidance as to overall strategy. Teachers should not, however, take in drafts of part or the whole of a Personal Investigation for marking or correction. The Personal Investigation must be essentially the candidate's own work and a declaration will be required to that effect.

### **Coverage, Flexibility and Predictability**

At the heart of this course are flexibility and choice. The only restriction on the choice of Outlines Papers is that only one from Papers 1a, 1b and 1c (British) and only one from 2a, 2b and 2c (European) can be offered. Special Subjects can be selected from within or outside chosen Outlines periods as can the Personal Investigation.

Quite deliberately, the British and European Outlines Papers have been designed to accommodate overlapping periods. This not only recognises the artificiality of period divisions (a particular issue for European papers) but allows a wider range of choices. For example, teachers and candidates whose main interests lie in, say, the fifteenth century can choose to be examined by either the medieval or the early modern paper depending on whether their interests lie in preceding or succeeding periods. The same sort of opportunity is also available to those whose interests lie chiefly in, say, the eighteenth century.

It is likely that for the great majority the first year of the course will be occupied by the two Outlines Papers taught, probably, by two colleagues. Whilst it is unlikely that the Special Subject *per se* will be taught from the outset, there is no reason why it should not be embedded in the appropriate Outlines Paper at some stage during the first year. Almost certainly, particularly given that the Personal Investigation will be largely self directed, the Outlines Papers will continue to be taught in the second year. This has the advantage of teaching a good proportion of these components when candidates are more fully equipped with skills and greater intellectual maturity. Some, perhaps most, teachers will leave the substantial, or even entire, coverage of the Special Subject until the second year. Although the great bulk of the Personal Investigation will almost certainly be left until the second year there is no reason why a smaller version of the exercise should not be attempted earlier. For example, a 2000 word piece on a topic related to the final choice of title. As long as the title is different there is no reason why this should not be assessed and commented upon by the teacher.

It will be noted that the number of topics in content lists is greater than the number of questions in the corresponding sections of the specimen papers. Thus, not all topics will be examined every year, although there is a firm intention to set questions on virtually all mainstream topics in every examination session. If the examination is to be valid and the qualification worthwhile then there needs to be a proper balance between a sensible level of predictability and freshness.

In order to ease the dilemma of how best to cover the Outlines Papers for the purposes of the examination, they have been divided into smaller sections. The British and European Outlines Papers are divided, for largely political and diplomatic topics, into chronological periods and Africa and Asia into regions. All papers also have Themes sections which deal with wider economic,



social, religious and cultural issues. Typically, there are seven to eight topics in the content lists for each chronological/regional section and eight to nine for Themes. In the examination papers, these normally produce five and six questions respectively. Since candidates need to answer three questions from at least two sections, the obvious approach would be to prepare candidates for two complete sections: two chronological/regional; or one chronological/regional and one thematic; or (unlikely) two thematic. However, the approach can be more flexible than this.

It is perfectly permissible, of course, to prepare for three sections or, having taken one section as central, to prepare topics from, say, the second half and the first half of adjoining sections. Again, the two or three sections chosen need not necessarily be consecutive. In the European Outlines Papers, for example, the interest may be in two or three countries or states. These could be studied over a relatively lengthy chronological period in a number of different sections. However, concentration on just one state or country might be risky as well as, perhaps, narrow.

Preparation and coverage of the necessary range and number of topics should not be as daunting as it might appear. Teachers and candidates can engage in some judicious selection, especially given the undertaking as to the regular setting of mainstream topics. Moreover, closer scrutiny of the content lists and specimen materials will show that there is a considerable overlap between topics. For example, in Paper 1b, Section 2 (1461–1547) there are two topic areas (out of a total of eight) on the Yorkist kings and two on Henry VIII. Meanwhile the topic on Foreign Policy 1461–1547 relates to all four of these and there is also a topic area on ‘New Monarchy’ and ‘Renaissance Monarchy’. In Paper 2b, Section 6, (c. 1610–c. 1660) the Thirty Years War and the Treaty of Westphalia are listed as separate topics whilst those on Sweden and Brandenburg–Prussia have a considerable overlap with them. Again, in preparing for chronological/regional sections candidates will become familiar with a good deal of the material required for topics in Themes sections. For example, in Paper 1b, Section 4 (Themes c. 1399–c. 1603) much of what is required for, say, topics on the state of the Church in 1529, Tudor rebellions and social and economic developments (especially population rise and price inflation) will have been covered in the chronological Sections 2 (1461–1547) and 3 (1547–1603). Many further examples of overlap and connections may be found throughout the content lists and specimen papers. Candidates should not be short of questions.

The total directed teaching and learning time for all Pre-U subjects is 380 hours across two years (as against 360 for A Level). More time for teaching and learning is, of course, available with a linear approach. Given time set aside for, say, an intermediate examination with revision at the end of the first year and revision leave and the examination at the end of the second year (as well as differing lengths of terms) this gives approximately six to seven teaching hours per week. It is not easy to suggest how much teaching time should be devoted to each topic in a subject such as History. Some topics are bigger than others. Moreover, at the beginning of the course progress on ‘coverage’ is inevitably slower since skills and independent work habits need to be built up. Teaching and learning schedules are always tight but, given the reassurances outlined above, the challenge is by no means unreasonable.

## Syllabus Routes

As has been made clear above, the syllabus has been designed to offer maximum flexibility. Teachers are therefore able to create courses which reflect their own interests and the needs of their pupils. Routes can be ‘convergent’ or ‘divergent’. An example of a ‘convergent’ model might be: Sections 2 (1461–1547) and 3 (1547–1603) from Paper 1b (British History 1399–1815) matched with

Sections 3 (c. 1516–c. 1559) and 4 (c. 1559–c. 1610) from Paper 2b (European History c. 1378–c. 1815). These could be set alongside a Special Subject - either 5c The Reign of Henry VIII or 5d Reformation Europe. A further example might be: Sections 2 (1760–1815) and 4 (1815–1868) from Paper 1c (British History 1689–2000) and Sections 2 (c. 1774–c. 1815) and 4 (c. 1815–c. 1862) from Paper 2c (European History c. 1715–2000). The choice of Special Subject could be either 5f The French Revolution, 1774–94 or 5h Gladstone and Disraeli, 1867–1886.

It would not be a serious disadvantage, but it should be noted that candidates are prohibited from answering questions in Outlines Papers which reside directly within their chosen Special Subjects. Questions barred for this reason are identified by a rubric. Therefore, candidates may expect to 'lose' one question out of the five in the relevant Outlines Paper section and, occasionally, two.

Opportunities for 'divergent' routes are numerous: the United States alongside Africa and Asia; Britain and the United States; Europe and the United States; Britain, Africa and Asia. There is a wide chronology to choose from in all Outlines Papers as well as the whole suite of fourteen Special Subjects. It is up to teachers and candidates, of course, to decide how adventurous they would like to be and much may depend on the resourcing of chosen courses.

The following routes are given as possibilities only. Some further selection within the range of topics listed will almost certainly be necessary, particularly depending upon the Special Subject chosen.

N.B. S = Section

### **The expansion of Europe c. 1000–c. 1300**

#### *1a British History*

- the reign of Edward the Confessor: relations with continental Europe (S3)
- the Norman Conquest of England (S3)
- the reign of William I (S3)
- the Anglo-Norman realm: William II, Henry I and Stephen (Ss 3 and 4)
- the development of the Scottish monarchy to 1268, relations with England (Ss 3 and 4)
- Henry II: the kingdom of England and the Angevin Empire (S4)
- Richard I (S4)
- King John (S4)

#### *2a European History*

- the early Capetian kings (Ss 3 and 4)
- the Normans in Italy and Sicily to 1189 (S3)
- Spain and Portugal in the Age of Reconquest c. 1036–1284 (S3)
- the reform of the Papacy and the Investiture Contest, 1046–1085 (S3)
- Byzantium and its relations with the West from 1054: the First Crusade (S3)
- the French monarchy under Philip Augustus and Louis VIII (S4)
- the Pontificate of Innocent III (S4)
- crusading and the Crusader States to 1204 (S5)
- **either** intellectual and artistic developments (S5)
- **or** heresy and the response of the Church (S5)



*5 Special Subject*

- **either** The Norman Conquest, 1051–1087
- **or** The Crusades, 1095–1192

*6 Personal Investigation***Politics and religion in the sixteenth century***1b British History*

- the development of the Scottish monarchy, 1460–1542 (S2)
- the reign of Henry VII (S2)
- politics, court and government under Henry VIII (S2)
- the Henrician Reformation (S2)
- the 'New Monarchy' and 'Renaissance Monarchy' debates (S2)
- the Henrician legacy: Edward VI and Mary I (S3)
- the Elizabethan religious settlement and Church (S3)
- Mary Stuart in Scotland and England (S3)
- the Elizabethan state: Council, Parliament and the government of the localities (S3)
- Tudor rebellions (S4)

*2b European History*

- the Protestant Reformation; Luther (S3)
- the Protestant Reformation; Zwingli and Calvin (S3)
- Charles V as Holy Roman Emperor (S3)
- the Iberian Kingdoms, 1516–56 (S3)
- the Kingdom of France, 1515–59 (S3)
- Philip II of Spain (S4)
- civil war in France, 1559–98 (S4)
- the revolt of the Netherlands to 1609 (S4)
- **either** European overseas expansion and exploration (S5)
- **or** the European economy in the sixteenth century (S5)

*5 Special Subject*

- **either** 5c The Reign of Henry VIII
- **or** 5d Reformation Europe, 1516–59

*6 Personal Investigation*

## The experience of Africans and African Americans

### 3 United States History, c. 1750–2000

- the character and extent of slavery, c. 1750–c. 1820 (S1)
- the character and extent of slavery c. 1820–65; the growth of opposition to slavery c. 1800–1865 (S2)
- the origins and causes of the Civil War (S2)
- the Civil War: course, impact and outcome (S2)
- the presidency of Lincoln (S2)
- the growth of an industrial society and economy (S3)
- Reconstruction (1865–77); Redemption and changing circumstances for African-Americans (S4)
- domestic issues in the inter-war years (S5)

### Paper 4: African and Asian History, c. 1750–2000

- African states, societies and cultures c. 1750–c. 1850 (S3)
- the impact of slavery and the slave trade in Africa (S3)
- the ‘scramble’ for Africa and European colonisation, c. 1870–1914 (S3)
- opposition and cultural response to colonialism; the survival of slavery; African nationalism and the pan-African movement to c. 1939 (S3)
- decolonisation: the post-1945 independence movements (S2)
- the independent states of sub-Saharan Africa: nation building; differing political and economic models (S2)
- problems of post-independence (S2)

### 5 Special Subject

- **either** 5g The Origins and Causes of the American Civil War, c. 1820–61
- **or** 5n The Civil Rights Movement in the US, 1954–80

### 6 Personal Investigation

## The making of the Twentieth Century

### 1c British History

- the Liberal governments, 1905–14 (S5)
- Britain and the origins of the First World War c. 1900–14 (S5)
- Britain and Ireland, 1815–22 (S6)
- the changing role of women, 1867–1918 (S6)
- Britain and the First World War (S7)
- the Lloyd George Coalition (S7)
- party politics, 1924–31 (S7)
- the national governments 1931–39 (S7)
- foreign and imperial policy, 1919–39 (S7)

*2c European History*

- Wilhelmine Germany 1890–1914 (S5)
- Tsarist Russia under Alexander III and Nicholas II (S5)
- the First World War: origins and causes (S5)
- the First World War (S7)
- the Versailles settlement and the League of Nations
- Russia in Revolution 1917–24 (S7)
- Germany 1919–45 (S7)
- the USSR under Stalin (S7)

*5 Special Subject*

- **either** 5i The Campaign for Female Suffrage
- **or** 5j Russia in Revolution, 1905–24
- **or** 5k Winston Churchill, 1914–46
- **or** 5l Germany, 1919–45

*6 Personal Investigation*

## Concepts and vocabulary

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The following lists are neither exhaustive nor prescriptive but it is hoped that they will be helpful in identifying concepts and terms which candidates will encounter.

### Medieval: British and European

abdication, anti-popes, assizes, attainder  
baron, bastard feudalism, blasphemy, Bretwalda, burhs, Byzantium  
canonization, Capetian, Carolingian, chivalry, city state, common law, conciliarism, condottieri,  
crusade, curia regis  
danegeld, dynasticism  
ecclesiastical courts, episcopal see, excommunication  
feudalism, fief, fyrd  
Gothic style  
Habsburg, heresy, Hohenstaufen, Holy Roman Empire, holy war, homage  
interdict  
jihad, just war  
lay investiture, lordship  
manor, marches, mass, Merovingian, monarchy, monasticism  
Ottonian, Outremer  
nepotism  
papal bull, papal monarchy, patron, pilgrimage, plenary indulgence  
the Regno, Renaissance, retinues, Romanesque  
schism, scholasticism, serfdom, sheriff, simony  
treason  
usurpation  
villeinage  
witan, wergild

### Early Modern: British and European

abdication, absolutism, Anabaptism, anti-clericalism, attainder  
Baroque style, bastard feudalism, bourgeoisie, Bourbon, bullion  
Caesaro-Papism, city state, civil war, conciliarism, condottieri, consubstantiation, conversos, Cortes,  
crusade, customs duties  
Diet, Divine Right, dynasticism  
enclosures, the Enlightenment, enlightened despotism, Estates-General, Eucharist, evangelism,  
excommunication  
Gallicanism, gentry  
Habsburg, heresy, Huguenot, humanism  
indulgences  
janissaries, Jacobinism, Jacobitism, justification by faith  
marranos, mass, mercantilism, mercenaries, Montagnards, Moriscos  
nepotism  
papal bull, parlements, particularism, patronage, philosophes, Physiocrats, predestination,  
prerogative, Presbyterianism, price inflation, proclamation, Puritanism  
radical sects, Reformation, religious conversion, Renaissance  
sacraments, sans-culottes, separation of powers, serfdom, simony, Star Chamber

tariffs, terror, tithe, Tory, transubstantiation, treason, tonnage and poundage  
 Valois, venal offices  
 Whig  
 Zwingianism

### **Modern: Britain, Europe, Asia, Africa, USA**

abdication, abolitionism, absolutism, anarchism, annexation, anti-Semitism, apartheid, appeasement, armistice, arms-race, autarky  
 balance of power, Balkans, bamboo curtain, Bolshevik, bourgeoisie, bureaucracy  
 capitalism, carbonari, caste, Caudillo, civil rights, civil war, coalition, Cold War, collective security, collectivisation, Communism, Concordat, Confederacy, Congress, Congress Party, Congress System, constitution, Cultural Revolution  
 Decembrists, decolonisation, demography, détente, dictatorship, disarmament, domino theory, Duce  
 economic depression, the Enlightenment, enlightened despotism, entente, escalation, evangelicalism  
 Fascism, federalism, Final Solution, franchise, free trade, Fuhrer, Fuhrerprinzip, fundamentalism  
 gold standard  
 Holocaust, Home Rule  
 immigration, imperialism, industrialisation, inflation, iron curtain, irridentism, isolationism  
 Jacobinism, Jacobitism  
 kulaks  
 Lebensraum, legitimists, liberalism  
 McCarthyism, Manifest Destiny, Maoism, Marxism, mass media, Menshevik, militarism, Monroe Doctrine, Montagnards  
 nationalisation, nationalism, neutrality, non-intervention, non-proliferation, nuclear deterrent  
 Open Door policy  
 pan-Africanism, pan-Arabism, pan-Slavism, partition, personality cult, philosophes, Physiocrats, plebiscite, popular front, proletariat, propaganda  
 reaction, referendum, republicanism, revanchism, Risorgimento  
 sans-culottes, satellite state, secession, separation of powers, serfdom, sinking fund, slavery, socialism, soviets, Stakhanovite, states rights, syndicalism  
 tariffs, terror, Tory, total war, totalitarianism, tribalism  
 Union, urbanisation  
 welfare state, Whig  
 Volksgemeinschaft  
 Zionism, Zollverein

### **Resources List**

This is published separately and includes the better topic books, appropriate textbooks, some 'big' books and selected websites. The bibliography for the Special Subjects is especially detailed and includes recommended collections of published sources.

### **Prohibitions: a reminder**

- Only one of 1a, 1b, 1c may be offered.
- Only one of 2a, 2b, 2c may be offered.
- Some questions on the Outlines Papers will be barred if they fall within a candidate's chosen Special Subject.
- Personal Investigation titles will not be accepted if they fall within a candidate's chosen Special Subject (although some latitude will be allowed).

### **Teacher Support: a reminder**

- full syllabus ([www.cie.org.uk/cambridgepreu](http://www.cie.org.uk/cambridgepreu))
- the Teacher Guide
- specimen question papers and mark schemes ([international@cie.org.uk](mailto:international@cie.org.uk))
- 'mock' papers and mark schemes (from June 2009)
- resources list
- an ongoing INSET programme from autumn 2008
- online community

## Detailed Content Lists

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### Outlines Papers

- 1a British History Outlines, c. 300–1547
- 1b British History Outlines, 1399–1815
- 1c British History Outlines, 1689–2000
- 2a European History Outlines, c. 300–c. 1516
- 2b European History Outlines, c. 1378–c. 1815
- 2c European History Outlines, c. 1715–2000
- 3 United States History Outlines, c. 1750–2000
- 4 African and Asian History Outlines, c. 1750–2000

The content for these papers has been broken down into topics and put into bullet points on the pages that follow. The detailed content is as printed in the syllabus.

### Special Subject Papers

- 5a The Norman Conquest, 1051–1087
- 5b The Crusades, 1095–1192
- 5c The Reign of Henry VIII, 1509–1547
- 5d Reformation Europe, 1516–1559
- 5e The Reign of Charles, 1625–1649
- 5f French Revolution, 1774–1794
- 5g The Origins and Causes of the American Civil War, c. 1820–1861
- 5h Gladstone and Disraeli, 1867–1886
- 5i The Campaign for Female Suffrage, c. 1880–1928
- 5j Russia in Revolution, 1905–1924
- 5k Winston Churchill, 1914–1946
- 5l Germany, 1919–1945
- 5m China under Mao Zedong, 1949–1976
- 5n The Civil Rights Movement in the US, 1954–1980

## Paper 1a: British History, c. 300–1547

**The bullet points listed below are intended to give further details and exemplification of the syllabus content. They are neither exhaustive nor prescriptive and should not necessarily be regarded as a basis for full questions.**

The period c. 300–1066 provides fruitful topic areas for assessment and evaluation. This links, ultimately, to the ending of the Anglo-Saxon state in 1066. Of course, it would be possible to straddle 1066 and focus on topic areas either side.

*Broad themes* that should be borne in mind include:

- The development of kingship.
- The impact of Christianity.
- The mix of Roman and non-Roman elements in political, economic and social features.
- The slow emergence of dominant kingdoms (e.g. Northumbria, Mercia, Wessex).
- The development of a recognisably Anglo-Saxon state.
- The impact of external events (e.g. Viking attacks and settlement, the Normans).

**Section 1: c. 300–663**

**Roman Britain in the fourth century** and the features of social, economic and cultural life will include:

- Towns, trade, wealth, security.
- The presence of external threats.
- The effects of the diminution of the power and extent of the Roman Empire and Britain's place therein.

**The evacuation and legacy of Roman Britain.** Reasons for the end of Roman rule over Britain need to be addressed – internal and external – around factors such as:

- External pressures and attacks (examples).
- Weakened security, defence.
- Breakdown of provincial rule.
- Breakdown of laws, controls, economic activity.

The above linked to progressive evacuation.

**The legacy of Roman rule** will embrace:

- Urban and rural features, villas.
- Coinage, cultural features.
- Romano-Briton leadership.
- Laws and codes.
- Ideas of authority and power.

**Folk movements and settlements of the fifth and sixth centuries**

The invasions of Angles, Saxons and Jutes, their settlements and the evidence for such will be focused on the issues and arguments about:

- Numbers, dates, pre-and post-Roman rule.
- Areas settled, geo-political features.
- Emergent society.
- The evidence from sources as varied as written, archaeological, toponymic, burials.



### **The kingdoms of Southern England (especially Kent) and East Anglia**

This coverage will embrace kings such as Aethelberht I (Kent) and successors; Aelle and successors (though little known until Aethelwalh, South Saxons); Saeberht (East Saxons); Cerdic and successors (West Saxons), Raedwald (East Anglia). The focus should be on:

- Their status and authority.
- Power and control (territorial extent).
- Relations with neighbours – whether they were strong or weak, how susceptible to attack and dominance.
- Political organisations were often inchoate or embryonic.

### **The kingdoms of Mercia and Northumbria**

The beginnings of these potentially powerful kingdoms will be studied, with a likely emphasis on Northumbria (Bernicia, Deira) and its growth and extent.

- The status of kings such as Edwin, Oswald, Oswiu in Northumbrian lands and Cearl and Penda (Mercia lands).
- The extent of their authority, relations with neighbours.
- Geographical coverage in authority and capacity to dominate will be assessed, with an eye towards the eventual predominance of Mercia.

### **The Roman mission to the English**

- The reasons for St Augustine's mission will be assessed and the initial impact, linked to reasons why Christianity was accepted and spread, if intermittently, should be considered.
- The roles of kings and political elites.
- The perceived benefits to be gained from Christianity.

The presence of **Christianity** in Britain and Ireland – hesitant, sporadic, patchy – will be assessed as to evidence and reasons but also as a background to the conversions after c. 597.

- Reasons for the mission to the British Isles and for the slow and uneven spread of Christianity.
- Individuals, personalities, the 'pull' of Christian ideas, the advantages to be had from Christian rulership.
- The blending with pre-existing and pagan (or Roman) features.
- Examples of rulers and families converted – Kent, Northumbria, for instance – should be covered.

The significance of conversion, its uneven progression but eventual success should be evaluated. Links to sacral kingship, the idea of the Christian-warrior king would be valuable.

### **Celtic Christianity: the Synod of Whitby (664)**

The context to and importance of the Synod need to be considered – a turning point? – the conflict of two different views and traditions? the significance of the outcome? Some sense of overview will help: the subsequent developments of Christianity in Celtic regions and in Roman (English) regions. The role of individuals (Hilda, Cedd, Colman, Wilfrid, King Oswiu) at the Synod and the coverage given by Bede would be helpful to evaluation.

## Section 2: 663–978

### The consolidation of Christianity in England: Theodore of Tarsus and St Wilfrid

- Their roles will be assessed and so their impact; comparison and contrast would help.
- Personal contributions, ideas and visions of Christian worship.
- Structural changes, institutional developments.
- Connections to missionary activities on the continent.
- Theodore will be considered in the role of organising and unifying the English Church.
- St Wilfrid considered in the role of religious zeal and missionary activism.

The idea of the Heptarchy can be explored, as a context to the emergence and fortunes of different kingdoms.

The focus will be upon Northumbria, Mercia and Wessex.

For **Northumbria in the later seventh and eighth centuries, political and cultural achievements** will embrace:

- Political – the kingship of Edwin, Oswald and their successors up to Aethelred I and Osbald.
- Their ability to combine Bernicia and Deira, defeat challenges, maintain authority and power (military and influential).
- Reasons for emergence and for eventual decline.
- Cultural – the emergence and features of the ‘Northumbrian Renaissance’; reasons; examples; impact.
- **Bede** should be a focus, his work evaluated.
- Reasons for the eventual decline of Northumbrian power should be considered.

The flourishing of **Mercia** will centre upon:

- Its location, chance factors, leadership and political-military successes.
- Penda may be considered but the focus is on the eighth century and so Aethelbald, Offa and Coenwulf – with Offa as the key figure.
- The successes of Offa – political, military, economic (trade, coinage), security, diplomacy (relations with other rulers, not least Continental) – will be paramount here.

As with Northumbria, the reasons for the end of Mercian supremacy need to be considered.

At this point (and later) the **impact of the Vikings** will need consideration.

- Reasons for their attacks in ferocity, scale, outcomes.
- The switch from attacks and raids to settlements, colonisation, land conquests.
- Their role as an agent of change.

Consideration of the areas settled, above all in England, and the emergence of the Danelaw and its significance should feature. The emergence of Norse-Scandinavian kingdoms (e.g. York) should be considered and assessed.

### The kingdoms of Southern England and East Anglia to 871

The survival and absorption of kingdoms of the South, thus creating Wessex, should be considered alongside the decline of the kingdom of East Anglia, with specific reference to Viking attacks and settlement there.

Some assessment of Kings such as Caedwalla and Ine, Cynewulf, Aethelbald and Aethelwulf; Aethelberht II, Edmund will be required, culminating in the narrowing of the range of English kingdoms.

[Here, and with the other kingdoms, a helpful section is to be found in *The Blackwell Encyclopaedia of Anglo-Saxon England*, Appendix on 'Rulers of the English'.]

### The Vikings in Britain, c. 768–871: impact, settlement and society

Focus areas:

- The impact of frequent raids, tactics involved, damage done (with examples).
- The switch to conquest, consolidation, settlement and the reasons (with examples).
- The social and political impact levels, linked to the effects on the reign of King Alfred – destructive or constructive, negative or positive.

The Vikings then cast a long shadow across economic and social as well as political-military areas.

Wessex's emergence to be the dominant English kingdom is a key feature. Something of the background to Alfred's reign should be known as well as the challenges mounted to Wessex. Wessex's gains from Northumbrian and Mercian decline should be appreciated.

The syllabus specifies **Alfred and his successors, Edward the Elder, Athelstan 871–939** and their impact on Wessex and its neighbours:

- Alfred's all-round nature as a king, political, military, cultural, his wars with the Vikings.
- The nature of his kingship.
- The 'Alfredian Renaissance'.
- The extent of his successes and legacy.

**Edward the Elder** deserves good treatment, not least in building upon Alfred's successes and extending Wessex's power:

- Military successes – methods, skills, extent – decisive battles and gains.
- Political leadership and support.
- Geographical range of control.

**Aethelstan's** many activities as a king, not least military and political, should be assessed strongly:

- Law codes and methods of government.
- The submission of Danish and other groups: military skills, key battles, gains.
- The strengthening of Wessex as of West Saxon/English kingship will feature here, political authority and controls.

**Tenth-century kingship** will embrace the above, with the reign of **Edgar** assessed as its apogee (973, etc.) and the blend of Christian rule and warrior kingship should be considered. The peace of his reign can be contrasted with what came after as well as what went before.

A useful exercise would be to consider how much we really do know about Edgar's reign. The subsequent problems encountered (978 onwards) have been seen by some as indicating underlying tensions and difficulties.

The **restoration of the Church** will focus upon what has been termed 'the tenth-century reformation'.

- The work of such as Dunstan, Oswald and Aethelwold.
- The Benedictine reform movement and its different manifestations – episcopal, monastic, liturgical, literary.
- The aftermath (the 'anti-monastic reaction') as well as the reasons for and expressions of this revival and outgrowth.

### Section 3: 978–1135

The brief and troubled reign of Edward 'the Martyr' should be studied as a prelude to the reigns of Aethelred II and Cnut. These reigns provide natural contrasts and consideration should be given to the significance of 1016 – the passing of the Anglo-Saxon realm, the advent of the Anglo-Danish kingdom, the repercussions. Fruitful debate lies there, looking ahead (as appropriate) to 1042 and 1066.

#### Renewal of Viking incursions: the reign of Aethelred II

Aethelred II's troubled reign should be assessed as to the nature of its troubles and the reputation of the king – just how bad was he? There has been some re-evaluation, indeed upgrading, focused in part on:

- Administration.
- Legal codes.
- Awareness of the sheer scale of new Viking (Danish) attacks.
- The reign features some signs of positive rule and government as well as evidence of wealth (seen in Danegeld payments, etc.) but also military disasters. Were the latter all the fault of the King?

Edmund Ironside deserves mention (the death of the true Anglo-Saxon dynasty?).

Contrasts with the reign of Cnut are immediate. **The Danish monarchy, 1016–1042:** the reign of **Cnut**:

- Peace, stability, strong kingship.
- A blending of Danish and English forms and rule.
- Economic success.
- Diplomatic outreach.
- The creation of a new Anglo-Danish aristocracy (and the emergence of the Godwines) should feature strongly.

Some reference to the more troubled reigns of Harold Harefoot and Harthacnut should be made – and to the role of Queen Emma in the politics.

If 1066 is to be covered as well, some comparison of 1016 and 1066 would be worthy of consideration – similarities, differences.

The **reign of Edward the Confessor** was either equally troubled (1051–2, 1065) or it was generally successful.

- Edward's personality, his relations with his Earls, the power of the Godwines, their relations with other Earls.
- The crises of 1051–2, 1065, the emergence of Harold.
- The strengths of government and rule, institutions, coinage, wealth.
- Extent and scope of authority.
- Relations with Continental Europe are specified; above all with Normandy.
- The issues of Normans in England, their role and influence.
- The succession, possible promises made to William of Normandy – and so the disputed succession – should be covered. This will cover **relations with Continental Europe**.

The Syllabus also specifies awareness of Late Anglo-Saxon England:

- Government.
- Law.
- Military organisation.
- Economy and society.
- The Church.
- Culture and literature.

The **Norman Conquest** and Reign of **William I**:

- The disputed succession, the invasion, the Battle of Hastings and reasons for William's victory.
- The consolidation and settlement of Norman rule, the defeat of opposition, the means of control.
- Defence and security.
- Government, administration and laws: Anglo-Saxon and Norman features.
- The union of Normandy and England.

William I's relations with the Papacy and the nature of the Normanisation of the Church in England will be covered also and possibly further inside the theme of the Church 1066–c. 1300 [see Section 9].

The **Anglo-Norman realm**; the reigns of **William II, Henry I**

The context of the links of Normandy and England, union and division should be assessed, with a focus on the consequences of division (1087–96, 1100–06, 1144–54).

For **William II**, his reputation and recent re-evaluations of status and achievements, focused on:

- Relations with the aristocracy.
- Government and administration, laws and justice.
- Financial demands.
- Security of frontiers.
- Relations with the Church [see theme Section 9, as above].

For **Henry I**, again his reputation and determination to reconstitute and then defend Anglo-Norman realm and focus on:

- His relations with the aristocracy, new families.
- Government and administration, justice, laws.
- Financial administration and demands.
- Defence and security.
- Relations with the Church [again, see theme of the Church: Section 9 below].
- The legacy in and after 1135, linked to the troubles of Stephen's reign.

### **The development of the Scottish monarchy: relations with England**

- The slow emergence of a recognisable monarchy, its geographical extent (Strathmore, Strathearn, Moray, Strathclyde, etc.), its ability to defend itself against Scandinavian attacks.
- Relations with Northumbria, raids, wars.
- The division of Britain into two power blocs: Scottish, English; agreements (e.g. 945, 975); the effects of Norman conquest of Northumbria (1070), cross-border attacks and unrest.
- The development of kingship and its powers, the core of authority, the roles of such as Duncan I, Malcolm III, Alexander I, David I.

### **Section 4: Themes c. 300–c. 1066**

The nature of the Section and of the topic areas means that selected knowledge will be required, to illustrate broad, over-arching themes.

#### **Urbanisation and trade, c. 300–1000**

- The uneven fortunes of towns and urban life during the final stages of Roman rule and after.
- The survival of towns and their roles – commercial, administrative, military.
- The development of new centres and the revival of old under Alfred and his successors.
- Trade routes, markets, coinage – volume, types, nature of trade and trading activity.
- Urban growth and wealth in the tenth century.

#### **Kingship and nobility, c. 560–c. 871**

This is bounded by early kings of South Saxons, Kent, Northumbria (etc.) [see Section 2] and the accession of King Alfred.

- Pagan and Christian kingship, warrior kingship.
- Sacralisation of kingship.
- The close ties with nobles, the concept of the household, the inter-dependence, the rewards
- The effects of strong and weak kingship.

#### **The agrarian economy, c. 500–c. 1000**

- Estates and 'manorial' features.
- The nature of farming.
- The different gradations of landholder and landworker (e.g. gebur, cottar, serf).
- Its place alongside the urban economy and in trading activity.

**Contacts with continental Europe: cultural economic and religious, c. 600–c. 1000**

- Cultural – literature, art, ideas, Court life, ‘renaissance’ features.
- Economic – trade, coinage, exchange levels.
- Religious – ideas, forms of worship, missions and missionary activity.

**The Scandinavian impact on Britain, 786–c. 1069**

This will span the conquests of 1016 and 1066 and embrace raids, settlements and colonisation, trading activity, the creation of the Danelaw, the period of rule by Danish Kings, external threats under Aethelred II and after 1042 up to 1069.

Assessment should be as to positives as well as negatives, constructive as well as destructive features.

**Late Anglo-Saxon England: culture and the arts; literature; architecture; the Church**

- Culture and the arts – examples of cultural achievements in areas probably associated with the religious reform movement of the tenth century and after.
- Examples of and from vernacular literature, poetry, wills.
- Examples of architectural developments (survivals), again likely to be religious (churches).
- The state of the Church after the ‘tenth-century reformation’ – good and bad features, differences from continental practices, extent of any corruption.

**Late Anglo-Saxon England: economy and society**

- The nature of the economy – agrarian, semi-industrial, urban.
- Trade levels, coinage, markets, the strengths and value of trade, the wealth of England.
- The nature of society – its hierarchy and gradations, different influences (English, non-English), free and unfree, legal codes and social values.

**Law and government in Anglo-Saxon England**

This will be linked to the nature of kingship and rulership.

- The place of laws, law codes, their value and importance – degrees of stability.
- The nature of government, local, regional and ‘central’ – hundreds, wapentakes, shires and courts, the King’s court, writing office, treasury, the roles of thegns and ealdormen and earls.
- The relative strengths of this system of government by 1066.

**Section 5: 1135–1272**

In this Section, references to the Church and Church-State issues can be linked to the theme in Section 9.

**Stephen**

- Causes of unrest and whether there was ‘anarchy’ (evidence, debate).
- Relations with the aristocracy.
- Government, administration, laws, justice, coinage.
- Role of Maud, Matilda and David of Scotland – and the tripartite division of the kingdom – and the effects of the break with Normandy in 1144.
- Relations with the Church.

**Henry II: the kingdom of England and the Angevin Empire**

The place of England within that Empire and the nature of the Empire (demands placed on England, absences of the king, etc.) will need coverage. Henry II's high reputation as a ruler should be assessed.

- Relationship with his sons and with the aristocracy.
- Changes in administration and government (e.g. the Justiciarship, the Exchequer).
- The proliferation of inquests and laws, the developments of a common law (and its place alongside feudal law).
- The uses made of English resources to defend the Empire.
- Relationship with the Church, before and after Becket.

**Richard I** – again, in the context of the Angevin Empire and his reputation; defence of Empire and especially Normandy.

- The effects of an absentee king.
- Administration and government under the Justiciars.
- Stability in England.
- Position in 1199 and prior dealings with John.

**John** – the loss of the Continental lands will need good explanation and linkage to consequences in England.

- Relations with the aristocracy, patronage, development of opposition.
- Effects of presence in England: government, administration, justice, feudal rights, financial demands.
- Unrest, rebellion, Magna Carta (and its contents), renewal of rebellion and civil war of 1215–16 (reasons).
- Relations with the Church and Papacy: Langton and Innocent III.

**The reign of Henry III** – the longevity of the king should be considered and the context, post-Angevin Empire. The contrasts between the Minority years and those of Majority rule should be appreciated.

- Relations with the aristocracy, foreigners, Simon de Montfort.
- Reasons for and importance of the unrest of 1258–65: 'the community of the realm'; attempts to reform royal powers; consequences.
- The nature of government and administration, finances, justice.
- The importance of the Lord Edward and the last years of the reign.

**The rise of princely power in Wales, c. 1100–1267**

The geo-political situation needs to be understood and so the attempts of kings of England to subjugate and control.

- The presence of Norman-French lords and estates, castles (examples).
- The degrees of unrest and threats posed to the above and to Marcher lands.
- The roles of such as Owain Gwynedd, the Llywelyns, Rhys ap Gruffydd and the tensions between Gwynedd, Deheubarth, Powys.
- The efforts of Henry II and John in military campaigns set against periods of quiescence.
- The degrees to which Welsh princes were recognised, treated as allies or as enemies by the kings of England. Arrangements under Henry III.



**The consolidation of the Scottish monarchy to 1268**

Select knowledge will be a feature, to illustrate themes, through the reigns of David I, William the Lion, Alexander II and III in particular, so many long-lived kings.

- The development of Norman-French presence, feudal practices, legal and administrative practices, a new aristocracy.
- The growth of royal authority and power – where, how extensive.
- Cross-border issues and activity: attacks, counter-attacks.
- Relations with the Kings of England: independence levels; reasons for maintenance of independence for much of the period as against periodic vassalage.

**Section 6: 1272–1399****The reign of Edward I: England and Aquitaine**

Relations between England, Aquitaine and France will be explored; so, too, his reputation as a great ruler. Domestically, the focus will be on:

- The nature of Edward I's kingship, his practice of kingship, his relations with the aristocracy (including the earls), patronage.
- The crisis of 1297.
- Parliament, government, administration, finance and taxation, statutes, *Quo Warranto* (etc.).
- The impact of wars, including Wales and Scotland; military organisation.

**The Anglo-Scottish Wars, 1286–1357**

This topic area is bounded by the consequences of the death of John Balliol and the treaty of Berwick's conclusion. It embraces the 'Scottish Wars of Independence' and the reigns of such kings as Robert Bruce, David II and the developments there.

- The Balliol, Bruce, Comyns tensions and rivalries.
- English interference and intervention in Scottish affairs – the presence of an 'English party'.
- Attacks, counter-attacks, cross-border raids, the nature of warfare.
- The French dimension – the 'auld alliance' and its role.

**Wales: conquest, settlement and resistance, 1267–1416**

This topic area is bounded by the recognition of Llywelyn ap Gruffydd as overlord of Welsh princes (1267) and the aftermath of the collapse of the power and rebellions of Owain Glyndwr.

- Unrest, challenges, wars, the military efforts of Edward I, the creation of the title of Prince of Wales (1301–3), the annexation of Wales.
- The reorganisation and shiring of Gwynedd and other areas, building of castles, the development of power Marcher lordships (Clare, Mortimer, etc.).
- Evidence of continued Welsh independence and assertiveness: fourteenth century isolated revolts and prosperity under English rule.
- The rise and challenge of Glyndwr.

**The reign of Edward II**

His reputation as a weak and effective king can be tested; so, too, the possibility that the reign marked a turning-point in Crown-baronial relations (hitherto occasional clashes became more severe and dangerous, pendular swings between claims of absolute kingship and major baronial assertiveness began – repeated in the reign of Richard II).

- Relations with the aristocracy, periodic crises, the issues of favourites (Gaveston, the Despensers), patronage, the contrasts of 1311 and 1322.
- Government, administration, law, parliament.
- The lack of military success and its consequences.
- The reasons for deposition and death.

**Edward III and the kingdom of England**

Obviously, his reputation as a great ruler can be assessed, in the context of the inheritance, legacy and longevity.

- Relations with the aristocracy, especially the earls; patronage and power.
- Relations with Parliament, government and administration.
- The pressures and demands of wars – military, financial, logistical.
- The nature and successes of the wars (Scots, French).
- The later years of the reign and the problems of declining health.

**The Hundred Years War to 1396**

This may well form a natural link to Edward III (above).

- The reasons for the War.
- Military and naval preparedness, strategies and tactics.
- Successes and reasons for such; later setbacks, failures and reasons.
- Impact domestically – linked to reigns of Edward III and Richard II.

**The reign of Richard II**

If studied, comparisons with the reign of Edward II may prove useful. Certainly, the situation at Richard's accession and the early success and popularity need to be set against the later problems, crises and deposition.

- Relations with the aristocracy, periodic crises, the Appellants and after (1386–88).
- Patronage, government, law and order.
- Relations with Parliament and the wider political community.
- The theory and practice of kingship – absolute?
- Reasons for the crisis of 1397–99 and for Richard's deposition in 1399.

**Section 7: 1399–1461****The early Lancastrians, 1399–1422**

- The accession of Henry IV; usurpation and the problems raised.
- Rebellion and opposition to Henry IV.
- Government and internal order under Henry IV and Henry V.
- Lollardy.

**The renewal of war with France**

- Character and abilities of Henry V.
- Causes of war and the invasion of France.
- Campaigns and battles to 1420.
- Reasons for Henry V's success.
- Outcomes; consequences for English domestic affairs; the Treaty of Troyes.

**The minority of Henry VI, 1422–37**

- Arrangements for the minority.
- The roles of Bedford and Gloucester.
- Noble rivalries; the Beauforts.
- War and diplomacy to the Treaty of Arras.

**England and Wales**

- The issue of the Marches.
- Owain Glyndwr.
- The initial success and ultimate failure of Glyndwr's rebellion.
- Henry V and Wales.

**The reign of Henry VI, 1437–61**

- The personality of Henry VI; his mental breakdown after 1453.
- Court politics and factions; Suffolk.
- Noble feuds and rivalry; Somerset and York; Percy and Neville.
- Cade's rebellion.
- The outbreak and continuation of civil strife, 1455–61.

**The last phase of the Hundred Years War**

- Relations with France after 1437.
- The conduct of the war.
- The expulsion of the English from France.
- Explanations for English failure.
- The impact upon England of the war and failure in France.

**Kingship and nobility in the fifteenth century**

- Personal monarchy in war and peace.
- Comparisons between, say, Henry V/Henry VI and Henry VI/Edward IV.
- The role of the nobility in war and in central and local government.
- lordship, retinues and feuds; the idea of 'Bastard Feudalism'.
- Chivalry; social prestige.

## **Section 8: 1461–1547**

### **The first reign of Edward IV and the crisis of 1469–71**

- Edward IV's accession to the throne.
- Edward IV and Warwick.
- Suppression of the Lancastrians.
- Government and internal order; handling of the nobility; the Woodvilles.
- Foreign policy.
- The crisis of 1469–71; the deposition of Edward IV; the Readeption.

### **The Yorkist Kings, 1471–85**

- The restoration of Edward IV.
- Clarence and Gloucester.
- Government, Parliament, internal order, finance and the handling of the nobility.
- Foreign policy and war.
- The usurpation and reign of Richard III.

### **The development of the Scottish monarchy, 1460–1542**

- The condition of Scotland in c. 1460.
- The reigns of James III, IV and V.
- Relations with France and England.
- Extension of royal power; relations with the Church and nobility.
- The Stuarts as patrons of the arts.

### **The reign of Henry VII**

- Accession and claim to the throne.
- Rebellions and conspiracies; the Yorkist challenge.
- Government, administration, finance and Parliament; the role of the king.
- Relations with the nobility.
- Foreign policy.
- Comparisons with the Yorkists.

### **Politics, court and government under Henry VIII**

- Henry VIII's inheritance, the pre-Wolsey period.
- Henry VIII's character and style of kingship.
- The Court and court factions.
- Wolsey: internal order; finance; justice; the nobility; relationship with the King.
- Henry VIII's direction of government and his relationship with ministers in the post-Wolsey period.

### **The Henrician Reformation**

- The 'King's Great Matter' to 1532.
- Differing interpretations of the causes of the Henrician Reformation.
- The role played by advisers; Cranmer and Cromwell.
- Parliament and the Breach with Rome.
- Dissolution of the monasteries.
- Extent of doctrinal change.
- Opposition.

**Foreign Policy, 1461–1547**

- Guiding themes; continuity and change.
- The foreign policy of the Yorkist kings; England, France and Burgundy.
- Henry VIII's relations with foreign powers.
- The young Henry VIII and the return to war.
- The foreign policy of Henry VIII and Wolsey; the Valois/Habsburg rivalry; the diplomacy of the Divorce.
- The diplomacy of the 1530s.
- War and diplomacy in the later years of Henry VIII.

**The 'New Monarchy' and 'Renaissance Monarchy' debates**

- The concept of 'New Monarchy' and the debate.
- Titles, powers and pretensions.
- Methods and styles of government.
- The concept of 'Renaissance Monarchy' and the debate.
- Rulers as patrons of literature, the arts and building.
- Dynastic and military ambitions.

**Section 9: Themes c. 1066–1547****Industry, towns and trade c. 1066–1500**

A long time period and knowledge will be selective. A sense of economic upturns and downturns, growth or the reverse, should be conveyed. Links will be made, with a probable focus on urban life.

**Industry** – basic, rudimentary, focused on textiles and some metal working; degrees of change and development; reasons for changes.

**Towns** – growth in numerical sizes and importance; markets; commercial activities; guilds, oligarchies; charters and freedoms, how these aided economic activity. Contrasts of beginning and end.

**Trade** – internal and external; markets; coins; waterways, rivers, sea; commercial levels; merchants; urban and royal support; levels of activity at the beginning and end.

**Education and literacy** – provision, schools (including palace-court schools); beginnings of universities; patronage; reasons for improvement (royal, ecclesiastical, secular needs); literacy levels and measurements.

**Literature** – examples of such and beginnings of discernible 'English' components, contents, expressions; role and purpose in courtly and royal life.

**Printing** – the arrival and introduction; effects of external and then internal printing; Caxton; capacity for advancement of ideas, including challenges to accepted thinking.

**Peasants and lords, c. 1066–c. 1400**

The relationship of such (**bonds of society**), the interactions, the shifts in the relationship; reasons; features. Again, select examples are expected and could be drawn from ecclesiastical and lay landed estates, if possible from different regions.

- The effects of the Norman Conquest on tenures, landholding, gradations of peasant life, manorialism.
- **Feudalism** – the notion, the concept, the realities of feudal-agrarian lives (lands, services, protection, legal-social, economic. *A sense of the prevailing historical debates here could be engaged, though this is not a necessity.*

- **Agriculture** – farming; crops; cattle; manorial features; shifts and changes (reasons); subsistence farming v farming for profit. Links to urban activity and trade can be made.

### **The English Church, 1066–c. 1300**

Links can be made to features of Crown-Church relations in topic areas above (see Sections 3, 5).

- **Relations with the Crown** – good and bad phases; reasons; individuals at Canterbury (Anselm, Becket, Langton); issues, again in wider context of contemporary debates about ecclesiastical-secular powers. A sense of the normality of harmony, with examples, will be needed. Some references to the quality and general loyalty of bishops would be useful; so, too, some consideration of relations between the Archbishops of Canterbury and York.
- **Relations between the Crown and Papacy** – again, good and bad phases; reasons for such; attitudes of Popes towards England/Britain, levels of interest; importance of personalities and links to relations between Archbishops of Canterbury and Kings.
- **Monasticism** – Continental-Norman foundations; arrival of new orders and examples; royal and aristocratic foundations for monks and nuns; the importance of the Cistercians; monastic life and its importance in social, economic and educational areas.
- **The Friars** – examples and reasons for their appearance and importance; ‘in the world’ activities; reflections of new spiritual concerns; educational, social and religious roles.

### **The origins and development of Parliament, 1265–1529**

This long theme is bounded by the end of the baronial unrest of 1258–65 and the beginnings of the ‘Reformation Parliament’. Selected knowledge will be needed to illustrate themes and issues.

- The nature of ‘parleying’ and links to the developing notion of ‘community of the realm’ across thirteenth century.
- Reasons for growing importance (wars, crown-baronial issues, social changes).
- Composition and representative notions; appearance of two Houses and make-up (1330s, 1376).
- National assembly by fifteenth century: statute laws; taxation; national and local issues; role in shaping changes; ‘point of contact’ role.

### **Demography, famine, plague and popular unrest, c. 1300–c. 1500**

- Population levels – overall, urban, rural – peak c. 1300, then fall (reasons); slow recovery (reasons).
- Effects of the Black Death and subsequent epidemics as of famine: release of population pressures; economic and labour areas; landlordism, tenurial issues; wages, prices, etc.
- Links to unrest – 1381 Peasants’ Revolt and subsequent (endemic) popular unrest levels (areas, examples). Reasons for and the importance of the Revolt of 1381 should be assessed.

### **Women in society in late medieval Britain**

A distinction will be made between the upper and lower ends of society with awareness of issues of evidence but also of recent advances in gender studies.

- Roles as wives and mothers of the political élites.
- Religious roles; orders, nunneries.
- Economic and social roles: agrarian; household industries; domestic economies.

**The late Medieval Church, c. 1300–c. 1529, Lollardy**

Here, there is and has been debate about the health and welfare of the Church, much turning on the interpretation of different forms of evidence.

- Educational and spiritual standards at the top and lower down; the place of the Church in society.
- Benefactions, lay support, the evidence of wills (etc.).
- Evidence of corruption – types and scale.
- The emergence of the Lollards: when, where, why; who they were; significance; responses of the Church and State; survival and re-emergence in the 1520s.

**Fifteenth-century art and architecture**

Examples will be needed and links made to the historical context and importance.

- Ecclesiastical and secular examples.
- The Decorated and Perpendicular of late Gothic styles; stained glass; power and strength.
- Forms of art – glass, paintings, woodcuts (etc.) – and expressions of life, death, spiritual values.

Paper 1b: British History, 1399–1815

**The bullet points listed below are intended to give further details and exemplification of the syllabus content. They are neither exhaustive nor prescriptive and should not necessarily be regarded as a basis for full questions.**

**Section 1: 1399–1461**

**The early Lancastrians, 1399–1422**

- The accession of Henry IV; usurpation and the problems raised.
- Rebellion and opposition to Henry IV.
- Government and internal order under Henry IV and Henry V.
- Lollardy.

**The renewal of war with France**

- Character and abilities of Henry V.
- Causes of war and the invasion of France.
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**The minority of Henry VI, 1422–37**

- Arrangements for the minority.
- The roles of Bedford and Gloucester.
- Noble rivalries; the Beauforts.
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**England and Wales**

- The issue of the Marches.
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- The initial success and ultimate failure of Glyndwr's rebellion.
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**The reign of Henry VI, 1437–61**

- The personality of Henry VI; his mental breakdown after 1453.
- Court politics and factions; Suffolk.
- Noble feuds and rivalry; Somerset and York; Percy and Neville.
- Cade's rebellion.
- The outbreak and continuation of civil strife, 1455–61.

**The last phase of the Hundred Years War**

- Relations with France after 1437.
- The conduct of the war.
- The expulsion of the English from France.
- Explanations for English failure.
- The impact upon England of the war and failure in France.



**Kingship and nobility in the fifteenth century**

- Personal monarchy in war and peace.
- Comparisons between, say, Henry V/Henry VI and Henry VI/Edward IV.
- The role of the nobility in war and in central and local government.
- Lordship, retinues and feuds; the idea of 'Bastard Feudalism'.
- Chivalry; social prestige.

**Section 2: 1461–1547****The first reign of Edward IV and the crisis of 1469–71**

- Edward IV's accession to the throne.
- Edward IV and Warwick.
- Suppression of the Lancastrians.
- Government and internal order; handling of the nobility; the Woodvilles.
- Foreign policy.
- The crisis of 1469–71; the deposition of Edward IV; the Readeption.

**The Yorkist Kings, 1471–85**

- The restoration of Edward IV.
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- The condition of Scotland in c. 1460.
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- Relations with France and England.
- Extension of royal power; relations with the Church and nobility.
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- Accession and claim to the throne.
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- Government, administration, finance and Parliament; the role of the King.
- Relations with the nobility.
- Foreign policy.
- Comparisons with the Yorkists.

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- Henry VIII's inheritance, the pre-Wolsey period.
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- The Court and court factions.
- Wolsey: internal order; finance; justice; the nobility; relationship with the King.
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- The role played by advisers; Cranmer and Cromwell.
- Parliament and the breach with Rome.
- Dissolution of the monasteries.
- Extent of doctrinal change.
- Opposition.

### **Foreign Policy, 1461–1547**

- Guiding themes; continuity and change.
- The foreign policy of the Yorkist kings; England, France and Burgundy.
- Henry VIII's relations with foreign powers.
- The young Henry VIII and the return to war.
- The foreign policy of Henry VIII and Wolsey; the Valois/Habsburg rivalry; the diplomacy of the divorce.
- The diplomacy of the 1530s.
- War and diplomacy in the later years of Henry VIII.

### **The 'New Monarchy' and 'Renaissance Monarchy' debates**

- The concept of 'New Monarchy' and the debate.
- Titles, powers and pretensions.
- Methods and styles of government.
- The concept of 'Renaissance Monarchy' and the debate.
- Rulers as patrons of literature, the arts and building.
- Dynastic and military ambitions.

## **Section 3: 1547–1603**

### **The Henrician legacy**

- The idea of a mid-Tudor crisis.
- Economic and social problems; disorder and dissent.
- Edward VI: government; religion; social, economic and foreign policies.
- Somerset and Northumberland.
- Mary I: the 'sterile interlude' debate; government, Parliament and Council; social, economic and religious policies; the Spanish match and foreign policy; opposition.

### **The Elizabethan religious settlement and Church**

- The settlement of 1559; development, defence and enforcement.
- The Elizabethan Church; Parker, Jewel and Whitgift.
- The development of Puritanism and the extent of the challenge to the Elizabethan Church.
- The English Catholic community.
- The Catholic challenge; domestic and international; seminarist and Jesuit missions.

### **Mary Stuart in Scotland and England**

- Mary Stuart and her claim to the English throne; the French connection.
- Return to Scotland; problems and challenges.

- The Darnley marriage.
- Opposition and flight to England.
- The English period 1568–87; Mary as a centre of Catholic hopes and conspiracy; trial and execution.

### **The Elizabethan state**

- The Queen and personal monarchy.
- The Court; factions; political role.
- The Council; functions and relationship with the Crown; ministers.
- Parliament: composition; elections; functions; relationship with the Crown; parliamentary management.
- The localities; government of the boroughs and counties; sheriffs, JPs and lords lieutenant; the militia.
- Councils in the North and Marches of Wales.

### **Foreign policy, 1547–1603**

- Main themes; English interests; developments and changes.
- The foreign policy of the mid-Tudor period; Edward VI and Mary I.
- Foreign relations under Elizabeth I; a policy or a set of reactions; Protestant or pragmatic?.
- Relations with, principally, Habsburg Spain and the Netherlands, France and Scotland.
- The road to war with Spain.

### **The Elizabethan state at war**

- The Armada; further Spanish invasion attempts; post-Armada naval warfare.
- Intervention abroad; France and the Netherlands.
- The political and financial consequences of war; Parliament.
- The domestic scene; disillusionment and discontent; inflation and famine; the Essex rebellion.

### **Social policy**

- Explanations for social distress.
- Government attitudes; measures to alleviate poverty and to impose social control; vagabondage.
- Local responses to the problems of poverty; the towns.
- Legislation; the development of the Elizabethan Poor Law; impact and effectiveness.

### **England and Ireland**

- Ireland in 1547; structure of society; the English position.
- Policies for governing, colonising and settling Ireland; extent of success.
- Irish rebellions; causes, leadership, extent and outcomes.
- The English response.
- The condition of Ireland in 1603.

## **Section 4: Themes c. 1399–c. 1603**

### **The late-medieval Church to 1529**

- The religious orders.
- The bishops and the secular clergy.
- Lollardy.
- Lay attitudes to the Church and clergy; anti-clericalism; lay piety.
- Relations with the Papacy.
- The case for reform and Reformation.

### **Art, learning and architecture in fifteenth-century Britain**

- Literature and intellectual enquiry.
- Book production and the impact of printing.
- Schools and universities.
- Painting, sculpture and illumination.
- Patronage; lay and ecclesiastical, royal, noble and municipal.
- Ecclesiastical and domestic architecture; the development of styles.

### **The development of Parliament to 1529**

- Crown, Lords and Commons.
- Representation, elections and composition.
- Functions: legislation, tax granting, petitioning.
- The Speaker, privileges.
- Relations with the Crown; management and influence.
- Development, growth and change.

### **Population, society, towns and trade in the fifteenth century**

- Demography and population change; the effects of plague, epidemics and harvest failure; distribution of the population.
- The ranks of society and their relationships to each other; social mobility; the yeomanry; the 'golden age of the English labourer'?
- Towns; the pattern of growth and decline.
- Internal trade; the directions, commodities and growth of foreign trade; trading companies; the predominance of London.

### **The role of women in society**

- A patriarchal society.
- Marriage and property.
- Single women, widows and heiresses.
- Women as managers of estates, trades and businesses.
- The influence of women in the family.
- Difference in the status of women as between the ranks of society.
- Extent of changes and developments.

### **Tudor rebellions**

- Broad causes of rebellion: taxation, economic and social change, dynastic, localism, noble ambitions.
- The influence of religious change.

- The principal rebellions: Yorkist risings and conspiracies; the Cornish Rebellion; opposition to the Amicable Grant; the Pilgrimage of Grace; Ket's Rebellion; the Western Rising; Wyatt's Rebellion; the rising of the Northern Earls; the Essex rebellion.
- Means of suppression.
- Explanations for the relative failure of rebellions.

### **Art, architecture and education in Tudor England**

- Painting and sculpture; foreign influences.
- Ecclesiastical architecture; the development of the Perpendicular style.
- Domestic architecture; manor, town and great houses; foreign influences.
- The role of patrons; the Crown, nobility, gentry and merchants.
- Universities and schools; the role and influence of private tutors.

### **Demographic, social and economic developments in sixteenth-century Britain**

- Inflation; explanations and impact.
- Population growth and its consequences.
- The checks imposed by epidemic and harvest failure.
- The ranks of society and social mobility.
- Towns; growth and decline; London; domestic trade.
- The organisation and development of trades and industry.
- Agricultural developments and organisation; enclosures and the commons.

### **Maritime activity**

- Overseas trade; markets and commodities; merchant companies.
- Privateering and slave trading.
- Overseas exploration, navigation and discovery, map-making.
- Early colonisation.

## **Section 5: 1603–1689**

### **The early Stuarts, 1603–29**

- James I: style of government; court and favourites; Divine Right; the union with Scotland.
- Problems of finance and government; relations with Parliament and the breakdown of 1629.
- Charles I: character, style and outlook; marriage.
- Foreign policy.

### **Anglicans, Catholics and Puritans, 1603–42**

- The Church of England under James I; the balance; the Hampton Court Conference.
- English Catholicism.
- The religious outlook of Charles I.
- Arminianism and Laud.
- The development of Puritanism; opposition to Laudianism.

### **Personal rule and the coming of civil war, 1629–42**

- Characteristics and methods of Personal Rule; the policy of Thorough; 'peace, paternalism and plenty'?
- Financial exactions and opposition.

- The Bishops' Wars and the Short Parliament.
- The summoning of the Long Parliament; the parliamentary opposition; limitations imposed on the king's power; the widening breach.
- Declaration of war; the balance of the sides.

### **The British Civil Wars**

- The First Civil War; main events, political and military.
- The growth of radical religious and political movements; the Levellers.
- Explanations for Parliament's victory.
- The Second Civil War; causes and outcomes.
- The role of the Scots, 1642–50.
- The Irish Rebellion of 1641 and Cromwell's reconquest.

### **Britain and Ireland 1603–1690**

- The condition of Ireland in 1603.
- Plantation and colonisation before 1640.
- Wentworth as lord deputy.
- The Irish rebellion of 1641; the Cromwellian reconquest and its consequences.
- Anglo-Irish relations after the restoration.
- Ireland and the Glorious Revolution.

### **Commonwealth and Protectorate 1649–1660**

- The trial and execution of Charles I.
- The rule of the Rump.
- The Parliament of Saints.
- The Protectorate of Oliver Cromwell: religious, political, social and foreign policies; relations with parliament; the humble petition and advice.
- The Commonwealth after Oliver Cromwell.

### **The restoration of the monarchy and the reign of Charles II**

- Charles II and the Restoration; the constitutional settlement.
- Problems of the Restoration; land, finance and religion.
- The King and his ministers; domestic and foreign policies.
- The Popish Plot and the Exclusion Crisis; outcomes.
- The strengths and weaknesses of the monarchy in 1685.

### **James II and the Glorious Revolution**

- James II; beliefs, outlook and style of kingship.
- Monmouth's rebellion; outcomes.
- The policy of toleration; opposition.
- The problem of the succession.
- The invasion of William of Orange and the Glorious Revolution.
- The Revolution Settlement.

**Section 6: 1689–1760****Government and party politics under William III and Anne, 1689–1714**

- The working out of the constitutional settlement; the role of Parliament.
- Ecclesiastical and religious settlement.
- The financial and economic outcomes of war; the Bank of England.
- The development of parties; Whigs and Tories.
- William III and Anne as monarchs.
- Domestic opposition, Jacobitism.

**War and diplomacy, 1689–1714**

- International issues and the balance of power in 1689; Louis XIV's France.
- Diplomatic consequences of the Glorious Revolution.
- War with France, 1689–97; causes and outcomes; the Treaty of Ryswick.
- The war of Spanish Succession; pre-war diplomacy; causes and outcomes; the Utrecht settlement.

**England and Scotland**

- The state of Anglo-Scottish relations, political and economic, in 1689.
- Outcomes of the Glorious Revolution; Killiecrankie and Glencoe.
- The Act of Union.
- Jacobite activity before 1715.
- The 'Fifteen'; outcomes and explanations for failure.
- The 'Forty-five'; outcomes and explanations for failure.

**The Age of Walpole**

- The Hanoverian succession; the political parties in 1714.
- The South Sea Bubble and its consequences.
- Walpole: management of party and parliament.
- Walpole: style and outlook; domestic, economic and financial policies.
- Opposition and the fall of Walpole.

**War and diplomacy 1714–63**

- International issues and the balance of power in Europe.
- The Hanover connection.
- British aims in foreign policy before 1740: Stanhope, Carteret and Walpole; the War of Jenkins' Ear.
- The War of Austrian Succession; causes and outcomes; Britain's role.
- Inter-war diplomacy, 1748–56.
- The Seven Years War; causes and outcomes; Britain's role.

**Pitt the Elder**

- Principles, policies and abilities.
- Career before 1756; opposition to Walpole.
- Relationship with the Pelhams.
- Pitt's role in the Seven Years War.
- Career post-1763; relationship with George III; ministry of 1766–8; opposition to policies towards the American colonies.

### **Religion and the Church: Wesley and Methodism**

- The condition of the Church of England.
- Catholics, dissenters and Jews.
- Whitefield and the Wesleys.
- Methodism.

### **Section 7: 1760–1815**

#### **George III, 1760–84**

- The debate over George III's view of kingship and his intentions.
- Parliament and party politics.
- The King and his ministers; the King's friends.

#### **The American Revolution and War of Independence**

- Causes of the War, long and short term; revolution or war of independence?
- The course of the war on land and sea.
- French and Spanish intervention.
- Explanations for the success of the colonists.

#### **The consequences of the loss of the American colonies**

- The Treaty of Versailles, terms and significance.
- Economic and political impact of the war and the loss of the colonies.
- The development of new directions in imperial and colonial policy; India, Canada, the Caribbean.
- Consequences for European diplomacy and foreign policy.
- Anglo-American relations.

#### **Movements for Reform**

- Wilkes and Liberty: the North Briton, general warrants, parliamentary privileges and the Middlesex election.
- Wyvill and parliamentary reform; the Yorkshire Association.
- Burke and 'economic reform'.
- The anti-slavery campaign; Clarkson and Wilberforce; the Clapham Sect.

#### **The Age of Pitt the Younger**

- The election of 1784; Pitt's relationship with the King; the Regency crisis.
- Parliament and party politics; the development of the Cabinet; opposition to Pitt.
- Pitt and reform: finance, economy and administration; imperial and colonial policy, India and Canada.
- Foreign policy to 1793.
- Burke: Charles James Fox.

#### **The impact of the French Revolution**

- Consequences for British politics.
- Coincidence with the centenary of the Glorious Revolution; fresh demands for reform; the London Corresponding Society.
- Favourable and radical responses; Paine, Mackintosh, Mary Wollstonecraft.
- Criticism of the Revolution; Burke.
- Changing views and reaction as the Revolution became more radical.



**Britain at war, 1793–1815**

- Explanations for the outbreak of war with France in 1793 and renewal in 1803.
- The home front; political, financial and economic consequences; public order and repression.
- The war at sea; response to the Continental System.
- The war on land with particular reference to the Peninsular campaigns.
- Diplomacy and financing the coalitions; the peace settlement.

**Britain and Ireland**

- The condition in c. 1760; the economy; Irish political parties; the Protestant ascendancy; the Irish parliament.
- Economic and constitutional concessions; Pitt's policies for reform.
- Henry Grattan.
- The influence of the French Revolution; the growth of radicalism; the United Irishmen; Wolfe Tone; the rebellion of 1798.
- The Act of Union.

**Section 8: Themes c. 1603–1815****Seventeenth-century social and economic change**

- The ranks of society, aristocratic power and influence; the role of the gentry in economic, social and political life; social mobility.
- Economic activity and change; trade and industry.
- The debate on the English Revolution as a determinant of social change and economic expansion.
- The development of colonies and colonial trade; expanding interests in India.
- The growth of London in population and as a centre of political, economic, financial and social activity.

**Intellectual and cultural life in Stuart Britain**

- Literature; philosophical, historical and scientific enquiry; the Royal Society.
- Schools and universities.
- Music, sculpture and painting; the role of patrons.
- Domestic and ecclesiastical architecture; styles and architects; the role of patrons.
- Drama and the development of the theatre.
- Publishing; books, newspapers and newsletters.
- Coffee houses.

**The role of women in seventeenth-century society**

- A patriarchal society; attitudes towards women.
- Marriage and marital status; the family.
- single women, widows and heiresses.
- Women as property-owners, managers of estates, trades and businesses.
- Women and the arts; theatre and literature; Mrs Aphra Behn.
- Women and the witchcraft craze.
- The education of women.
- Differences in the social status and role of women as between the ranks of society.
- The extent of change; the Civil War as an influence for change?

### **The growth and development of religious dissent**

- The multiplication of radical sects during the Civil War and Commonwealth periods; explanations and consequences.
- Independents and Presbyterians.
- Connections between radical political and religious ideas, for example, Quakers, Fifth Monarchists, Levellers.
- Non-conformity and the Restoration.
- The survival of Catholicism in Britain.
- James II's attempts at toleration.
- The Glorious Revolution and the extension of toleration.
- Change and development.

### **Economic change in eighteenth-century Britain**

- The phenomenon of price inflation; outcomes and impact.
- Connections between population growth and agricultural change and industrialisation.
- Agricultural improvement and change: enclosure; improved techniques; new crops; stockbreeding; the impact of change.
- Transport and communications: turnpikes; canals; the postal service.
- Industrialisation; explanations and consequences; technological change and inventions; ship-building; the iron industry; mining; textiles.

### **Demographic and social change in eighteenth-century Britain**

- Growth and redistribution of population; explanations and consequences.
- The growth of urban population; London; provincial towns and cities.
- The political, social, economic and cultural influence of the aristocracy; the landed interest.
- The growth of an industrial working class; mobility of labour; migration.
- The growth of class-consciousness; new wealth and new classes.
- The extent of social mobility.

### **The role of women in eighteenth-century society**

- Attitudes towards women; the survival of paternalism; legal disqualifications.
- Marriage and the family.
- Widows and heiresses.
- Women writers; the education of women.
- The development of feminism.
- Women as property-owners; managers of estates, trades and businesses.
- Increased employment of women in an industrialised society.
- The extent of change.

### **Art and architecture: the intellectual and cultural life of eighteenth-century Britain**

- Ecclesiastical and secular architecture; architects and styles; landscape architecture; the garden; the role of patrons.
- Painting, sculpture and music; the role of patrons; the Royal Academy.
- Literature: poetry; the development of the novel; literary criticism; Johnson's Dictionary.
- Drama and the theatre.
- Schools and universities.

- Political thought and philosophy; scientific speculation and experiment; the Scottish Enlightenment.
- Change and development.

**Eighteenth-century overseas trade and colonisation**

- The importance to the British economy of trade and colonies; commerce as ‘the Fountain of Wealth’.
- The terms of colonial trade; mercantilism.
- The colonisation of North America and Canada; the loss of the Thirteen Colonies.
- The Caribbean; sugar and slaves.
- The East India Company; the Royal Africa Company; the Levant Company.
- The commercial dominance of London; the Royal Exchange.
- The impact of overseas trade on domestic and social life.

Paper 1c: British History, 1689–2000

**The bullet points listed below are intended to give further details and exemplification of the syllabus content. They are neither exhaustive nor prescriptive and should not necessarily be regarded as a basis for full questions.**

**Section 1: 1689–1760**

**Government and party politics under William III and Anne, 1689–1714**

- The working out of the constitutional settlement; the role of Parliament.
- Ecclesiastical and religious settlement.
- The financial and economic outcomes of war; the Bank of England.
- The development of parties; Whigs and Tories.
- William III and Anne as monarchs.
- Domestic opposition, Jacobitism.

**War and diplomacy, 1689–1714**

- International issues and the balance of power in 1689; Louis XIV's France.
- Diplomatic consequences of the Glorious Revolution.
- War with France, 1689–97; causes and outcomes; the Treaty of Ryswick.
- The war of Spanish Succession; pre-war diplomacy; causes and outcomes; the Utrecht settlement.

**England and Scotland**

- The state of Anglo-Scottish relations, political and economic, in 1689.
- Outcomes of the Glorious Revolution; Killiecrankie and Glencoe.
- The Act of Union.
- Jacobite activity before 1715.
- The 'Fifteen'; outcomes and explanations for failure.
- The 'Forty-five'; outcomes and explanations for failure.

**The Age of Walpole**

- The Hanoverian succession; the political parties in 1714.
- The South Sea Bubble and its consequences.
- Walpole: management of party and parliament.
- Walpole: style and outlook; domestic, economic and financial policies.
- Opposition and the fall of Walpole.

**War and diplomacy 1714–63**

- International issues and the balance of power in Europe.
- The Hanover connection.
- British aims in foreign policy before 1740: Stanhope, Carteret and Walpole; the War of Jenkins' Ear.
- The War of Austrian Succession; causes and outcomes; Britain's role.
- Inter-war diplomacy, 1748–56.
- The Seven Years War; causes and outcomes; Britain's role.

**Pitt the Elder**

- Principles, policies and abilities.
- Career before 1756; opposition to Walpole.
- Relationship with the Pelhams.
- Pitt's role in the Seven Years War.
- Career post-1763; relationship with George III; ministry of 1766–8; opposition to policies towards the American colonies.

**Religion and the Church: Wesley and Methodism**

- The condition of the Church of England.
- Catholics, dissenters and Jews.
- Whitefield and the Wesleys.
- Methodism.

**Section 2: 1760–1815****George III, 1760–84**

- The debate over George III's view of kingship and his intentions.
- Parliament and party politics.
- The King and his ministers; the King's friends.

**The American Revolution and War of Independence**

- Causes of the War, long and short term; revolution or war of independence?
- The course of the war on land and sea.
- French and Spanish intervention.
- Explanations for the success of the colonists.

**The consequences of the loss of the American colonies**

- The Treaty of Versailles, terms and significance.
- Economic and political impact of the war and the loss of the colonies.
- The development of new directions in imperial and colonial policy; India, Canada, the Caribbean.
- Consequences for European diplomacy and foreign policy.
- Anglo-American relations.

**Movements for Reform**

- Wilkes and Liberty: the North Briton, general warrants, parliamentary privileges and the Middlesex election.
- Wyvill and parliamentary reform; the Yorkshire Association.
- Burke and 'economic reform'.
- The anti-slavery campaign; Clarkson and Wilberforce; the Clapham Sect.

**The Age of Pitt the Younger**

- The election of 1784; Pitt's relationship with the King; the Regency crisis.
- Parliament and party politics; the development of the Cabinet; opposition to Pitt.
- Pitt and reform: finance, economy and administration; imperial and colonial policy, India and Canada.
- Foreign policy to 1793.
- Burke: Charles James Fox.

### **The impact of the French Revolution**

- Consequences for British politics.
- Coincidence with the centenary of the Glorious Revolution; fresh demands for reform; the London Corresponding Society.
- Favourable and radical responses; Paine, Mackintosh, Mary Wollstonecraft.
- Criticism of the Revolution; Burke.
- Changing views and reaction as the Revolution became more radical.

### **Britain at war, 1793–1815**

- Explanations for the outbreak of war with France in 1793 and renewal in 1803.
- The home front; political, financial and economic consequences; public order and repression.
- The war at sea; response to the Continental System.
- The war on land with particular reference to the Peninsular campaigns.
- Diplomacy and financing the coalitions; the peace settlement.

## **Section 3: Themes, 1689–1815**

### **Britain and Ireland, 1689–1801**

- The effects of the Revolution of 1688; the Battle of the Boyne (1690); Orange politics.
- The development of the Protestant Ascendancy – political, economic, social. The Union and its nature.
- Religious, social, economic divisions and tensions.
- Unrest and controls exerted; British fears; extent of protest, disorder, lawlessness.
- Events in 1798 and the end of the Union in 1800 (reasons, consequences).

### **Economic change in eighteenth-century Britain**

- The phenomenon of price inflation; outcomes and impact.
- Connections between population growth and agricultural change and industrialisation.
- Agricultural improvement and change: enclosure; improved techniques; new crops; stockbreeding; the impact of change.
- Transport and communications: turnpikes; canals; the postal service.
- Industrialisation; explanations and consequences; technological change and inventions; ship-building; the iron industry; mining; textiles.

### **Demographic and social change in eighteenth-century Britain**

- Growth and redistribution of population; explanations and consequences.
- The growth of urban population; London; provincial towns and cities.
- The political, social, economic and cultural influence of the aristocracy; the landed interest.
- The growth of an industrial working class; mobility of labour; migration.
- The growth of class-consciousness; new wealth and new classes.
- The extent of social mobility.

### **The role of women in eighteenth-century society**

- Attitudes towards women; the survival of paternalism; legal disqualifications.
- Marriage and the family.
- Widows and heiresses.
- Women writers; the education of women.

- The development of feminism.
- Women as property-owners; managers of estates, trades and businesses.
- Increased employment of women in an industrialised society.
- The extent of change.

### **Art and architecture: the intellectual and cultural life of eighteenth-century Britain**

- Ecclesiastical and secular architecture; architects and styles; landscape architecture; the garden; the role of patrons.
- Painting, sculpture and music; the role of patrons; the Royal Academy.
- Literature: poetry; the development of the novel; literary criticism; Johnson's Dictionary.
- Drama and the theatre.
- Schools and universities.
- Political thought and philosophy; scientific speculation and experiment; the Scottish Enlightenment.
- Change and development.

### **Eighteenth-century overseas trade and colonisation**

- The importance to the British economy of trade and colonies; commerce as 'the Fountain of Wealth'.
- The terms of colonial trade; mercantilism.
- The colonisation of North America and Canada; the loss of the Thirteen Colonies.
- The Caribbean; sugar and slaves.
- The East India Company; the Royal Africa Company; the Levant Company.
- The commercial dominance of London; the Royal Exchange.
- The impact of overseas trade on domestic and social life.

### **Popular Protest**

The issues here surround the nature, scale and impact of such protest, rural and urban. And candidates might consider the much debated theme of the role of the masses in historical events and period.

- The London mob. This can link to the role of London in the politics of the period.
- Rural protests and issues involved (prices, food, subsistence, etc).
- The ability of such protest to influence and shape government policies.
- The nature of government responses – hardline or softer.

### **Eighteenth-century London: London and politics**

- The growth of London – population, economy, trade, the Bank of England: financial and commercial ascendancy.
- The London mob and its place in politics: examples of influence.
- Political leaders, controls, role in times of crisis (Jacobite, French Revolution).

**Section 4: 1815–1868**

Here and later, an analytical approach to party leaders and PMs can be valuable, putting them into context and assessing such factors as *leadership, organisation, appeal of policy ideas, electoral support*.

**The Age of Lord Liverpool**

- The economic and social context; aftermath of war.
- The challenges of radicalism and government responses, repression and controls.
- The 'Liberal Tory' phase, ministers, reforms.
- 1827–30, Wellington, Peel, Catholic Emancipation.

**An age of reform, 1830–46: The Whigs and Peel Ministries**

- Reasons for Whig supremacy, 1830–41; nature of Whig politics and party.
- The Great Reform Act of 1832: reasons; content; impact.
- Whig reforms, 1833–41 – extent, character, impact.
- Peel and Tory revival to 1841; why he won 1841 General Election; Conservative v Tory issues.
- Peel as PM: free trade; fiscalism and the economy; 'businessmen's PM'; repeal and split of party; the ACLL.

**British foreign policy, 1815–70**

Main focus areas will be Canning and Castlereagh and Palmerston; followed by the Gladstone and Disraeli ministries. Change v continuity will be assessed.

**Foreign Policy 1812–27: Castlereagh and Canning**

- Context of war and peace.
- Castlereagh, 'Concert of Europe', Congress system, diplomacy, focus on Europe.
- Canning and diplomacy, maintenance of above, balance of power, wider European and especially American interests.

**British foreign policy in the age of Palmerston, 1830–70**

- Palmerston (1830–4, 1835–41, 1846–51; PMship phase).
- Range of interests, involvements; balance of power; assertion of British power.
- Activism; areas such as China and Greece.
- The importance of the Crimean War (below); American Civil War.
- Legacy: Gladstonian era.
- Gladstonian approach: issues of imperialism; moral attitudes; foreign policy to assist independence and nationalism elsewhere (examples); views on occasional interventionism.

In above, examples will be required, linked to such issues and themes as: balance of power; attitudes towards Europe and events there; commercial, economic, strategic factors; liberalism and nationalism (e.g. Greece, Spain, Italy); interventionism; relations with France, Russia, Austria, Prussia (Germany), USA.



**The Crimean War: causes, course and outcomes**

- Reasons for the War: long and short term.
- Anglo-French cooperation and efforts; nature of the War.
- Importance and legacy: impact on the army and on diplomacy.

**Chartism**

An interesting and challenging topic area, with its links to working-class consciousness, culture and identity. Comparisons with the ACLL (Anti Corn Law League) can help.

- Origins, aims, the Charter.
- Identities of the Chartists: support levels, areas, types.
- Methods, appeal, impact, leadership, organisation.
- Reasons for failure and collapse; legacy.

**The heirs of Peel: Gladstone and Disraeli (to 1868)****Gladstone**

His early career needs analysis, the Conservative-Peelite phase, the translation to Whig-Liberal. His reputation and the considerable debates over him.

- Gladstonian Liberalism: definition, content, importance.
- The nature of the Whig-Liberal Party.
- The early rivalry with Disraeli.
- Ideas and policies with focus on the domestic.
- The beginning of a concern with Ireland and its effects on the Party [see also Section 6: 'Britain and Ireland'].

**Disraeli**

His early career, the anti-Peel phase and consequences.

- The development of Disraelian Conservatism: its content; beginnings of 'Tory Democracy' (etc.).
- Beginnings of the rivalry with Gladstone.
- Early ministerial career and its unevenness (reasons); the importance of 1867–8; impact, importance.

**Section 5: 1868–1914**

An awareness of on-going electoral changes (1867, 1884–5) and the secret ballot (1872) and actions over corrupt and illegal practices (1883) will be useful here: the electoral system, its functioning, the size and make-up of the electorate. Such shaped the development of politics.

**Gladstone 1868–94**

- Development of Gladstonian Liberalism.
- The rivalry with Disraeli: reasons, features.
- Policies in Ministries – 1868–74, 1880–6, 1892–4 – with focus on domestic areas (reforms, education, health, social, trade unions, etc.). The successes and eventual failure of the 1868–74 Reforming Ministry.
- The growing concern with Ireland and its effects on the Party.
- Foreign and imperial policies: attitudes; actions; nationalism, independence; interventionism; criticisms of Disraelian policies.
- His legacy and importance.

### **Disraeli 1868–80**

- The concept of Disraelian conservatism; its content; ‘Tory Democracy’.
- His relationship with his Party and its unevenness.
- The continued rivalry with Gladstone: reasons, features.
- The Ministry of 1874–80, with focus on domestic areas (social reforms, education, health, trade unions, etc.).
- Foreign and imperial policies: attitudes; ‘forward’; place of Empire; interventionism and actions; importance of the Balkans, Russia, 1878; 1879–80 setbacks.
- Reasons for defeat in 1880: legacy (e.g. Primrose League, etc.).

### **Foreign and imperial policy, 1878–c. 1900**

This may well be linked to study of Disraeli, Gladstone, Salisbury and Liberals 1905–14.

- The growth of Empire: reasons, stages, features; the ‘scramble for Africa’; rivalry areas; importance.
- Links of imperial to foreign policy.
- Similarities and differences of Conservatives and Liberals.
- Relations with France, Russia and Germany.
- Avoidance of ‘foreign entanglements’.
- ‘Splendid Isolation’.

### **The Conservative supremacy, 1886–1905**

The context of electoral politics and the problems of the Liberals need to be understood.

- Lord Salisbury and electoral appeal: reasons for success.
- Domestic policies and successes, 1886–92, 1895–1905 – limited reforms; middle ground political appeal, etc.
- Balfour as leader: problems of 1903–5.
- Reasons for defeat in 1906.

Here, above and below, broad understanding of economic and social contextual issues will help evaluation – these may be linked to areas of Section 6 below.

### **Trade unions and the growth of the Labour Party**

- The emergence and appeal of socialism.
- ‘Old’ and ‘new’ unions and unionism.
- SDF, Fabians, ILP and LRC developments and importance; Lib-Labs; Keir Hardie.
- Developments 1900–06, 1906–14: the Labour Party; MacDonald’s importance; Progressivism; electoral appeal; 1903 Lib–Lab Pact and importance.
- Labour’s position in 1914 – regional, national – weak or relatively strong?

A natural link exists to:

### **The Liberal governments, 1905–1914; reforms and the beginnings of the Welfare State**

Here, some appreciation of Liberal fortunes 1895–1905 will be useful, including the recovery after c. 1900–3.

- Reasons for General Election triumph in 1906 – and significance.
- Campbell-Bannerman, Asquith, Lloyd George roles and Old v New Liberalism; Progressivism.
- Domestic reforms in range and scope, especially 1906–11; impact areas; importance; welfarism, welfare society (v welfare state).

- Problems of 1909–14 (House of Lords, Suffragettes, Unions, Ireland): successes and failures.
- Position in 1914: weakened or still strong?

[a link can be made to Section 7 areas]

### **Britain and the origins of the First World War, c. 1900–14**

- Reasons for the end of ‘Splendid Isolation’; 1902 Alliance with Japan.
- Ententes of 1904, 1907 – reasons, consequences.
- Anglo-German relations, from c. 1898: rivalry; competition; naval, economic, imperial.
- Responses to 1905, 1911–12 crises.
- Importance of 1914, Belgium, developments then.
- Reasons for commitment to War in 1914.

Some of the above areas can be linked to Themes in the next Section.

## **Section 6: Themes c. 1815–c. 1914**

### **Britain and Ireland 1815–1922**

#### **Britain and Ireland, 1815–68**

- The aftermath of the Act of Union and events in 1798, 1803.
- The policies of Tories and Whigs to 1841: Peel; O’Connell and Emancipation; agrarian and social issues.
- Peel and Ireland, 1841–6: Maynooth; famine; aftermath.
- The growth of nationalism and its expressions, 1848–68.
- Whig-Liberal policies, 1848–68: economic, social, religious; controls.

#### **Britain and Ireland, 1868–1922**

This runs across a big period and range of themes.

- The development of Irish nationalism – constitutional and revolutionary.
- The role of such as Davitt, Parnell, Redmond, Collins, De Valera.
- The impact on British politics and responses – coercion and conciliation, ‘killing home rule with kindness’ (etc.).
- Phases and features: 1868–86, 1886–1905; 1905–14; 1914–22. Outcomes of each; the importance of 1916 and after; 1921–22 Treaties and divisions of North, South.

### **The British economy and the British standard of living, c. 1800–1851**

This theme straddles war and peace, including the consequences of the War of 1793–1815, the economic depression, then recovery and onset of the mid-Victorian boom. Also, there is the on-going debate over living standards, ranging from optimistic to pessimistic interpretations.

- Agriculture and industry; war and peace; contraction, growth levels (GNP, etc.).
- Transport, communications (railways), effects of changes.
- Health of the population; welfare; Poor Law and 1834 PLAA; diseases and epidemics and impact.
- Employment and unemployment; skilled and unskilled workers; wages and prices.

### **The reform of education, 1815–1902**

Links could be made to the same theme in Section 9 below.

Examples will need to be selected to illustrate themes.

- Position of education in 1815: narrowness; limitations; controls (role as political tool).
- Educational developments up to c. 1870: examples in 1833, 1850s; commissions, ideas.

- The importance of Key Acts in 1870 and 1902 (also such as 1876, 1880). Key features and impact areas of such.
- Elementary education; secondary, including growth of public schools and their socio-political roles.

Links to (e.g.) wider issues of economic performance, civil service recruitment and training, the onset of the debate on 'National Efficiency', can be made and evaluation of the extent of changes offered.

### **The nineteenth-century novel**

Some care is needed here: literary-literature elements are valuable but the focus must be on the value of novels to the historian and so on the historical context.

- Social and political value and roles.
- Linkages to economic and cultural issues and trends.
- A sense of development, change, range across the century.

Plenty of examples are on offer here; Dickens is obvious; also such as Hardy, Gaskell, Trollope; Disraeli should not be overlooked, either.

### **Religious life and controversies in the nineteenth century**

Three main areas are identified; each needs examination, contextualisation and evaluation of the place of faith and doctrine across the century (was there a decline? The impact of Darwin and other scientific advances and ideas? The health of the Anglican Church?)

**Catholic Emancipation** – pressures for this, reasons, tensions (political, religious, social); reasons why enacted; impact levels.

**Evangelicism and revival** – Bible, prayer, mission – Nonconformity areas (see below).

**The Oxford Movement** – impact on clergy, monasticism, liturgy, ritual, provoking opposition and creating strains inside Anglican Church.

Some useful themes to assist here might be:

- Old Dissent (Unitarians, Presbyterians, Congregationalists, Baptists).
- New Dissent (Wesleyan Methodists, Salvation Army, even Mormons).
- Growth of Non-Conformity – numbers, doctrines, features (hymns, sermons, etc.), organisation, lay involvement.
- Impact of religious life on classes, especially working class.
- Impact through education, Sunday Schools.
- Impact on disestablishment and disendowment demands.

### **The changing role of women, 1867–1918**

[Reference can be made to Special Subject 5i]

Selected knowledge will be required, though the period is not especially long. The defining dates should be noted and explained. The socio-economic context, including industrialisation, should be used to assess developments.

- Working- and middle-class women.
- Employment areas (home-working, domestic service, the land, factories, nursing, teaching, etc.); trade unionism areas.
- Educational opportunities.
- Property and other rights; legal status and rights (divorce, etc.).

- Franchisal issues, pre- and post-1903–5: NUWSS; WSPU and splits; impact.
- World War One roles; 1915; gains of 1918 (reasons).

[Links can be made to the theme in Section 9 below.]

### **The performance of the British economy, 1880–1914**

The very term 'performance' points towards debate areas: (e.g.) how strong was that performance? How did it compare with competitor nations? Was there measurable decline?

Some statistical knowledge will be needed, as with all economic topic areas.

- The nature of the old, staple industries and their performance levels.
- Structural factors; business attitudes and cultures; entrepreneurship levels.
- Investment levels; technological developments; transfer of skills and funds overseas (e.g. into the Empire).
- The shifts from manufacturing industry emphasis to service industry areas (finance, insurance, overseas investments). Agriculture.
- Effects on workers, rural and urban; prices, wages, employment, unemployment.

A comparison of c. 1880 and 1914 (GNP, per capita wealth and incomes, etc.) would be valuable.

## **Section 7: 1914–1951**

This is a period that has much of note but much in depth as well, and careful unpacking is needed.

### **Britain and the First World War**

- The War on land and at sea; Western Front; Atlantic; the Dardanelles: main events and features; importance of role and contribution to victory.
- Home Front: (1) political – wartime coalitions (1915, 1916–18); Asquith and Lloyd George; revival of Conservatives; advances of Labour, Liberals' problems.
- Home Front: (2) economic and social – war economy; finances; role of women; social freedoms and progress; trade unions.

[Links can be made to Themes in Section 9.]

### **The domestic front, 1918–1939: government, party politics, economic problems, social change**

There are plenty of themes here:

- The legacy of war; electoral-franchisal changes in 1918 and 1928; the costs of war.

### **The Lloyd George Coalition, 1918–22**

- Electoral success in 1918.
- Policies at home and abroad: Reconstruction; Reforms; the Economy; trade unions; unrest; Ireland; Versailles; diplomacy; Chanak.
- Reasons for fall in 1922: revival of Conservatives.
- The decline of the Liberals: features, extent, reasons. Lloyd George as PM will be important and his legacy.

### **Party Politics 1924–31**

- The rise of the Labour Party.
- MacDonald.
- 1924 and 1929–31 Governments.
- The domination of the Conservatives: reasons; prevalence in governments; Baldwin.

### **National Governments, 1931–40.**

- MacDonald, Baldwin, Chamberlain
- Conservatives' place and role.
- Popularity and success in 1931, 1935.
- Key policy areas at home – economic, industrial, social (see below for foreign policy).
- Labour Party vicissitudes.
- The state of the economy; short boom, then problems, old and new industries: the Depression and unemployment; remedies; 'two nations'; government responses.
- Social changes: wealth; poverty; class issues; women; welfare; consumerism, affluence.

[Here and above links can be made to Section 9 Themes.]

### **Foreign and imperial policy, 1919–1939**

The economic, financial and political contexts and links will need to be established here.

- Lloyd George, Versailles, foreign policy to 1922.
- Contrasts and continuities in foreign policy, 1922–c. 1935.
- Relations with France, Italy, USA and the USSR.
- The development of 'conciliation' and appeasement, 1935–38; reasons, examples, impact and responses; Neville Chamberlain.
- Reasons for war in 1939.
- Empire: growth, extent, peak; costs; internal unrest and challenges; its place in shaping strategic thinking and foreign policy.

### **Britain and the Second World War**

- War at sea, on land, in the air: 1939–40; N. Africa, Sicily and Italy, D-Day and beyond; the Atlantic; Battle of Britain; bombing of Germany.
- Home Front (1) political – wartime coalition government; Churchill; role of Labour Party.
- Home Front (2) social and economic – war economy; damage levels; role of women; welfare thinking (Beveridge, etc.); planning for the future; overall impact levels.

### **The Labour Governments of 1945–1951: domestic and imperial policies**

- Reasons for victory in 1945; manifesto commitments; Attlee as leader and PM; ministerial talents.
- Domestic areas: problems; economic changes; nationalisation; social and welfare changes; welfare state; state of the economy; extent of social changes.
- Imperial (and foreign) policy: retreat from Empire; reasons; impact.  
[Links here and above to Sections 8 and 9 below.]
- Reasons for problems in 1950–1 and defeat in 1951.

## Section 8: 1951–2000

Some links exist with above Section.

### British foreign policy since 1945:

#### The Cold War and the relationship with the USA

- Britain's place in the origins and development of the Cold War; uneven relations with the USA; 'special relationship' features.
- NATO and other alliances.
- Overseas commitments.
- Relations with the USSR, France and Germany.

#### European integration

- Attitudes to Europe and to EEC (1957, etc.).
- Attempts to enter EEC and eventual entry.
- Impact on Britain and its relations with Europe (and USA).
- Single Market and the E.U. issues; effects on Britain, tensions, disputes over benefits.

**The End of Empire and Post-imperial legacy** – further retreat from Empire; Suez; decolonisation; the Commonwealth and its problems (S. Africa, Uganda, etc.).

- Reasons for retreat from Empire: Labour Government; economic, financial, strategic, USA role.
- Beginnings of end: importance of India; extension of independence.
- Responses to nationalism; decolonisation processes.
- Formation of the Commonwealth.

#### The Conservative governments, 1951–1964

- The PMs, especially Macmillan; the strengths and eventual weaknesses of the Party.
- Economic policies, including 'Stop-Go' and 'Butskellism', 'Never Had It So Good' and problems of early 1960s.
- Social, welfare, responses to changing society and affluence and consumerism.
- Reasons for successes in 1955, 1959; defeat in 1964.
- **Imperial and post-imperial policies:** foreign and Commonwealth policy may be embraced in the prior topic theme above. These should include relations with USA, Suez; attempts to enter EEC.

#### Party politics, 1964–1979

Here, as above, a good understanding of the state of the economy, of economic problems and crises, of the issue of trade union power, will be required.

- **Wilson** – PMships of 1964–70, 1974–6; personality and policies; extent of promises kept; challenges faced (including N. Ireland); balance of success and failure; impact on the Party.
- **Heath** – reasons for success in 1970 and defeats in 1974; issues of N. Ireland, economy, union power; success and failure; impact on Party (Thatcher ahead).
- **Callaghan** – ministerial career; PMship, 1976–9; crisis of 1978–9; defeat in 1979.



Foreign (including EEC areas) and Commonwealth policies can be covered above, or in the first topic theme of the Section.

### **From Thatcher to Blair**

Again, reference to economic issues, problems, attempted remedies should feature strongly.

Discussion of the perceived Blairite inheritance of Thatcherism would be useful.

**Thatcher:** features of 'Thatcherism': fiscalism and monetarism, privatisation; curbs on trade union power; the Miners' Strike; phases of prosperity (reasons); attitudes towards Welfare State (changes advocated and made); 1988–90 (poll tax, replacement). Foreign policy would include attitudes towards Europe and the Falklands War (1982) and relationship with Reagan and the end of the Cold War.

**Major:** why he replaced Thatcher in 1990; 1992 election success; problems and crises of 1992, 1994–7 (sleaze, etc.); handling of Thatcherite legacy.

**Blair:** role in revival of Labour Party (references to Kinnock and Smith should be made); message and appeal ('New Labour', 'The Third Way'); reasons for victory in 1997; N. Ireland policies; economic, social, welfare issues, 1997–2000. Again, references to Europe, relations with the USA, the Balkans and the First Gulf War can be made in assessing 1990–2000.

## **Section 9: Themes c. 1914–2000**

### **The performance of the British economy, c. 1914–51**

Again, 'performance' points to debate and, as with c. 1880–1914, there is much debate here. Given the prominence of the two World Wars, the dates have been kept tight – though candidates may well look at performance beyond 1951, in conjunction with topics in the above Section.

- The nature, impact and extent of changes created by the Wars of 1914–18, 1939–45.
- The extent of recovery 1919–39, 1945–51.
- Old and new industries; unemployment; wealth (and poverty); ability to adopt and change; competitiveness. Agriculture.
- Investment levels; changes to workforces; civilian sector demands as against military.
- Prices, wages, skills, living and working conditions.

### **The changing role and status of women, 1918–1980**

Here, knowledge will need to be selective and there can be links to the same theme in Section 6.

- The franchise changes and issues of 1918 and 1928; women and politics.
- Economic and employment opportunities; the degrees of change; wage-salary issues.
- Social and legal status; enhanced rights and status (property, education, marital, etc.).

### **The development of the Welfare State**

Links to Liberals 1906–14, Labour 1945–51 topic areas.

- Progression; welfarism, welfare society; welfare state.
- Stages, features, extent: 'cradle to grave'.
- State role, input; costs; effectiveness (1946–8 onwards).
- Changes, developments, criticisms, responses of different governments.
- Situation in and after Thatcher government.

### **Educational changes, 1918–1990**

Selected knowledge will be needed, in the context of links to social and economic changes, education as a political issue, the effects of the Wars.



The 1918 and 1944 Acts will be important reference points, though 1926 and 1943 Committees and views can be considered also.

The theme stops in 1990 to take account of the raft of changes after 1979 and their effects.

- Primary, secondary and tertiary education should be considered.
- School leaving ages and issues of an educated workforce and society (academic, vocational).
- Curriculum content areas, the nature of examinations, the management of educational issues and outcomes.

### **Post-War (1945) social and cultural change: immigration and race relations**

The concept of the multi-cultural society will be engaged. Broad awareness of social and cultural changes should be created, linked to social and cultural mix. The emphasis will be on the multicultural mix.

- The effects of the end of Empire and Decolonisation.
- Immigrant numbers, phases, settlement patterns, employment, economic opportunities.
- Social consequences, political responses, the emergence of race relations issues and legislation, tensions.
- The effects of widened EU membership and issues there.

### **The impact of technological changes, 1945–2000**

Selected knowledge will be needed.

- The focus here is on the extent of changes (social, economic, political, cultural) produced by advances in technology.
- Links can be made to (e.g.) social welfare, classes, incomes, leisure pursuits, travel, transport, communications, economic modernisation, the media, political activities and activism (this could include pressure groups).
- Technological areas – Radio, TV, Computers and IT areas; cars, trains, planes; the ‘information highway’ (etc.).

### **The mass media**

- Press, Radio, TV, ICT areas.
- Owners, power, impact: ability to shape opinions; social and political, electoral.
- Americanisation, linked to cultural changes: leisure, etc.
- Differences across period; importance of Wars; the 1960s; the 1980s.

### **Popular culture and the growth of leisure, sport and holidays**

[Links here to above Themes are evident.]

- Definition of popular culture and populist culture.
- Leisure time: growth; reasons for growth; access levels (transport, affluence, etc.); effects; holidays and their uses, changes in preferences.
- Mass sports (soccer especially but also, earlier, cricket); reasons for popularity; place in culture and links to media and society changes.

Paper 2a: European History, c. 300–c. 1516

**The bullet points listed below are intended to give further details and exemplification of the syllabus content. They are neither exhaustive nor prescriptive and should not necessarily be regarded as a basis for full questions.**

Topic areas and themes:

**Section 1: c. 300–c. 632**

**The Age of Diocletian and Constantine** should be set in the context of the extent, nature and strengths and weaknesses of the Roman Empire at the time.

For **Diocletian**, focus areas that suggest themselves are:

- Pacification policies.
- Military reforms, defence and security areas.
- The tetrarchy, government and administration.
- Taxation, fiscal and economic policies.
- The persecution of Christianity.

For **Constantine**, focus areas are:

- The conversion to Christianity, its context and importance, including to the imperial powers.
- Government and administration, laws, legal apparatus.
- Wars and successes, security issues.
- Economic and social [see also the next topic area].

**The demography and economy of the late Roman Empire**

This is a big topic area and selected knowledge will be needed. Issues are:

- The size of population, population pressures, disease and plague effects, impact on economic areas.
- Trade, industry, towns, rural features.
- Taxation levels and the impact of taxation on economic activity.
- The balance between Western and Eastern parts of the Empire and contrasts there.

**The development of Christianity from Constantine to Pope Gregory the Great**

Again, this is a big area and selected knowledge will be needed. Issues are:

- The impact of Christianity on the Roman Empire – a force for good and improvement, a possible force for weakening social ties (etc.).
- The association of Christianity with Imperial rule and government.
- The vicissitudes as the Roman Empire in the West collapsed – compared to developments in the Eastern part.
- The importance of Gregory the Great: his writings; his leadership; missionary works; building work; pastoral and administrative developments in Rome; diplomatic ties with rulers inside and outside Italy.

**Folk movements and settlements in the Roman Empire: the fall of Rome**

This does invite some awareness of debate as to the decline and fall of the Roman Empire in the West.

- The role of the Huns, Ostrogoths and Visigoths: warriors; mercenaries; settlers.
- Their role in de-stabilising the Western part of the Roman Empire.
- Reasons for the fall of Rome: political; military-strategic; social; financial.
- Some sense of the immediate consequences and legacy, including the survival and strengths of the Eastern part of the Empire.

**Visigothic Gaul and Merovingian Francia**

Again, quite a big topic area and focus should be on:

- The end of Roman rule in Gaul; its legacy.
- The arrival and settlement of the Visigoths; their takeover of certain Roman functions and practices; the apogee under King Euric; their defeat by Clovis and removal (to Spain).
- The rule of Clovis, including the Christian dimensions; the merger of warrior and Christian kingship features; his impact and importance.
- The development of the Merovingian dynasty: examples in rulers such as Childeric I and II, Chlothar I, II and III, Dagobert and the growing weaknesses of the rulers, with an emphasis upon features of weak rulership. [This could link to the topic area of Carolingians, 687–768 below.]

**The reign of Justinian the Great**

An obvious starting point will be a survey of the reign and consideration of whether he was 'great'.

Focus areas:

- Administration and government.
- Laws and legislation – their importance.
- Attitude towards heresy.
- Building programmes and their place in the development of his power.
- Wars, their extent, frequency, outcomes, with a special focus on the revival of the Western Empire set against possible neglect of frontier areas elsewhere.
- The state of the economy, linked to the impact of costly wars.
- The legacy.

**Section 2: c. 632–919****The rise and spread of Islam; Islamic Spain, 711–1002**

Another big topic area and selectivity of knowledge will be needed. Something of the background and the life and impact of the Prophet Mohammed will help understanding.

Focus areas:

- Reasons for the rapid and successful expansion across North Africa and into Spain – military; religious; weaknesses of opponents.
- The extent of Islam's spread and its impact on European consciousness.
- Islamic Spain: culture, control, society. The rule of the Umayyads in Cordoba.
- The beginnings and progress of the Reconquista – leadership, faith, military tactics, levels of success; beginnings of Christian kingdoms (examples in the Asturias and Navarre, Aragonese areas).

**The rise of the Carolingians, 687–768**

This will link (probably) to the earlier topic on Merovingian Francia. Here the issue is the progressive strengthening of the position of Mayor of the Palace, leading ultimately to the dynastic replacement of the Merovingians by a papal-approved Carolingian family.

- Along the way, the importance of the dates of 687 (Tertry) and 768 will be set out, alongside (for example) that of 732 and 751 (deposition of Childeric III in a palace coup).
- The retention of the Merovingian kings, at least symbolically in place, may be discussed. (personal and mystical elements).
- A comparison and contrast with the Merovingians will help; a focus on personalities, powers, developing feudal ties, political and military skills, Church ties and uses made of the Church.

**Charlemagne**

A major topic area and, given the longevity, a central one. The focus will be on key events, the actions of Charlemagne, his context, his personality.

- The Christian faith, relations with the Church and the Papacy.
- The military engagements, wars and warfare; reasons and effects. The primacy of military enterprises.
- The government and administration of his Empire; its size and the problems of rule.
- The Coronation of 800 and its significance, the so-called 'decomposition' of his later years.
- The Carolingian Renaissance.

**The later Carolingians to 887**

This is a big area and will encompass:

- The legacy of Charlemagne.
- The problems facing the dynasty, the issues of Empire and succession.
- The importance of 843, the growing external threats (above all, Viking) and the position by 887, linking to the break-up of the Carolingian Empire and the future developments of French and German lands.

**The Vikings: impact, settlement, culture and trade**

Here there is scope for assessment of contemporary views and later considerations. Awareness of changed perceptions and views will be useful. Focus areas:

- The nature of the Viking threats, raids, settlements; reasons for their expansion.
- Their impact on European politics and society.
- Their contributions to cultural and commercial changes.
- The balance between destructiveness and constructiveness.

**The German monarchy to 919**

This leads out of the break-up of the Carolingian Empire and focuses upon the emergence of a recognisable German monarchical structure, set in the context of social and economic changes.

Focus areas:

- The nature and extent of the German lands.
- The aristocracy and the Church.
- The emergence of a dynastic family and rivalries with other powerful families.
- Expansionist efforts.

### Section 3: 919–1099

#### **The development of the German monarchy and the revival of the Holy Roman Empire to 1039**

This will embrace the rulership of Henry the Fowler, Otto I, II and III, Conrad II and the emphasis will be upon the power, strengths and pretensions of the kings, extending into Italian affairs. A question may be set over a lengthy time span or on one ruler (e.g. Otto I).

Focus areas:

- Territorial expansion; royal lands; beginnings of feudal features.
- Relations with the aristocracy; patronage; families in and out of favour; problem families and areas.
- Relations with the German Church and its role in administration and support.
- Military activities, inside German lands, to the East, into Italy; the defeat of the Magyars; relations with neighbours.
- Reasons for involvement in Italy; the Imperial crown; and the effects of involvement on authority and power inside Germany (absentee rulers?).

#### **The early Capetian Kings, 987–1180**

Questions are likely to involve a broad sweep of kings, with selected and appropriate examples to illustrate themes. The foundation of the dynasty by Hugh Capet will be the start point.

Important rulers (Louis VI and VII are covered below): Capet; Robert the Pious; Henry I and Philip I.

Focus areas:

- The nature of royal power and authority; the sacral features and benefits; relations with the Church and Papacy.
- The royal domain lands; administration; relations with barons and towns.
- The uneasy relations with powerful neighbours – Normandy, Anjou, Flanders, Aquitaine – and reasons for survival against the odds (diplomatic skills, feudal and kingly attributes, relations with the Church).

#### **The Normans in Italy and Sicily to 1189**

The reasons for Norman success in Southern Italy and Sicily should be covered: military; political weaknesses of opponents; the role of the Papacy. Focus should be on the rule of the Hautevilles – Robert Guiscard, Roger I and Roger II (the latter regarded as a great ruler).

- The development of a recognisable system of government and administration and law, blending Norman and existing practices, as well as the impressive cultural mixture created, should be covered.
- Norman military successes on land and at sea, the defence and extension of territories, the strengths of this Norman state, should be assessed.
- The blend of feudal and local customs, laws and law-making, economic activity and wealth should be examined.
- A sense of the wider perspective ('the Norman achievement') would be useful here.

#### **Spain and Portugal in the Age of Reconquest, c. 1036–1284**

Focus will be upon the further development of the Reconquest measured by military successes, territorial gains, cultural changes, religious changes (re-Christianisation).

A sense of the periodic and uneven nature of successes, set in the context of the strengths and weaknesses of Muslim opponents, will help.

Important areas here:

- Reasons for the progressive success of the Reconquest and key turning points (e.g. 1211).
- The extent of Islamic controlled areas (e.g. the Taifas; Almoravides; Almohades); their gradual diminution and the reasons for defeats and diminution of control. (Granada as the last area.)
- The creation of new Christian kingdoms and their immediate fortunes (e.g. Barcelona, Portugal, Aragon, Leon, Castile) and their kings and their impact and power (with an eye on the growth of Castilian power).

### **The Reform of the Papacy and the Investiture Contest, 1046–1085**

This spans the beginnings of the Reform Movement and the start and development of the Investiture Conflict. A focus on Pope Gregory VII and the clashes with Henry IV will be understandable but this needs prior contextualisation.

- The Synod of Sutri, its importance and aftermath.
- The roles of Popes and Emperor Henry III.
- Reforms in monastic and liturgical, canonical areas plus reduced corruption areas.
- The genesis of the Investiture Crisis, main events and features, the outcomes by 1085. (Awareness of the aftermath, the continuing issues under Urban II and Paschal II. The eventual compromises in 1122 will be useful and can link to a later topic area/theme.)

### **Byzantium and its relations with the West from 1054; the First Crusade**

- The geo-political context is important here: the power and controls of the Emperor, the areas ruled, the threats faced.
- The unevenness of relations with the West, the causes of strain and tension (including Western and Eastern Churches), the outcomes, should be examined.
- There will be focus on the reign of Alexius I and this can be linked to the First Crusade.

For the **First Crusade**, other than the main events, coverage should include:

- The reasons for the Crusade and the role of Urban II, linked to ideas of plenary indulgences, armed pilgrimage, preaching (etc.).
- The scale of the Crusade – popular, knightly, etc. – and motives for joining.
- Reasons for its success, with examples of the successes: leadership, religion, strategy and tactics, divisions among Muslim opponents.

[It is possible that links might be made with subsequent crusading endeavours and so contrasts drawn.]

## **Section 4: 1085–1250**

### **Germany and the Holy Roman Empire to 1152**

#### **Frederick Barbarossa**

The background to his reign can be sketched out and important continuities mentioned. His status as a great ruler will be examined, in the context of German, Italian and European politics, with a sense of significance and impact, assessing Italian as against German issues and outcomes.

- The Hohenstaufen family lands and power; King and Emperor; the importance of the titles and claims to powers; administration and government.
- Relations with the German aristocracy: loyalists; the Guelfs; Henry the Lion; regional problems; later successes.

- Relations with the German Church and strains between that Church and the Papacy, given clashes with the latter.
- Involvement in Italy; reasons; clashes with the Lombard Communes and with the Papacy; outcomes; impact on German politics.

### **The Capetian Kings to 1180: Louis VI and Louis VII**

Their work, separately and jointly, in defending and securing the royal domain and enhancing the prestige of the monarchy will be assessed. Areas for attention:

- **Louis VI** and the consolidation of the royal lands; relations with the barons and his neighbours (Normandy, Anjou, Flanders); policies towards the Church and relations with the Papacy; Suger and administration; financial and economic life centred on the towns and communes and alliances with such.
- **Louis VII**: again, relations with barons and neighbours (above all the Angevins); the Second Crusade; developments in government and administration; urban and ecclesiastical support; good relations with the Papacy; conflicts with Frederick Barbarossa; advances in learning and the arts; the legacy for Philip Augustus.

### **The French monarchy under Philip Augustus and Louis VIII**

The logical extension of the basis created by Louis VI and VII can be examined in relation to the special contribution of Philip Augustus. His stature as a ruler (great?) can be examined and his significance evaluated.

Focus areas for **Philip Augustus**:

- His rulership; uses of feudal suzerainty powers and feudal laws; the defeat of the Angevins: reasons and consequences.
- Expansion of royal lands, kingdom and powers; relations with barons and towns.
- Administration and government; fiscal developments.
- Diplomatic and military skills.
- Relations with the Church and the Papacy, especially Innocent III.

Focus areas for **Louis VIII**:

- The Albigensian Crusade and annexation of Languedoc.
- Intervention in England and outcomes.
- Degrees of continuity with Philip Augustus policy areas (e.g. controls of lands, taxes, powers).

### **The Pontificate of Innocent III**

A major Pope, indeed some would argue the greatest of the medieval period. His significance needs evaluation and the quality and durability of what he did as Pope, put into the context of developing Church-State relations, ideological challenges and ideas. Focus areas:

- His ideological-religious stance and views on Papal authority and powers in the context of ideological disputes.
- His involvement in Italian politics, communes, etc.
- His views on, and maintenance of, suzerainty claims and relations with secular rulers (e.g. Frederick II, King John, Philip Augustus).
- The Fourth Crusade.
- The Albigensian Crusade.
- The importance of the Fifth Lateran Council and areas such as doctrinal issues, friars, episcopal powers.

[Areas above can be linked to other Church-State themes.]



**The Emperor Frederick II**

Continuities with (e.g.) Barbarossa can be established: issues of authority and power; uneasy relations with Popes; effects of involvement in Italy on authority inside Germany.

Frederick's importance and stature will be examined and evaluated in respect of areas such as:

- The Imperial title; German title; King of Jerusalem; the interactions; perceived aims.
- The German inheritance; relations with the aristocracy; the problems in his family; unrest and challenges, resolutions; problems of absenteeism.
- Activities in Italy and Sicily; clashes with the Papacy (reasons, outcomes); the Crusade.
- Intellectual and cultural curiosity; his ideological stances.
- The legacy in Northern and Southern Europe.

**Section 5: Themes c. 300–1200****Feudalism and the development of feudal society in the early Middle Ages**

Debate rolls on as to the meaning and applicability of these terms but they still serve some purpose. There is no real need to get into the debates here or indeed current thinking (is the terminology redundant?) but the very able candidates might find this a stimulating area, lying at the heart of so much of medieval studies.

- The development of feudalism and feudal features: land tenure; land holding; knightly service; other forms of service.
- The political, military, social and economic aspects.
- The linkage to idea of stability or instability, (social) order, methods of regional and local controls.
- The relationship with rulers and developing state systems.

Selected examples can be drawn from several societies and areas or regions.

**Towns and trade in the early Middle Ages**

This theme will embrace the consequences of the end of Roman rule at least in the West, the downturn in urban activity (save in a few places) and then the slow upturn, gathering pace c. 1000–1200. Again, selected examples will be needed and these could cover Northern and Southern Europe, Western and perhaps Eastern. Patterns might be examined; change and continuity.

- Urban activities; markets; exchanges; trades and guilds.
- Trade routes, internal and external; communications; the movements of goods and materials; financial arrangements.
- The extent and diversification of trade and its role in stimulating urban developments.

**Demography and population change in the early Middle Ages**

Again, the consequences of the end of Roman rule in the West can feature here and contrasts between the West and the East might be useful given that selected examples will be needed.

- Reasons for population changes and shifts as well as effects need consideration.
- Impact of diseases, plagues and the like.
- Population as a causal economic factor; the effects of falling or rising population (agriculture, trade, money supply, etc.).



**Monasticism and the friars c. 910–c. 1300**

This will have links to issues of Church-State, Papal-secular ruler relations and to the general state of the Church and reform ideas and needs. The needs of secular society, charitable works, the place of spirituality, can be assessed.

- The place of monasticism and the changes – especially the Cluniacs and Cistercians. Other Orders can be used for examples. The continuing search for purer spiritual forms.
- Secular support for monastic life – patronage, lands, familial membership.
- The advent of the friars and their role and importance.
- Links to educational and social changes [the last two themes provide further links here].

**Crusading and the Crusader States to 1204**

The First Crusade is covered above. Here the Second and Third Crusades can be used as well – reasons, impact, outcomes, success or failure levels – linked to the idea of crusading.

- Who were the crusaders and why did they go?
- Why were Crusader States set up? Examples, features, reasons for survival.
- The challenges and crises of 1144 and 1187 for these States.
- The place and significance of the Fourth Crusade.

**Intellectual and artistic developments: the twelfth-century Renaissance; the growth of universities; medieval political thought**

Intellectual life and developments from the end of the Roman Empire through to the genesis of the 'twelfth-century Renaissance' (and a little beyond).

- Examples of key intellectual and artistic developments (e.g. the Gothic style) and the uses made of such by rulers and patrons.
- The issue of whether there was a 'twelfth-century Renaissance' and its contents: literacy levels; ideas; scholars and candidates; the great teachers; links to the needs of government and urban life as well as ecclesiastical areas.
- The appearance of universities in Southern and Northern Europe; theology and the law; examples of growth and developing teacher power.
- Key tenets of medieval political thought plus some examples: Church-State; the nature of rule and the sources of authority and power; individual-state identity; the notion of the community (of the realm); natural law and human law; divine law. References could be made to such as Aquinas, Dante, John of Salisbury; Marsilius of Padua.

**Heresy and the response of the Church, c. 1150–c. 1300: the Inquisition; the Albigensian Crusade**

There are links here to earlier topic areas and themes, above all Church-State relations.

- Reasons for the appearance and growth of heresy and examples.
- The degree of threat and challenge to the established teachings, faith, conduct and structure of the Church.
- The role of the Inquisition, its powers and impact levels.
- The case study of the Cathars and the Albigensian heresy and Crusading response, its features, significance and the outcomes.

**Section 6: 1250–1378****Sicily and developments in the Empire after 1250**

The legacy of the Frederickian period will be assessed with a view to evaluating developments in the South and in the North.

For **Sicily**:

- End of Hohenstaufen rule and control (reasons).
- 1268–86 Angevin domination; the ‘Sicilian Vespers’ and outcomes.
- Aragonese controls and links; uses made of Sicily by Aragonese rulers: military; financial; economic.
- Developments in culture and society; internal tensions.

For the **Empire**:

- The effects of the Great Interregnum of 1254–73.
- Unity versus disunity: centrifugal forces, aristocratic, feudal, social.
- New dynasties: houses of Luxembourg (Bohemian) and Habsburg (Danubian) and extent of controls exercised; administration and government; relations with the German Church. Key rulers who might be studied: Rudolf and Albert (Habsburgs); Charles IV and the important Golden Bull of 1355 (Luxembourg); their relations with the aristocracy, tensions, opposition.

**The Mongols: their impact upon and connections with Europe**

Some consideration of the reasons for Mongol expansion and success will be needed (especially on eve of 1250 – reference to 1241, etc.); so, too, an idea of the extent of their operations and conquests.

- Geographical range and extent; frontier areas reached.
- Internal nature of Mongol organisation and society features.
- Trade links and impact there plus impact on European perceptions of challenge and threat; attempts to use them against the Turks.

**Louis IX of France**

His reputation as a great Christian King and the links to Church-State relations and to Crusading efforts.

- Religious developments and support.
- Feudal arbitration – dealings with other rulers and their barons (e.g. Henry III of England).
- Relations with his barons and the towns; unrest and responses; leadership and patronage; regional issues (including the degrees of real unity achieved and maintained).
- Law-making; the development of the parlements; his building operations.

**The Capetian Monarchy after 1290, with particular reference to Philip the Fair**

Rulership will be examined and provide the context for the important reign of Philip IV; his reputation (a very mixed one) should be assessed.

- His brother’s involvement in Angevin-Italian affairs.
- Administration; government; parlements; laws and codifications; legalism and the work of jurists; the concept of sovereignty.
- The development of royal powers and revenues, fiscalism.
- Conflicts with Flanders and England.
- The political-ideological conflict with Boniface VIII (below) over universal authority.
- Persecution of Jews and the Knights Templar.

**Boniface VIII, the Avignon Papacy**

There will be a natural link to Philip IV here as well as to the over-arching issues of Church-State, Papal-royal relations.

- Boniface's attitudes and ideas; his ideological stance; Papal Bulls; reasons for conflict with Philip IV.
- The nature of the conflict with Philip IV and the outcomes; the legalistic context; ideological positions.
- The creation of the Avignon Papacy: why there; its features; its duration (1309–77); reasons for its maintenance as a papal site; the end of the 'Babylonish Captivity'.

**The development of the Italian city states**

Examples will be needed (Pisa, Florence, Genoa, Milan, Florence) and contextualisation provided. A sense of the unevenness of activity and fortunes will be conveyed, but with attention to the longer-term emergence of the power-houses of the Italian City States.

- Reasons for emergence and growth – economic, commercial, population.
- Methods of rule; communal antecedents; oligarchic familial rule (examples).
- Rivalries and competitiveness; internal features and external contacts.
- Cultural dimensions; the bases of political thinking, activism, later civic humanism.

**Section 7: c. 1378–1461****The Great Schism and Conciliarism**

- Brief outline of the Avignon Papacy.
- Election of Urban VI and consequences.
- The development of two lines of Popes and, after the Council of Pisa, three; explanations for the protracted nature of the Schism; attitudes of lay rulers.
- The Conciliar movement.
- The work of the Council of Constance; the election of Martin V; subsequent councils.

**The Italian city states to c. 1455**

- Some specific examples will need to be quoted such as Venice, Milan, Genoa, Florence, Siena, Lucca, Pisa, Mantua, Amalfi.
- Differing models of governments; republics, leading families, oligarchies, 'tyrants'.
- Rivalries with each other; the use of condottieri.
- Economic influence, wealth and power; maritime activity; banking.
- Relations with the Papacy, France, the Spanish kingdom, the Emperor.
- City states as patrons and centres of the arts.

**Valois Burgundy, 1384–1467**

- The reigns of Philip the Bold, John the Fearless and Philip the Good.
- The extent of Burgundy and territorial expansion.
- The Burgundian court.
- Relations with France and England; role in the Hundred Years War.
- The Burgundian/Armagnac rivalry.

**The Ottoman Empire and the fall of Constantinople**

- Nature and organisation of the Ottoman Empire; power of the Sultan.
- Ottoman advance and expansion under Murad I, Bayezid I, Mohammed I, Murad II and Mohammed the Conqueror.
- The condition of the Byzantine Empire in the fifteenth century; threats to Constantinople before 1453.
- The siege and fall of Constantinople, 1453; impact and wider consequences.

**Hus and the Hussites**

- The setting of Bohemia and Czech nationalism.
- The teachings of Hus; the influence of Wycliffe; excommunication.
- Hus and the Council of Constance.
- Reaction in Bohemia to Hus's death, political and religious; Utraquists and Taborites.
- The Czech/Hussite revolt and attempts to crush it.
- Wider influence of Hus.

**Valois France to 1461**

- Condition of France in 1380; effects of the war with England.
- Problems of the monarchy; the great nobility; finance and government; Burgundian/Armagnac rivalry; the incapacity of Charles VI.
- Relations with England and Burgundy; the renewal of the war with England and the Treaty of Troyes.
- The reign of Charles VII; initial weaknesses and problems; the treaty of Arras; success in the last period of the Hundred Years War; restoration of finances and administration; relations with the nobility and the Church; relations with England and Burgundy; the extent of recovery.

**The Eastern Frontiers of Europe**

- The union of Poland and Lithuania; conversion to Catholic Christianity.
- Poland – Lithuania and its neighbours; wars against the Teutonic Knights, Knights of the Sword, Tartars and Muscovy; territorial expansion; the achievements of Wladyslaw Jagiello and Witold; the strengthening of the monarchy.
- The principality of Muscovy; extent of power and territory in c. 1378; Muscovy and Orthodox Christianity; independence from the Tartars.
- Territorial expansion; Moscow as a centre of unity; the role of the boyars; development of the powers of the Princes; the accession of Ivan III.

**Section 8: c. 1461–1516****Valois France and Burgundy**

- The contest between France and Burgundy.
- The last phase of Valois Burgundy; Charles the Bold; significance of his death in 1477; Mary of Burgundy, Maximilian of Habsburg and Philip the Fair; continuing influence and economic power of Burgundy.
- The reign of Louis XI; relations with England, Burgundy and the Habsburgs; extension of the territorial integrity of France; the nobility; finance, justice and administration.
- Charles VIII and Louis XII: ambitions in Italy.

**The Italian city states and the Italian wars**

- Some specific examples will need to be quoted such as Venice, Milan, Genoa, Florence, Siena, Lucca, Pisa, Mantua, Amalfi.
- The nature of their independence: political and governmental structures; economic interests, power and activity; patronage of the arts.
- Rivalries with each other and relations with the Papacy, France, the Spanish kingdoms and the Emperor.
- Explanations for foreign incursions into Italy.
- Diplomacy and war to 1516; consequences and outcomes; the nature of warfare.

**The Papacy c. 1458–c. 1513**

- The nature of the post-conciliar Papacy.
- The Papal states; the Pope as a secular prince.
- Relations with the Italian states and foreign rulers.
- The domination of the Papacy by Italians; family politics and the promotion of family.
- Attempts to launch a crusade against the Turks.
- Abilities of the Popes; strengths, weaknesses and abuses.

**The Ottoman Empire c. 1451–1520**

- The extent of the Ottoman Empire c. 1451; strengths and weaknesses; powers of the Sultan.
- The capture of Constantinople, 1453; consequences and significance; the achievements of Mohammed II; naval powers; territorial expansion.
- Mohammed II's successors; defeat of Persia; conquest of Egypt and Syria; the Caliphate.

**Maximilian I of Habsburg**

- Maximilian as King of the Romans and Holy Roman Emperor.
- Dynastic ambitions and policies; marriage alliances.
- Marriage to Mary of Burgundy; the Habsburg Netherlands.
- Election as Emperor; consolidation of power in southern Germany; administrative and governmental reforms; King of Hungary.
- Relations with France; concession of the duchy of Burgundy; relations with England and the Spanish kingdoms.
- Patron of the arts.

**The Spanish Kingdoms, 1469–1516**

- The condition of Spain in 1469.
- The marriage of Ferdinand and Isabella and accession to their respective kingdoms.
- The conquest of Granada; consequences and significance.
- Policies of Ferdinand and Isabella in their respective kingdoms: government and finance; the nobility; the Church and the Inquisition; the Cortes; the military orders; the role of Jimenez; differences between Castile and Aragon.
- Overseas exploration and expansion.
- Relations with the Papacy, England, France and the Habsburgs; Aragon's Mediterranean and Italian interests.
- Debate as to the extent of the unification of Spain and the intentions of the rulers.

### **Ivan III and the rise of Muscovy**

- The accession of Ivan III and his inheritance; character, abilities and aims.
- Defeat of the Tartars and territorial expansion; control of Novgorod.
- Relations and conflicts with Poland and Lithuania.
- Development of an imperial role and status; marriage to Sophie Palaeologus; Orthodoxy and Moscow as the 'third Rome'.
- Reforms in administration and the law; territorial consolidation.

## **Section 9: Themes c. 1200–1516**

### **The origins and development of chivalry**

- 'The secular code of honour in a martially-orientated society': origins; context; mid-twelfth to sixteenth century.
- Complexity of strands involved: Church; religious militancy; crusading fervour; evolving feudal society; military orders.
- The involvement of kings and queens; patronage levels; tournaments; heraldry; the role of women.
- Honour codes; ideas of courtly love and knighthood; chivalric Orders (e.g. The Garter, the Golden Fleece).
- The debate over its impact, effects and effectiveness (a force to civilise society?).

### **Art and architecture in the thirteenth and fourteenth centuries**

- Coverage of art, architecture; fresco; stained glass; manuscript illuminations; mosaic; painting and representative forms; sculpture and representativeness.
- Romanesque and Gothic (flying buttress, etc) and supersession by French style; High Gothic; Rayonnant Gothic; Decorated (1280-1375); Late Gothic and the Perpendicular and the Flamboyant forms – with examples, ecclesiastical and secular.
- Advent of stained glass windows and their depictions; manufacturing and usage.
- Painting: religious and secular; murals; panels; German, French and especially Italian developments and exponents; links to metalwork and ivory-carving (etc) – again, with suitable examples.

### **The pre-Reformation Church: heresy and conciliarism**

#### **The pre-Reformation Church**

- The Papacy; survival of the crusading ideal.
- The episcopate and the secular clergy.
- The religious orders.
- Lay attitudes towards the Church and clergy; abuses; anti-clericalism; lay piety.
- Heresy and the means to suppress it.
- The case for reform and Reformation.
- The theory and practice of conciliarism; the influences of Marsilius of Padua and William of Ockham; conciliarism as a doctrine and antidote to the problems of the Church.
- The high period of conciliar activity (Constance to Basle) and the reassertion of Papal authority and power.

### **Economic and social developments in the Later Middle Ages: agriculture; urban society and trade; demography; plague**

- Agrarian changes: crops; tillage; exploitation and renewal of the land; extra land and cultivation forms; effects of weather, climate, labour market, manorialism; diseases; population growth and contraction.
- Growth of towns and cities; reasons; markets and trade; changing patterns of trade in North and South; trade by land, river and sea; changing commodities and issues of wealth generation, coinage, controls.
- Links of agricultural and urban changes to demographic changes; population levels and reasons for rise, then fall (area examples, differences); importance of population levels as determinant of economic and social changes.
- Diseases and the plague; its effects; the Black Death; impact levels (different area examples); issue of how far a force for constructive change as against negative change.

### **The Italian Renaissance**

- The concept; definitions, chronology; why Italy?
- Origins of and explanations for the cultural flowering of the period; classical models.
- Literature; painting, sculpture and architecture; representative writers, artists and architects; examples of works.
- The role of the city states.
- Patronage lay and ecclesiastical; the Papacy.

### **European overseas exploration in the fifteenth century: the Portuguese and Spanish achievement**

- Explanations for 'the Age of Discovery'; geographical knowledge and map-making; religious and material motives; ship and sail design; navigational aids.
- The Portuguese; explanations for their early lead; the scope of Portuguese exploration and settlement; the building of the Portuguese commercial empire; the involvement of rulers.
- Spain; the scope of exploration and colonisation; the New World and the conquistadores; bullion; involvement of rulers.
- The French and the English; North America.

### **Social issues in the Later Middle Ages: the position of women; the 'outcasts' of society; the role of the family**

- The position of women: attitudes towards women, a patriarchal society; marriage, family and property; single women, widows and heiresses; women as property owners and managers of estates, businesses and trades; the impact of epidemic and population levels; women in the religious life, saints and mystics; difference in status as between different ranks of society; extent of change and development.
- The 'outcasts' of society: Jews; lepers; the mentally ill; outlaws, criminals and mercenaries; homosexuals; witches; beggars and vagabonds.
- The role of the family: extended and nuclear families; the family and property; marriage; families as social and economic units; the transmission of social values and culture.



Paper 2b: European History, c. 1378–c. 1815

**The bullet points listed below are intended to give further details and exemplification of the syllabus content. They are neither exhaustive nor prescriptive and should not necessarily be regarded as a basis for full questions.**

**Section 1: c. 1378–1461**

**The Great Schism and Conciliarism**

- Brief outline of the Avignon Papacy.
- Election of Urban VI and consequences.
- The development of two lines of Popes and, after the Council of Pisa, three; explanations for the protracted nature of the Schism; attitudes of lay rulers.
- The Conciliar movement.
- The work of the Council of Constance; the election of Martin V; subsequent councils.

**The Italian city states to c. 1455**

- Some specific examples will need to be quoted such as Venice, Milan, Genoa, Florence, Siena, Lucca, Pisa, Mantua, Amalfi.
- Differing models of governments; republics, leading families, oligarchies, 'tyrants'.
- Rivalries with each other; the use of condottieri.
- Economic influence, wealth and power; maritime activity; banking.
- Relations with the Papacy, France, the Spanish kingdom, the Emperor.
- City states as patrons and centres of the arts.

**Valois Burgundy, 1384–1467**

- The reigns of Philip the Bold, John the Fearless and Philip the Good.
- The extent of Burgundy and territorial expansion.
- The Burgundian court.
- Relations with France and England; role in the Hundred Years War.
- The Burgundian/Armagnac rivalry.

**The Ottoman Empire and the fall of Constantinople**

- Nature and organisation of the Ottoman Empire; power of the Sultan.
- Ottoman advance and expansion under Murad I, Bayezid I, Mohammed I, Murad II and Mohammed the Conqueror.
- The condition of the Byzantine Empire in the fifteenth century; threats to Constantinople before 1453.
- The siege and fall of Constantinople, 1453; impact and wider consequences.

**Hus and the Hussites**

- The setting of Bohemia and Czech nationalism.
- The teachings of Hus; the influence of Wycliffe; excommunication.
- Hus and the Council of Constance.
- Reaction in Bohemia to Hus's death, political and religious; Utraquists and Taborites.
- The Czech/Hussite revolt and attempts to crush it.
- Wider influence of Hus.



**Valois France to 1461**

- Condition of France in 1380; effects of the war with England.
- Problems of the monarchy; the great nobility; finance and government; Burgundian/Armagnac rivalry; the incapacity of Charles VI.
- Relations with England and Burgundy; the renewal of the war with England and the Treaty of Troyes.
- The reign of Charles VII; initial weaknesses and problems; the treaty of Arras; success in the last period of the Hundred Years War; restoration of finances and administration; relations with the nobility and the Church; relations with England and Burgundy; the extent of recovery.

**The Eastern Frontiers of Europe**

- The union of Poland and Lithuania; conversion to Catholic Christianity.
- Poland – Lithuania and its neighbours; wars against the Teutonic Knights, Knights of the Sword, Tartars and Muscovy; territorial expansion; the achievements of Wladyslaw Jagiello and Witold; the strengthening of the monarchy.
- The principality of Muscovy; extent of power and territory in c. 1378; Muscovy and Orthodox Christianity; independence from the Tartars.
- Territorial expansion; Moscow as a centre of unity; the role of the boyars; development of the powers of the Princes; the accession of Ivan III.

**Section 2: c. 1461–1516****Valois France and Burgundy**

- The contest between France and Burgundy.
- The last phase of Valois Burgundy; Charles the Bold; significance of his death in 1477; Mary of Burgundy, Maximilian of Habsburg and Philip the Fair; continuing influence and economic power of Burgundy.
- The reign of Louis XI; relations with England, Burgundy and the Habsburgs; extension of the territorial integrity of France; the nobility; finance, justice and administration.
- Charles VIII and Louis XII: ambitions in Italy.

**The Italian city states and the Italian wars**

- Some specific examples will need to be quoted such as Venice, Milan, Genoa, Florence, Siena, Lucca, Pisa, Mantua, Amalfi.
- The nature of their independence: political and governmental structures; economic interests, power and activity; patronage of the arts.
- Rivalries with each other and relations with the Papacy, France, the Spanish kingdoms and the Emperor.
- Explanations for foreign incursions into Italy.
- Diplomacy and war to 1516; consequences and outcomes; the nature of warfare.

**The Papacy c. 1458–c. 1513**

- The nature of the post-conciliar Papacy.
- The Papal states; the Pope as a secular prince.
- Relations with the Italian states and foreign rulers.
- The domination of the Papacy by Italians; family politics and the promotion of family.
- Attempts to launch a crusade against the Turks.
- Abilities of the Popes; strengths, weaknesses and abuses.

**The Ottoman Empire c. 1451–1520**

- The extent of the Ottoman Empire c. 1451; strengths and weaknesses; powers of the Sultan.
- The capture of Constantinople, 1453; consequences and significance; the achievements of Mohammed II; naval powers; territorial expansion.
- Mohammed II's successors; defeat of Persia; conquest of Egypt and Syria; the Caliphate.

**Maximilian I of Habsburg**

- Maximilian as King of the Romans and Holy Roman Emperor.
- Dynastic ambitions and policies; marriage alliances.
- Marriage to Mary of Burgundy; the Habsburg Netherlands.
- Election as Emperor; consolidation of power in southern Germany; administrative and governmental reforms; King of Hungary.
- Relations with France; concession of the duchy of Burgundy; relations with England and the Spanish kingdoms.
- Patron of the arts.

**The Spanish Kingdoms, 1469–1516**

- The condition of Spain in 1469.
- The marriage of Ferdinand and Isabella and accession to their respective kingdoms.
- The conquest of Granada; consequences and significance.
- Policies of Ferdinand and Isabella in their respective kingdoms: government and finance; the nobility; the Church and the Inquisition; the Cortes; the military orders; the role of Jimenez; differences between Castile and Aragon.
- Overseas exploration and expansion.
- Relations with the Papacy, England, France and the Habsburgs; Aragon's Mediterranean and Italian interests.
- Debate as to the extent of the unification of Spain and the intentions of the rulers.

**Ivan III and the rise of Muscovy**

- The accession of Ivan III and his inheritance; character, abilities and aims.
- Defeat of the Tartars and territorial expansion; control of Novgorod.
- Relations and conflicts with Poland and Lithuania.
- Development of an imperial role and status; marriage to Sophie Palaeologus; Orthodoxy and Moscow as the 'third Rome'.
- Reforms in administration and the law; territorial consolidation.

**Section 3: c. 1516–c. 1559****The Protestant Reformation: Luther**

- Luther's career and teaching; relationship with Erasmus and humanism.
- The dispute over indulgences and the developing conflict with the Papacy; the debates; excommunication; the Diet of Worms.
- The appeal of Luther; people, provinces, cities and intellectuals.
- The development of Lutheran teaching and of the movement by Luther's followers and colleagues.
- Radical Protestantism in Germany; the Anabaptists; the Peasants' War.
- Charles V's attempts to deal with Lutheranism; the Peace of Augsburg.
- The spread of Lutheranism beyond Germany.

**The Protestant Reformation: Zwingli and Calvin**

- Zwingli's teaching and influence; his relationship with Luther and the radicals.
- Calvin's career and teaching; his followers and interpreters.
- Calvin's Geneva.
- Explanations for the impact of Calvinism.
- The spread of Calvinism outside Geneva; its influence in the French Wars of Religion and Revolt of the Netherlands; 'a creed for rebels'?

**Charles V as Holy Roman Emperor**

- The Imperial election of 1519.
- The condition of the Holy Roman Empire; Charles V's commitments outside the Empire; problems of the role; delegation to Ferdinand.
- Attempts to deal with Lutheranism; the Schmalkaldic League, the Peace of Augsburg.
- Relations with the Papacy; the Habsburg-Valois rivalry; the Netherlands; relations with England.
- Attempts to reform the government, administration and finances of the Empire; the princes and the cities.

**The Iberian kingdoms, 1516–56**

- Charles I's accession in 1516; problems; the revolts of the Comuneros and Germania.
- Charles I's government of Spain; the Cortes; finance; delegation to Philip.
- Charles I's wider commitments; his commitment to Spain and time spent there.
- Spain and the Valois-Habsburg rivalry; Italian and Mediterranean interests.
- Confronting the Ottoman Empire.
- The Spanish seaborne Empire; exploration and colonisation; the New World; the importance of bullion.
- The kingdom of Portugal; seaborne exploration and the commercial empire; interests in North Africa; relations with Spain.

**The kingdom of France 1515–59**

- The kings Francis I and Henry II: characters, abilities and aims.
- The powers of the Crown and how far they were extended; finance and taxation; territorial integrity; the nobility; the provinces and the parlements; the Estates-General.
- The economy.
- The Valois-Habsburg rivalry and the Italian wars; relations with England and Scotland.
- Religious policies; Protestantism.
- Builders and patrons of the arts.
- The debate on the extent of absolutism, limitations on royal power.

**Suleiman the Magnificent and the Ottoman Empire, 1520–66**

- Suleiman the Magnificent; historical reputation.
- Strengths and weaknesses of the Ottoman Empire.
- System of government; military organisation; social structure; the economy; importance of Constantinople.
- Expansion by land and sea; the check at Malta.

**Northern and Eastern Europe, c. 1523–c. 1584**

- Gustavus Vasa, 1523–60; Sweden's resources, seizure of Church lands and the creation of a Protestant state; relations with the nobility; extension of royal power; economic development; internal order.
- Sweden's rivals; winning and maintaining independence from Denmark; war with the Hanseatic league.
- Ivan IV, 1533–84; character, abilities and historical reputation; his inheritance and minority; the title of Tsar; reform of government and local administration; the boyars, the Church; the Oprichnina.
- Foreign relations; wars against the Tartars and territorial expansion; attempt to conquer Livonia; relations with Poland and Sweden; contacts with the West.

**Section 4: c. 1559–1610****Philip II of Spain, 1556–98**

- Philip II; character, abilities and historical reputation; style of government; his inheritance.
- Government of the Spanish kingdoms; attempts at reform; system of Councils; financial problems, the Cortes.
- The internal economy; the New World and bullion.
- Internal opposition; the revolt of the Moriscos and Aragon.
- Relations with France and England; the Mediterranean and the Turks.
- Debate over the extent to which Philip's policies were determined by religious convictions; the balance of success and failure.

**Civil War in France, 1559–98**

- Explanations for the outbreak and continuation of civil war.
- The monarchy: Francis II; Charles IX; Henry III; Catherine de Medici.
- Structural problems: finance and the economy; particularism; government and administration.
- The nobility; powers and independence; rivalries.
- Huguenotism; strengths and distribution.
- Foreign intervention.
- Pattern of the wars and attempts to achieve peace; critical events, the Massacre of St. Bartholomew's Day; the role of Paris.

**The Baltic states and the Baltic economy**

- Resources of the Baltic; significance to the European economy; strategic importance of the river mouths and the Sound.
- Rivalries of the Baltic states – Sweden, Denmark and Poland.
- Involvement of other European powers in the Baltic.

**The revolt of the Netherlands to 1609**

- Explanations for the outbreak and continuation of the revolt.
- The political geography and economy of the seventeen provinces; particularism.
- The role of religion.
- The grievances of the Netherlands; the presence of Spanish troops; taxation and the state of the economy; religious persecution; ecclesiastical reorganisation; the grievances of the nobility.
- The role of individuals; Spain's governors; William of Orange, Maurice of Nassau.

- Foreign intervention.
- The division of the provinces; explanations for Dutch success; the Twelve Years Truce.

### **Catholic Reformation and Counter Reformation**

- The condition of the early-sixteenth century Church; attempts at reform and new orders; the impact of Protestantism.
- The role of the Papacy.
- The Council of Trent.
- New orders; Loyola and the Jesuits, significance of their achievements.
- The Index and the Inquisition.
- Cultural outcomes; literature; Baroque architecture.
- The debate; Counter or Catholic Reformation?

### **Henry IV and the recovery of France**

- Henry IV; character, abilities, style of kingship; historical reputation.
- Government; relations with the nobility.
- Economic and financial recovery; the work of Sully.
- Religious policies; conversion; the Huguenots and the Edict of Nantes.
- Foreign policy; relations with England, war with Spain; building an anti-Habsburg coalition; territorial gains; Julich-Cleves.
- How absolutist was Henry IV's monarchy; how complete was the recovery?

### **The Eastern frontiers**

- Ivan IV of Russia; proclaimed Tsar, 1547; character, abilities and historical reputation; reforms in government and local administration; relations with the boyars and the Church; the Oprichnina; Ivan IV's legacy.
- Relations with other powers, wars against the Tartars and territorial expansion; the attempt to acquire Livonia; relations with Sweden and Poland.
- The succession to Ivan IV; Boris Godunov; the 'Time of Troubles'; the accession of Michael Romanov.
- The legacy of Suleiman the Magnificent; strengths and weaknesses of the Ottoman Empire; Suleiman's successors to 1617.
- War against Venice and the Habsburgs; Lepanto.
- The debate as to Lepanto as a turning point in Turkish power and the extent of decline by c. 1617.

## **Section 5: Themes c. 1378–c. 1610**

### **The pre-Reformation Church**

- The Papacy; survival of the crusading ideal.
- The episcopate and the secular clergy.
- The religious orders.
- Lay attitudes towards the Church and clergy; abuses; anti-clericalism; lay piety.
- Heresy and the means to suppress it.
- The case for reform and Reformation.

### **The Italian Renaissance**

- The concept; definitions, chronology; why Italy?
- Origins of and explanations for the cultural flowering of the period; classical models.
- Literature; painting, sculpture and architecture; representative writers, artists and architects; examples of works.
- The role of the city states.
- Patronage lay and ecclesiastical; the Papacy.

### **Social issues in the later Middle Ages**

- The position of women: attitudes towards women, a patriarchal society; marriage, family and property; single women, widows and heiresses; women as property owners and managers of estates, businesses and trades; the impact of epidemic and population levels; women in the religious life, saints and mystics; difference in status as between different ranks of society; extent of change and development.
- The 'outcasts' of society: Jews; lepers; the mentally ill; outlaws, criminals and mercenaries; homosexuals; witches; beggars and vagabonds.
- The role of the family: extended and nuclear families; the family and property; marriage; families as social and economic units; the transmission of social values and culture.

### **Humanism: the Northern Renaissance**

- The concept of humanism; Erasmus and his contemporaries; humanism and the Protestant Reformation.
- The Renaissance in the Netherlands, Northern France and Germany; painting, sculpture, work in metal and wood; architecture; representative artists and works.
- The study of Greek and Hebrew; humanism in the universities.
- Patrons, lay and ecclesiastical.
- The Burgundian court.
- The impact of printing.

### **Warfare in the fifteenth and sixteenth centuries**

- The role and importance of mercenaries; condottieri; the Swiss.
- Recruitment and financing of armies; increasing size of armies; war on a larger scale.
- Generalship; representative examples.
- The development of artillery; small arms; tactics; cavalry and infantry.
- The development of fortification and siege warfare.
- Influential and key campaigns.
- The extent of change; the debate concerning a 'military revolution'.

### **European overseas exploration and expansion in the fifteenth and early-sixteenth centuries**

- Explanations for 'the Age of Discovery'; geographical knowledge and map-making; religious and material motives; ship and sail design; navigational aids.
- The Portuguese; explanations for their early lead; the scope of Portuguese exploration and settlement; the building of the Portuguese commercial empire; the involvement of rulers.
- Spain; the scope of exploration and colonisation; the New World and the conquistadores; bullion; involvement of rulers.
- The French and the English; North America.

**The European economy in the sixteenth century**

- Rising population and consequences; checks imposed by epidemic and harvest failure.
- Cities and towns; mixed picture of growth and decline; importance to the economy; organisations of merchants.
- The price inflation; explanations and consequences.
- The importance of increased supplies of bullion.
- The impact of extra-European trade and commodities.
- The importance of the Baltic and Mediterranean.
- The development of industry.

**Witchcraft and magic in the sixteenth and early-seventeenth centuries**

- Earlier traditions and attitudes.
- The influence of the *Malleus Maleficarum*.
- Witchcraft, the law and the Church.
- Explanations for the increase in witchcraft persecutions in the period.
- The victims; the preponderance of women.
- National and regional differences.
- Explanations for the decline in persecutions.

**Section 6: c. 1610–c. 1660****France under the Cardinals**

- Richelieu and Mazarin; characters, abilities and aims.
- Relationships with respective rulers.
- Domestic policies: the authority of the Crown; religious policies, the Huguenots; the nobility, conspiracies, the Fronde; finance, taxation and administration; trade and industry; particularism and local administration, intendants; the parlements; peasant unrest.
- Foreign policy and war; development of the army and navy; consolidation of territory and strengthening of frontiers; anti-Habsburg policies; intervention in the Thirty Years War; client states; war with Spain; gains from the Treaty of Westphalia and the Peace of the Pyrenees.
- Continuity and change; the extent of absolutism.

**The changing fortunes of Spain, 1598-1659**

- The legacy of Philip II.
- Rulers and their ministers; Philip III and Philip IV.
- Spain's problems: the Crown's finances; the effects of inflation and war; debt; declining supplies of bullion; consequences of the expulsion of the Moriscos; particularism and internal revolt; the economy; weaknesses of government and administration.
- Attempts at reform; Olivares.
- War and foreign policy; renewed struggle with the Dutch Republic; intervention in the Thirty Years War; war with France; outcomes of the peace treaties of Munster, Westphalia and the Pyrenees
- Intellectual and cultural achievements.
- Religion; the Church and the Inquisition.
- The condition of Spain in 1659; international reputation; the extent of the decline.



### **Sweden and the Baltic c. 1604 – c. 1660**

- The rulers: Charles IX; Gustavus Adolphus; Christina; Charles X; Oxenstierna; characters, abilities and aims.
- Sweden's resources and economy; rivals in the Baltic; Denmark, Poland, Brandenburg-Prussia.
- Domestic policies; relations with the nobility, the Charter of 1612; reform of central administration; the Riksdag; education; development of trade and industry; taxation.
- War and foreign policy; the development of the army and navy; relations with Denmark, Poland, Russia and Brandenburg-Prussia; intervention in the Thirty Years War; territorial gains; the treaties of Westphalia and Oliva.
- Consequences of the death of Gustavus Adolphus.
- The position in 1660; Sweden the overstretched and artificial empire?

### **The Thirty Years War**

- Explanations of outbreak; longer-and shorter-term factors; the balance of religious and material motives; one war or a series? A German or a European war?
- The significance of the Bohemian crisis.
- The interests and intervention of the major powers; the Emperor, Spain, the Dutch Republic; France; Sweden.
- The pattern of conflict; major turning points; consequences for Germany.
- Military development; Gustavus Adolphus and Wallenstein; a military revolution?

### **The Treaty of Westphalia**

- Territorial and religious provisions.
- Which states reaped the main benefits?
- Consequences for the European balance of power.
- Issues left unsettled; a lasting peace and settlement?

### **Brandenburg-Prussia, 1640–88**

- Frederick-William, the Great Elector; character, abilities, aims and historical reputation.
- Part in the Thirty Years War and gains.
- Development of the army.
- Domestic policies; administrative reforms; finance and taxation; centralisation; religious toleration and immigration.
- Territorial expansion and consolidation.
- War with Sweden; Fehrbellin.
- Brandenburg-Prussia in 1640 and 1688; comparisons.

### **The Dutch Republic to c. 1650**

- The Truce of 1609.
- The Dutch economy and commercial power; shipbuilding and merchant fleet; overseas and carrying trade; commercial empire, Baltic interests; fishing; agriculture; industry.
- Internal policies and religious disputes; the Arminian controversy; Oldenbarneveldt; the role of the House of Orange.
- Renewal of war with Spain; the Treaty of Munster.



**Section 7: c. 1660–1715****Brandenburg-Prussia, 1640–1713**

- Frederick William the Great Elector and Frederick III; characters, abilities and aims.
- Role in the Thirty Years War and gains; war and foreign policies of Frederick William and continuation by Frederick III; expansion and consolidation of territory.
- The title King of Prussia; degree of independence from the Emperor.
- The development and importance of the army.
- Domestic policy; administrative reforms; centralisation; finance and taxation; roads and canals; religious toleration and immigration.
- The condition of Brandenburg-Prussia in 1640 and 1713; international standing; comparisons.

**Spain in the later-seventeenth century**

- Spain at the Peace of the Pyrenees; international standing and domestic condition.
- Charles II; regency and personal rule.
- Domestic problems; financial, economic and governmental.
- The Spanish Netherlands; the threat from France.
- Religious issues; Quietism.
- The succession question.

**The personal rule of Louis XIV, 1661–1715**

- Louis XIV: character, abilities and aims; historical reputation; personal monarchy; le métier du roi
- The King's ministers.
- Domestic policies; the extension of royal power; the provinces; the nobility; the parlements; administration and office-holding; economic developments; popular unrest.
- Religious policies: Gallicanism; the Huguenots; Jansenism.
- Versailles: le roi soleil; symbolism and reality; cultural and political importance.
- Foreign policy and war; the development of the army and navy; consequences of war.
- The extent of absolutism.

**Peter the Great of Russia**

- Peter the Great: character, aims, abilities, historical reputation.
- Peter's inheritance; the minority; assertion of personal authority; interest in the West.
- Domestic policy: taxation; reform of government and administration; the nobility; the Table of Ranks; the social order; serfdom; education; economic expansion; relations with the Church; St. Petersburg; internal opposition.
- Foreign policy and war; development of the army and navy; war against the Turks; the Great Northern War, territorial expansion.
- Debates; westernisation and modernisation.

**Sweden and the Baltic, 1660–1721**

- Sweden in 1660: internal strengths and weaknesses; international standing; Charles XI and Charles XII, contrasts between them.
- Domestic affairs: the minority of Charles XI; taxation; constitutional changes; governmental and administrative reforms.
- Diplomacy and war; relations with the Dutch Republic, France, Denmark and Brandenburg-Prussia; the Great Northern War and its consequences for Sweden and the Baltic.

### **The Dutch Republic in the later-seventeenth century**

- Commercial, colonial and naval rivalry with England.
- War and resistance against Louis XIV.
- William of Orange and the Stadtholderate; the English connection.
- Economic, intellectual, cultural and scientific significance.

### **The War of Spanish Succession**

- Pre-war diplomacy; the Partition Treaties.
- Explanations for the outbreak of war; longer- and shorter-term causes; the balance of European power.
- Course and pattern of the war; explanations for French failures.
- The Utrecht settlement; outcomes and significance.

## **Section 8: c. 1715–c. 1774**

### **France under the Regency and Fleury, 1715–43**

- France in 1715: domestic conditions and international standing.
- The minority of Louis XV; Orleans; attempts at reform; Law's 'System'.
- The majority of Louis XV; Fleury's domestic policy; stability and reform.
- War and foreign policy.

### **The Habsburg monarchy, c. 1711–1780**

- Austria and the Holy Roman Empire in the early-eighteenth century.
- The Emperor Charles VI; war and diplomacy; the Pragmatic Sanction; attempts at reform.
- Maria Theresa: domestic policies: her ministers; centralisation; relations with the nobility; serfdom; economic policies; religious policies; education; co-regency with Joseph; influence of the philosophes.
- Diplomacy and war.

### **Prussia 1713–1786**

- Prussia in 1713; domestic situation; international standing.
- The rulers: Frederick William I, 1713–40; Frederick II, 1740–86; characters, abilities and aims; comparisons and contrasts.
- Development of the army; war and foreign policy; territorial expansion; Prussia as a great power.
- Domestic policies; taxation, administrative and legal reform; encouragement of immigration; development of industry; encouragement of agriculture; serfdom.
- Frederick II and the philosophes; an enlightened despot?

### **War and diplomacy, c. 1721–1763**

- Europe after the Utrecht and Nystadt Settlements.
- The balance of power; the interests of the great powers; international rivalries and issues.
- Diplomacy and alliances, 1721–33.
- The War of Austrian Succession; pre-war diplomacy; the Treaty of Aix-la-Chapelle and outcomes.
- Inter-war diplomacy.
- The Seven Years War; impact and outcomes; the Peace of Paris.

**Russia: the successors of Peter the Great, 1725–62**

- Peter's legacy.
- Frequent change of rulers; influence of the Imperial Guard; instability; relationship between the rulers and the nobility and Orthodox Church.
- Participation in European affairs; war and diplomacy; Russia and Turkey.
- The reign of Elizabeth, 1741–63.
- The debate over traditional/western stance.

**The Iberian Peninsula, c. 1713–77**

- The internal condition of eighteenth-century Spain; international standing; economic and financial problems; effects of the War of Spanish Succession.
- The Spanish Bourbons; Philip V; the influence of Elizabeth Farnese and Alberoni; Ferdinand VI; Charles III.
- Domestic affairs in Spain; the particularism of Aragon, Catalonia and Valencia; policies for centralisation; attempts at financial reform; the Crown's relationship with the Church and Papacy; the expulsion of the Jesuits.
- Foreign policy and war.
- Portugal: Pombal; attempts to revive Portuguese economic fortunes; the expulsion of the Jesuits; influence of the Enlightenment.

**France under Louis XV, 1743–74**

- Louis XV: character; abilities and limitations as a ruler.
- Weaknesses of the ancien regime: economic problems; the Crown's finances; the privileged orders; the challenge of the Enlightenment; particularism.
- Problems of government; the challenge of the parlements; administrative weaknesses; venal office-holding.
- Jansenism and Jesuits.
- War and diplomacy.
- Continuing political and cultural influence of Versailles.
- The decline of absolutism?

**Section 9: c. 1774–1815****Catherine the Great of Russia, 1762–96**

- Catherine II: character, abilities and aims; historical reputation.
- Reform of local and central government and administration; the Nakaz and the Legislative Commission; economic and commercial policies; relations with the Church and the nobility; education and patronage of the arts; the issue of serfdom; Pugachev's rebellion.
- Diplomacy and war: alliances with Prussia and Austria; war with Turkey; the Partitions of Poland; territorial expansion and consolidation; response to the French Revolution.
- Influence of the philosophes; an enlightened despot?

**The Emperor Joseph II, 1765–90**

- Joseph II: character, abilities and aims; historical reputation; the Holy Roman Emperorship; co-regency with Maria Theresa.
- Domestic affairs; centralisation of government; law reform, economic policies; educational reforms; religious policies and toleration; serfdom; relations with the nobility.

- Attitude towards the philosophes.
- Diplomacy and war; the Bavarian succession; war against Turkey; the partition of Poland.
- Resistance in Hungary and the Netherlands.

### **The Partition of Poland**

- Poland in c. 1772; extent of territory; the constitution; Russian interference; Stanislas Poniatowski.
- The partitions of 1772, 1793 and 1795; explanations; the interests of Russia, Prussia and Austria and the motives of their rulers; territorial provisions of the partitions.
- Outcomes and significance for Russia, Prussia and Austria and for Europe more widely; how much was settled and what problems remained?

### **The origins of the French Revolution**

- Explanations and interpretations.
- The structural problems of the ancien regime; economic weaknesses and depression; the privileged orders; financial weaknesses; the decline of effective absolutism; the state of agriculture and the plight of the peasantry; social divisions; a bourgeois revolution?
- The failure of reform, Turgot, Calonne, Brienne, Necker; the Assembly of Notables and the revolt of the nobility; the calling of the Estates-General.
- The influence of the Enlightenment.
- The consequences for France of the American War of Independence; ideas and bankruptcy.
- Louis XVI; Marie Antoinette; the Court.
- The final crisis: failed harvest of 1788 and high food prices in 1789; a social crisis; the political crisis following the calling of the Estates-General and the creation of the National Assembly; the role of Paris and the politicians of the Third Estate.

### **France 1789–99**

- The revolution of 1789; the fall of the Bastille, impact and consequences; the reforms of the National and Legislative Assemblies; the growth of radicalism.
- The Revolution of August 1792 and the fall of the monarchy.
- The Revolution of June 1793; the triumph of the Montagnards; the Terror; Robespierre.
- 9 thermidor, 27 June 1794; outcomes and significance; reaction; regimes to November 1799.
- Foreign war; impact on domestic events; territorial expansion.
- The role of Paris.
- Counter-revolution in the provinces and civil war.

### **Napoleon Bonaparte**

- Career under the Revolution; Consul; Emperor.
- Domestic affairs; personal advancement and steps to power, the proclamation of the Empire; the government and administration of France; new legal codes; education; finance and the Banque de France; honours and titles; religious policy, toleration, the Concordat; propaganda, police and censorship.
- Diplomacy and war; the army and navy; military and imperial objectives; dynasticism; territorial expansion; the extent to which the principles of the Revolution were carried beyond France; explanations for eventual military defeat and overthrow.
- Napoleon's historical reputation: debates: A military genius? The heir to the French Revolution? An enlightened despot? A modern military dictator?

**Tsar Alexander I, 1801–25**

- Alexander I: character, aims and abilities; historical reputation.
- Domestic policies: experiments in liberalism; serfdom, education; Speransky and constitutional reform; internal dissent and revolutionary societies; reaction.
- Diplomacy and foreign policy; relations with France; Tilsit; the war of 1812; Russia's part in overthrow of Napoleon.
- Alexander's role in the Vienna settlement and post-settlement Europe.

**Section 10: Themes c. 1610–c. 1815****The 'scientific revolution' of the seventeenth century**

- The concept of the 'scientific revolution' and validity; explanations.
- Observation, measurement and classification.
- Astronomy: the legacy of Copernicus; Galileo and Kepler.
- The influence of Descartes.
- Mathematics, physics, optics and chemistry; the influence of Newton and Boyle.
- Human and biological sciences.
- Medicine and surgery.
- Scientific societies.

**Slavery and the slave trade in the seventeenth and eighteenth centuries**

- The pattern of European slave trading; change and development; the Atlantic Triangle.
- The role and organisation of European slave traders; the role of Arab slave traders and African rulers.
- The impact of slave-trading North African states upon Western Europe.
- The role and attitudes of European governments.
- The slave economy of the Caribbean and New World.
- The significance of the slave trade to the European economy.
- Movements for abolition.

**Warfare in the seventeenth and eighteenth centuries**

- The role of the state; for example, France, Brandenburg-Prussia and Russia.
- Recruitment; the financing of armies and navies; conscription, professionalism and mercenaries; uniforms and equipment; logistics and commissariat.
- The technology of war; armaments industries; shipbuilding.
- Military and naval education.
- The impact of the French Revolution upon warfare and the organisation of war.
- Commanders and organisers of war; for example, Gustavus Adolphus, Wallenstein, Spinola, Marlborough, Le Tellier, Louvois, Vauban, de Saxe, Frederick II, Suvorov.
- Formations and tactics.
- The development of artillery and small arms.
- Fortifications and siege warfare.
- Ship design; gunnery; naval tactics; the importance of sea power.
- Change and development; the concept of a 'military revolution' and its validity.

### **The position of women in the political, cultural and intellectual life of eighteenth-century Europe**

- The education of women.
- Women writers, literature and political thought; contribution to the Enlightenment.
- Salons and literary clubs.
- Political and intellectual influence of women upon the French Revolution.
- Women as patrons of the arts.
- Representative names might include Mme de Pompadour, Mme Recamier, Mme de Stael, Mme de Geoffrin, Mme Roland.
- How far was the cultural and intellectual influence of women a French affair?

### **Monarchy: absolutism and enlightened despotism**

- Styles of monarchy: elective and hereditary; personal, constitutional and mixed monarchies; dynasticism.
- Relationship with other groups and institutions in the State and with representative institutions.
- Absolutism in theory and practice; change and development.
- Enlightened despotism in theory and practice; extent of the influence of the philosophes.

### **Intellectual and cultural developments in the eighteenth century**

- Education and the universities.
- Literature: development of the novel and of poetry.
- The writing of the philosophes and the Enlightenment; political thought and economic theory.
- The visual arts; painting and sculpture.
- Drama and the theatre; the opera.
- Music.
- Architecture; styles and techniques.
- Social influences upon cultural developments; the role of patrons.

### **The development of overseas empires in the eighteenth century**

- Motives for colonisation; the importance of colonial trade to the European economy; the expansion of colonisation and colonial trade; exploration, charting and hydrography.
- Navigation Acts and mercantilism.
- Imperial rivalries with particular reference to Britain and France; North America, the Caribbean and India.
- European trade and settlement in Africa, Latin America, the East Indies and the Far East.
- Trade within Europe; the Baltic and the Mediterranean.
- The impact of the American Revolution upon the European colonial powers.

### **Population, urbanisation and industry in eighteenth-century Europe**

- Rise in population; explanations and consequences; developments in agriculture; regional differences.
- Urbanisation; the extent of growth; regional differences.
- The development of industry and communications; regional and national differences; geographical distribution; social consequences.
- Finance and banking.

## Paper 2c: European History, c. 1715–2000

**The bullet points listed below are intended to give further details and exemplification of the syllabus content. They are neither exhaustive nor prescriptive and should not necessarily be regarded as a basis for full questions.**

### Section 1: c. 1715 – c. 1774

#### **The Ottoman Empire: change and decline**

- Extent, character, legacy of 1683.
- Internal changes: government, economy, society.
- Wars, diplomacy, military record and setbacks.
- Beginnings of decline; reasons and features.

#### **France under the Regency and Fleury, 1715–43**

- France in 1715: domestic conditions and international standing.
- The minority of Louis XV; Orleans; attempts at reform; Law's 'System'.
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- Jansenism and Jesuits.
- War and diplomacy.
- Continuing political and cultural influence of Versailles.
- The decline of absolutism?

## **Section 2 c. 1774–1815**

### **Catherine the Great of Russia, 1762–96**

- Catherine II: character, abilities and aims; historical reputation.
- Reform of local and central government and administration; the Nakaz and the Legislative Commission; economic and commercial policies; relations with the Church and the nobility; education and patronage of the arts; the issue of serfdom; Pugachev's rebellion.
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- Alexander's role in the Vienna settlement and post-settlement Europe.

### **Section 3: Themes c. 1715–c. 1815**

#### **The position of women in the political, cultural and intellectual life of eighteenth-century Europe**

- The education of women.
- Women writers, literature and political thought; contribution to the Enlightenment.
- Salons and literary clubs.
- Political and intellectual influence of women upon the French Revolution.
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- Enlightened despotism in theory and practice; extent of the influence of the philosophes.

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- The writing of the philosophes and the Enlightenment; political thought and economic theory.
- The visual arts; painting and sculpture.
- Drama and the theatre; the opera.
- Music.
- Architecture; styles and techniques.
- Social influences upon cultural developments; the role of patrons.

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- Motives for colonisation; the importance of colonial trade to the European economy; the expansion of colonisation and colonial trade; exploration, charting and hydrography.
- Navigation Acts and mercantilism.
- Imperial rivalries with particular reference to Britain and France; North America, the Caribbean and India.
- European trade and settlement in Africa, Latin America, the East Indies and the Far East.
- Trade within Europe; the Baltic and the Mediterranean.
- The impact of the American Revolution upon the European colonial powers.

**Population, urbanisation and industry in eighteenth-century Europe**

- Rise in population; explanations and consequences; developments in agriculture; regional differences.
- Urbanisation; the extent of growth; regional differences.
- The development of industry and communications; regional and national differences; geographical distribution; social consequences.
- Finance and banking.

**Section 4: 1815–1862**

The consequences of Napoleon's defeat can be studied at several levels.

**The Vienna Settlement and European diplomacy (1815–1848)** requires focus on:

- The aims of those attending the Congress of Vienna.
- The nature of the settlement arrived at, the scope and impact.
- The treatment of France.
- The settling of frontiers.
- The curbs on nationalism and radicalism.
- The issues resolved and those left unresolved.
- The extent of the problems solved and the nature of those created.

Links can then be made to subsequent developments up to the Revolutions of 1848, if not beyond.

- An important – but not the only – factor to be assessed will be the approach to nationalism, set in the context of Napoleon's encouragement of nationalist forces and the nature of nationalism beyond 1815 (indeed beyond 1848).
- Also, the importance of principles such as national self-interest, the balance of power, legitimacy, the return to the status quo.
- The above enables candidates to consider the roles of the Great Powers as they emerged in and after 1815.

**Russia: Nicholas I**

- The issues of autocracy, reform and repression.
- Extent of controls over diverse, large empire.
- Support, opposition, unrest.
- Issue of Westernisers and Slavophiles.
- The direction of foreign policy.

Common themes here (e.g. autocracy, reform v. repression) will arise in other Russian topics. An appreciation of the sheer size and complexity of the Russian empire will help here and in other Russian topics.

**Monarchy restored: France, 1815–1848** will require coverage of the reigns of Louis XVIII, Charles X, Louis-Philippe. The nature of the monarchy, its support levels, its opponents (and the reasons for periodic upsurges of opposition).

- The range of policies at home and abroad, should be assessed.
- Success v. failure and the effects of mistakes by rulers and ministers.
- Socio-economic contextual factors will be featured.

The above will culminate in assessment of the Revolutions of 1830, and especially 1848 – perhaps linked to the topic area of **‘1848: Europe in Revolution’**. Short and long term reasons should be assessed.

The **Revolutions of 1848** may well be considered in respect of events in (e.g.) France, Italy and Germany, within those topic areas. They may be considered as a cluster:

- Examples from two or three will normally suffice.
- Issues of liberalism and nationalism will figure.
- Similar or divergent reasons, political, social, economic will be discussed and examined.
- Reasons for the failure of the Revolutions and their significance should be addressed.

The **Unification of the German States, 1815–1871** offers plenty of scope for assessment:

- The origins, nature and development of German nationalism – strengths and weaknesses.
- The containment of nationalism up to 1848.
- The German Confederation and the Zollverein.
- The Revolutions of 1848–9 and legacy.
- Austro-German relations, Austro-Prussian relations 1849–63.
- The emergence of Prussia, its strengths.
- The policies and actions of Bismarck to 1871 – political, diplomatic, military – and the actions of other groups.
- The Wars of 1864, 1866, 1870–1.
- North-South relations, the North German Confederation, the creation of the German Empire.

Similarly, **Risorgimento and Unification: Italy 1815–1871** offers scope for assessment, with a focus on such areas as:

- The nature of Italian nationalism, its weaknesses.
- The legacy of Napoleonic rule.
- Problems, tensions, unrest to 1848.
- The role of Mazzini.
- The Revolutions of 1848–9, legacy.
- Cavour and Piedmont.
- The role of Napoleon III and France.
- Unification: 1859–61, 1861–70.
- The nature of the newly united Italy – unity v disunity.

### **France – the Second Republic and Second Empire, 1848–1871**

Inevitably Napoleon III will figure large here.

- The Second Republic, 1848–52 – features and replacement.
- Napoleon III as Emperor: personality, style, objectives, reputation; popularity; eventual fall.
- Domestic policies, 1852–70: areas of success; economic and social; political developments; growing problems and challenges.
- Foreign policies, 1852–70; main events and issues; the contrasts of 1850s and 1860s; relations with Prussia and Great Powers; isolation by 1870; 1870–1 war and outcomes. (It is expected that the links of foreign and domestic policies will be examined.)

In examining the above, if progression is to be made to 1871–1914, consideration of themes such as

- Support and opposition.
- Potential de-stabilising factors.
- Franchisal politics.
- The swings from republicanism to authoritarianism/monarchy.

## Section 5: 1862–1914

**Alexander II: The Tsar Liberator?** – this raises the issue of the reasons for and extent of the reforms he promoted.

- Some awareness of the legacies of his predecessor, Nicholas I, as of the Crimean War will be required.
- Focus should go beyond the Emancipation of Serfs to include educational, legal, social, military, structural and institutional.
- The reception accorded to the reform efforts, especially among the educated classes (inc. nobility), will be important, linked to the growth of criticisms and opposition.
- The phases of reform and reaction, culminating in assassination in 1881, as well as the legacy should be considered (e.g. did the reforms create more tensions and open up the chance of greater changes?).

There will probably be a direct link to the reigns of Alexander III and Nicholas II [below].

Some coverage of foreign policy after 1854–6 should be made.

## The German Empire, 1871–1914: Bismarck and Wilhelm II

This is a big span and questions on each character are likely, so effectively creating a split of 1871–90, 1890–1914.

Focus areas: **Bismarck (1871–90)**

- An overview of economic developments, rapid industrialisation, agrarian needs, commercial power, urbanisation and social issues.
- Prussia inside the new Germany, the nature of the new Empire, political alignments, the Constitution, Monarchy and elites, parties.
- Bismarck's place, role, actions and reputation.
- Domestic policies (as above), *Kulturkampf*, socialism, unions, welfare areas, perceived opposition to Bismarck.
- Foreign policies (France isolation, Russia and Austria, Britain, the Balkans, minimal imperialism).
- The situation in 1890: Bismarck's legacy.

Focus areas: **Wilhelmine Germany (1890–1914)**

- The debate over the role and leadership of Wilhelm II: change v continuity.
- Ministers, Reichstag, parties, SPD growth and issues.
- Domestic policies, including social effects of urbanisation and industrialisation; possible pressures on governments.
- Foreign and imperial policies (Alliances, search for empire, relations with Britain, perceived threat of Russia, diplomacy, military and naval build-up, crises in 1905–6, 1911–13, war in 1914).
- Germany's responsibility for the First World War.

**Tsarist Russia under Alexander III and Nicholas II – ‘reaction, reform and revolution’** are the themes.

Focus should be upon:

- The successes of Alexander III – style of rule, curbs on opponents, agrarian policies, autocracy personified – ‘reaction’.
- The economic context of industrialisation – ‘The Great Spurt’ and its effects up to 1914, features, phases, unevenness, the place of agriculture.
- Political developments under Nicholas II and the challenges to autocracy: the causes and importance of 1905 Revolution and its legacy; Stolypin and his reforms; The Duma experiment; opposition; the strengths or weaknesses of Tsardom in 1914.
- The role of the First World War in bringing about the fall of the Tsarist system: military features; economic and social tensions, problems, unrest; political challenges.
- The causes and significance of the February 1917 Revolution.  
[This can be linked to the topic of Russia in Revolution, 1917–1924.]
- The direction of foreign policy should be assessed: e.g. 1894, 1904–5, 1907, 1914 and war.

### **Italy, 1871–1914**

The consequences of the process of unification – fractured unity, tensions, troubles – will be assessed here, in the context of economic and social problems.

- The Constitution, political system, parties, nature of governments.
- Problems, challenges, unrest, violence – causes and features – Left-Right tensions, episodic.
- Limited reforms and prevailing disquiet, including North-South differences.
- Foreign policy – irredentism, colonialism, Mediterranean status – relations with Britain and France, Austria and Russia, position in 1914.

### **France: The Third Republic, 1871–1940**

This is a big, long topic area and separate consideration of 1871–1914, the First World War, 1919–1940 is likely, according to choice and focus.

#### **1871–1914**

- The effects of the war of 1870–1, the Paris Commune and aftermath.
- The consolidation of the Republic, parties and party politics, national recovery in the 1870s.
- The emergence of Republic government, legislation, MacMahon’s role.
- Internal threats (Left, Right, Boulanger, Panama scandal, the critical Dreyfus Case), the extent of instability.
- Church and State, social issues, industrialisation, unrest, radicalism, syndicalism.
- Foreign policy aims, relations with Germany and with Russia, the emergence from isolation, military strengths, imperial activity, 1904 and 1907 Ententes, proximity of Britain before and by 1914.

In the above, reasons for survival and stability and the extent of instability should be assessed.

#### **1914–1918**

- Military features.
- Strains on the economy.
- Internal politics; the emergence of strong men (e.g. Clemenceau).
- The costs of victory.
- The demands of peace (linked to the Versailles Treaty).

**1919–1940**

- Stability v instability?
- The tensions between the Left and the Right, extremism, unrest.
- The effects of war and then the Depression.
- Social divisions.
- The calibre of leadership.
- Nature of party politics.
- The effects on foreign policy (League of Nations, relations with Britain, attitude towards Germany, for example).
- Reasons for the collapse of 1940 should be examined.

**The First World War: origins and causes**

Awareness of the plentiful debate over causation will be useful; so, too, long- and short-term causes.

- Key events on any 'road to war'.
- Alliances, diplomacy, military and naval strengths.
- Economic and imperial factors.
- Nationalism, pan-Slavism, Austria-Hungary, the Balkans.
- Crises of 1905, 1911, 1912–13.
- 1914 Sarajevo and the mobilisation of nations.

**Section 6: Themes c. 1815–1914**

One of those Great Powers was Austria – and the syllabus specifies **The Habsburg Empire, 1815–1918** so inviting a broad span as well as narrow elements (e.g. Austria in Italy, Austria-Prussia, Austro-Hungarian tensions with the collapsing Ottoman Empire).

In this topic area, focus should be upon:

- The character, make-up, features of the Empire (religion, aristocracy, monarchy, etc.).
- Nationalities and nationalism.
- The policies of Metternich – domestic and foreign.
- Unrest and Revolution, 1848–9: reasons and failure.
- 1849–67 internal reorganisation.
- Franz Joseph's importance.
- The Dual Monarchy (1867) and Austrian-Hungarian relations.
- Unrest areas, including 1906–14.
- Foreign policy, 1850s, 1860s to 1914.

**The Eastern Question, c. 1815–1914** offers a broad span in time and events and features.

The syllabus highlights

**War and diplomacy** (see below and unrest after 1870; Congress of Berlin; 1885–7; 1908–9; 1912, 1913)

**The decline of the Ottoman Empire** (early revolts, 1804–30; French and Egyptian influences, 1829–41; internal weaknesses and external pressures)

**The rise of Balkan nationalism** (linked to unrest and wars as above; its scope and nature; Pan-Slavism; Serbian nationalism; Russian interests)

Definition of the 'Eastern Question' will be important as will the on-going tensions with Russia and the interests of other Great Powers in propping up the Ottoman Empire.



The 'trigger' of 1914 can also be included (and linked to the causes of the First World War).

**Imperialism: the European powers and the contest for overseas empire** is another broad topic area, with a main focus on the Scramble for Africa (1870s, 1880s onwards): other global area examples can be cited (e.g. the Pacific) but Africa will be the main focus area.

Consideration should be given to:

- The causes (economic, commercial, social, competitiveness, rivalries, strategic-military, religious, etc.)
- The extent of territories gained and their significance.
- Links to events inside Europe (inc. causes of war in 1914 – here Morocco 1905 and 1911 would fit).

**Nineteenth-century artistic and cultural movements; the Romantic Movement; music, Vienna and Paris, c. 1880–1914**

- Here, focus will be upon the flourishing of different features – music, literature, art, architecture, etc.
- Selected examples will be required, to illustrate features.
- Awareness of reasons as of significance will be expected.
- Reasons for the predominance of Vienna and Paris and for their similarities and differences should be assessed.

**Nineteenth-century thinking**

- Challenges to established authority, power, command – secular, ecclesiastical.
- Anti-clericalism.
- Political and social changes: socialism; Marx and Engels; reforms of society.
- The power and role of the state; conservatism v democracy; élites, rulers and ruled, the masses, 'top-down' and 'bottom-up' notions.

The **industrialisation of nineteenth-century Europe** involves a big topic area. Selected examples – several countries, some statistical information – will be acceptable. Focus should be upon the development of various industrial revolutions and upon the varied responses (e.g. France, Germany, Russia).

Areas to consider would include:

- Industrial structures and systems.
- Workers' numerical growth.
- Urbanisation and social effects of industrialisation (standards of living).
- Wealth and poverty divergences.
- Economic performance of various countries.
- Links to political and military power.
- Transport and communications – railways, roads, telegraph, benefits of speed and security, impact on economic activity.

**Demographic change: causes and consequences**

- Reason for population growth, rural and urban; examples of scale.
- How far such growth had impact on (e.g.) food supply, trade, urbanisation, health and welfare.
- Industrialisation (supply and demand, workforces, technology); standards of living.



**The changing role and status of women in the later nineteenth and twentieth centuries**

Again, selected examples for illustration and selected countries will be acceptable. The focus should be upon Europe, not Britain.

Areas to consider:

- Economic roles, work, employment levels.
- Social status – set against masculine stereotypes.
- Political status – search for recognition, roles, franchisal gains.
- Educational opportunities and other areas of recognition (marital, divorce, property, etc.).

**Section 7: 1914–1945****The First World War: the War in Europe**

The focus on the War is on Europe and so the Western and Eastern Fronts.

- Features, stalemate v mobility.
- The impact of resources and technologies.
- Generalship.
- The war at sea, blockade of Germany, the failure in the Dardanelles.
- Reasons for Germany's eventual defeat and the success of Britain, France and the USA should be covered.
- The nature of the War (losses, changes, upheavals) and its legacy, stretching into the 1920s and 1930s, should be appreciated.

**The Versailles Settlement and the League of Nations**

An awareness of the continuing debate over the Treaty of 1919 will be useful.

- The aims of the victorious Powers at Versailles.
- The shaping and content of the Treaty of Versailles and the other Treaties (these should be assessed).
- Outcomes, problems, legacy areas – levels of dissatisfaction.
- Links to subsequent developments (dictatorships, aggression, wars).

**The League of Nations** will be linked via Wilson's Fourteen Points

- The ideas and ideals behind the League.
- Its make-up, organisation, putative strengths, crucial weaknesses.
- Areas and aspects of success in the 1920s – examples, reasons.
- Problems, challenges, failures of the 1930s – examples and reasons.

**Russia in Revolution, 1917–1924**

[Reference here – and with the topic area in Section 5 – can be made to Special Subject 5j]

- Reasons for the Revolutions of 1917 – February and October – and their importance. The Provisional Government.
- The Bolsheviks in power: consolidation of power; the Civil War; reasons for Bolshevik success; aftermath.
- Economic and social policies, changes, upheavals.
- Lenin and Trotsky.

**Germany, 1919–45**

[Reference can be made to Special Subject 5k].

**(a) Weimar and the rise of Hitler**

- The Constitution of 1919; challenges 1919–23; relative stability 1924–8.
- Economic features and crisis in and after 1929; the Depression and its effects.
- The rise of Hitler and the NSDAP: appeal; message, electoral politics; breakthrough of 1930.
- The end of the Republic and democracy, 1930–33 (January) – key reasons.

**(b) The Third Reich**

- Hitler as leader; consolidation of power, 1933–34; dictatorship.
- Controls (police, terror, camps, propaganda).
- Economic, social and racial policies to 1939: impact; successes; extent of changes.
- Foreign policy, 1933–39 [possibly linked to ‘Second World War: causes’ – below].
- Germany at War: the Home Front; the Final Solution.

**The rise and fall of Fascism: Italy, 1919–1945**

- The impact of war on Italy – problems and crises, political, economic, social, nationalism.
- Mussolini, Fascism, the Fascist Party to 1922.
- Mussolini in power; consolidation; dictatorship; controls.
- Economic and social policies into the 1930s.
- Foreign policy, 1922–39 [again, possibly linked below].
- Italy at war: defeats; Mussolini fall; German occupation.

**The USSR under Stalin**

Coverage should extend to 1953, possibly making a direct link to Section 8 areas.

- Stalin’s succession to Lenin – reasons. Stalinism.
- Modernisation – agrarian and industrial: the features and impact of Collectivisation and the Five Year Plans.
- Controls: terror, propaganda, popularity of the dictatorship.
- Foreign policy under Stalin to 1939–41 [again, this may link to the causes of the Second World War: below].
- The USSR in the Second World War: Home Front; impact, losses, victory.
- The recovery, 1945–53; absolute dictatorship; the nature of the Stalinist regime; occupation of Eastern Europe.

**Spain, 1923 – 1945: Civil War, origins and outcome; Franco and after**

- Causes (long- and short-term) of the Civil War (political, economic, social, religious).
- The Civil War: main events; reasons for Franco’s success (internal and external factors); the Franco dictatorship.
- Neutrality in the Second World War and impact.
- Franco years, 1945–75: political; economic; social; preparations for return of monarchy.
- 1975–80: legacy of Franco; monarchy and democracy.

**The Second World War: origins and causes; the War in Europe**

- Long- and short-term causes of war in 1939: Versailles and after; failings of League of Nations; advent of Hitler; Britain and France and Appeasement; Stalin and the USSR.
- War in Europe: land and air; German successes, 1939–41; Operation Barbarossa; Sicily and Italy; D-Day; the invasion of Germany.
- Reasons for eventual defeat of Germany.

## Section 8: 1945–2000

### The USSR and its satellites, 1953–1991

This will pick up with Stalin's death and the aftermath, including De-Stalinisation speech of 1956 and end with the collapse of Communism and USSR's hold over Eastern Europe.

- The Warsaw Pact and its role.
- Economic ties via Comecon (etc.).
- Unrest and challenges in Poland, Hungary and Czechoslovakia (1956, 1968).
- Methods of control and strengths of Communist parties in different states.
- Changes in the 1980s and reasons for eventual weakening and collapse of Communist rule.

Some examples will be needed: these should include those above and East Germany, though other states can be considered.

### Germany c. 1945–c. 1990

- The creation of the West German State and Allied support: economic and social features.
- 1949 GFR; 'economic miracle'; Adenauer; nature of party politics (CDU, SPD); stability; success levels.
- Adenauer's successors – especially Brandt, Schmidt and Kohl – governments.
- Economic policies and successes, setbacks; social issues.
- Reunification and its costs.

The above will have links to (e.g.) the EEC/EU, the Cold War in Europe, the shaping of foreign policy.

### France c. 1945–c. 1990

- The legacy of the Second World War and the creation of the Fourth Republic (1946–58): problems, instability.
- De Gaulle (1958–69): recovery; strength; policies, economic and political; his fall (reasons).
- De Gaulle's successors; policies; government, economy and society.

References to the Constitutions, to the EEC/EU, to external policies will be made and links made to (e.g.) Cold War in Europe, relations with USA, end of European Empires.

### The Post-War impact of Communism; the Cold War

There are links here to the first topic area of the Section.

- Communism in Eastern Europe and in Western Europe.
- The 'Iron Curtain' and after, including key moments in the Cold War (Berlin, The Truman Doctrine and Marshall Plan, NATO, the Warsaw Pact).
- US presence in Western Europe and responses to that presence, positive and negative.

### The collapse of the USSR; the Eastern European states in the 1990s

- The Gorbachev years and their impact; reasons for the collapse of Communism and of the USSR (economic, social, political, structural).
- The end of the Eastern Bloc and the formation of new governments in the 1990s; the unification of Germany.
- The political, economic and social developments in Eastern Europe in the 1990s, including the realignments towards Western Europe and the EU.

A broad overview will be useful and the experiences of three or four states would suffice in illustration and for explanation.

### **The Iberian Peninsula: Spain and Portugal to 2000**

- The Franco years, 1945–75: political; economic; social; dictatorship controls; preparations for return of monarchy.
- 1975–2000: the legacy of Franco; monarchy and democracy; party politics; economic and social changes (wealth, poverty, etc.).
- Portugal under Salazar and after: dictatorship; democracy; economic and social development.

### **Italy 1945–2000**

- Legacy of Mussolini; return of democracy; frequency of government changes (reasons).
- Instability v stability elements; problems of North-South; crime and unrest (e.g. 1970s, 1980s).
- Economic development; social changes; again, disparities of North-South.
- EU integration, EU place and role.

## **Section 9: Themes c. 1914–2000**

### **Industrialisation in the twentieth century: its effects on society**

- The pace, scale and features of industrialisation and industrial growth: change levels.
- Urbanisation, working classes, social welfare issues.
- Impact on transport and communications, militarisation.

Selected examples will be needed, drawn from at least three states/areas and a sense of comparison and contrast created.

### **The legacy of imperialism: the decolonisation of the European Empires; the impact of immigration into Europe since 1945**

- The end of European Empires: reasons, features, consequences. A range of examples will be needed (e.g. French, Dutch, possibly Portuguese) and comparison of reasons will be helpful.
- Processes of de-colonisation and problems, including impact at home (e.g. France and Algeria).
- Realignments after Empire.
- Immigration levels – from old imperial lands and elsewhere – and effects on economic and social policy areas.

### **The establishment and growth of pan-European organisations since 1945**

- The OEEC and NATO can feature here, with links to the Cold War in Europe and to relations with the USA.
- The main emphasis will be on the emergence of ideas of European cooperation, economic, industrial, political, and so links to the emergence of the EC/EEC/EU. [Links to Government and Politics topic areas could well help here.]
- References can be made to (e.g.) Benelux, ECSC; EEC and Treaty of Rome; Six into Nine; ERM; changes in 1986 and 1991 and beyond; enlargement issues.

**The changing role and status of women in the twentieth century**

Examples will be needed from across the period and several countries, if possible with an eye to contrast of Western and Eastern Europe.

- The vote and franchisal issues.
- Rights, status, opportunities – economic, social, legal, political – employment issues.
- Progression and gains – even, uneven, pre- and post-World Wars.
- Late twentieth-century developments and issues.

**European culture between the wars (1918–1939) and in the 1960s and 1970s**

- This provides an opportunity to look at a range of cultural activities in two periods, each period one of considerable change and upheaval (political, economic, social).
- Consideration can be given to issues such as how far cultural developments were caused by or mirrored those changes; links to propaganda, role of the state, freedoms, dissent, rebellion (in several forms) can be made.
- Examples can be drawn from art, architecture, music, painting, literature (etc.).

**Demographic change** – again, several examples across periods and countries will be needed.

- Changes to population levels in peace and war.
- Impact of population growth – economic, industrial, social.
- Disparities of countries and regions: affluence, poverty, etc.
- Links to (e.g.) Industrialisation, communications, etc.

**Social change and popular culture** – several examples will be needed.

- Reasons for and examples of social changes; mobility levels.
- Effects of social changes (revolution?) – wartime, peacetime – and extent.
- Interactions with economic and political, technological changes.
- The growth and appeal of popular culture – definitions, nature, radio, TV, films, computers (etc.) – uses of leisure time.

**The mass media** – several examples will be needed across period and countries.

- Growth (reasons), change levels, links to popular culture.
- Radio, TV, films, etc.
- Ownership, controls, uses in peace and war.
- Extent of influences – political, electoral, social, etc.

## Paper 3: United States History, c. 1750–2000

**The bullet points listed below are intended to give further details and exemplification of the syllabus content. They are neither exhaustive nor prescriptive and should not necessarily be regarded as a basis for full questions.**

**Section 1: c. 1750–c. 1820**

In approaching American history, some overview is desirable, no matter a focus on early, middle or late periods and topics: for example, the genesis of an eventual superpower; the topography and geography; the plentiful mineral and natural resources; the multi-cultural, multi-ethnic make-up (including Native Americans).

This Section is bounded by an appraisal of the situation in 1750 and the creation of the Compromise of 1820. The situation in 1750, the origins of the colonies, the make-up of colonial society, trade, threats from Indians and from the French, should be presented as a context to the initial topic areas.

**The economic and political relationship between Britain and the American colonies, 1750–1776**

This will embrace elements of the above, the effects of the Seven Years' War, the aftermath and the growing tensions of 1763–76, leading to the War of Independence from 1776. Long- and short-term causes of that War should be considered.

Some understanding of the situation in London, the views there of the colonies, the perceptions involved, the role of George III and his ministers, will be needed though the thrust of any question will be the colonial context.

- Colonial rule, governors; assemblies.
- Political ideas and ideology (self-generated, imported).
- Economic, commercial and financial issues.
- British actions and provocations after 1763.
- Events and 'triggers', 1773–6.
- 1776 and colonial revolt.

**The American Enlightenment** – the term will need definition and contextualising. Religious and cultural factors will be assessed; the idea of the Second Great Awakening; the mix of external (e.g. French) and internal ideas and the influence on political thinking and actions.

Religious, social, economic and political contexts should be engaged – the religious context mattered, as did the ideas released and expressed by Franklin, Winthrop and Jefferson and their political influence, material changes bound up with the market revolution and urbanisation, the impact of spatial and social mobility. Links to reform ideas and movements, to ideas of social control and social improvement can be advantageous here.

The above leads naturally to:

**The War of Independence: causes, course, impact**

Here events and turning points do need to be covered and set in context of

- Causes – long- and short-term (as above).

- Colonial support for Britain.
- Levels of opposition and challenges.
- Factors influencing course and outcome: e.g. leadership, generalship, strategy and tactics, resources committed, French intervention.
- Impact inside the colonies and beyond, linking to on-going discussions of constitutional arrangements post-British surrender.

Again, the above leads to **the creation and evolution of the Constitution of the United States, 1781–1791 and the emergence of the first party system**. Both are big topics, especially the first.

Focus areas:

- The legacy of the War: the Articles of Confederation.
- The infusion of ideas, internal and external.
- The roles of Washington, Madison, Jefferson, Hamilton, Adams, Franklin.
- Debates over unitary v federal and other areas.
- The make-up and content of the Constitution and the Bill of Rights in the context of the Convention.
- Supporters, critics, areas of disagreement.
- The future of the Constitution [awareness of its Amendments and overall place in USA political history would be useful].
- The first party system – its nature, the meaning of ‘party’, the issues of difference: Federalist; Republican (populist-inclined).

Above, **Washington’s** role in the War and the shaping of the Constitution, his importance and reputation, should be a feature of evaluation: his office as president, the level of successes achieved, at home and in diplomacy.

Washington was a ‘big name’ presence and so were the likes of Jefferson and Madison – the syllabus specifies **the presidencies of Jefferson, Madison and Monroe as well as Anglo-US relations and the war of 1812**.

Each president needs assessment as to domestic and foreign policies, success levels – with an eye for reputation and possible over-estimation (Jefferson is a prominent example). Assessment should be contextualised – for example, the party system and its blurred lines at times (especially after 1815), the Senate, the workings of the Constitution, economic developments, slavery, the changing features of society (North and South), expansionism of lands. The nature of elections, opposed or unopposed (e.g. 1820) should be assessed.

**Foreign Policy:** an awareness of the development of a recognisable foreign policy will be helpful – under Washington and Jefferson. This could be subsumed within study of the presidents.

A focus on relations with France and Britain, the latter important given the syllabus, is needed.

The causes of the **War of 1812** and its importance should be addressed.

In addition, the genesis and significance of the **Monroe Doctrine** (1823) should be appreciated. How far that Doctrine shaped policy for the rest of the century (including relations with Latin America) is an important dimension.



### **The character and extent of slavery, c. 1750–c. 1820**

This is bounded by the start of the Paper and by the Compromise of 1820.  
See next Section for content areas and issues.

### **Section 2: c. 1820–1865**

The syllabus identifies **the character and extent of slavery, c. 1750–c. 1830, and the growth of opposition to slavery, c. 1800–1865** – the latter linking to the causes of the Civil War and its course and outcome.

**Slavery** should be assessed as to its place and role and significance, in the North and then, increasingly, in the South. Reasons for the end of slavery in the North and its retention and development in the South should be considered. The ‘peculiar institution’ needs to be understood in respect of Southern society and its economy.

Focus areas:

- Numbers.
- Plantations.
- The effects of the cotton gin (1793).
- Commercial value.
- Links to other issues, political and social.
- Possible peak in importance – when, why.

**Opposition** will feature the development of the abolition movements, its size, strength, methods and impact – and the reasons advanced for abolition. Changes in and to American political life and society in the early part of the nineteenth century will form the background to such topic areas as **Jacksonian Democracy and the second party system**.

Awareness of the succession of presidents either side of Jackson will help, not least in the assessment of Jacksonian importance.

Also – although set out as Themes – awareness and understanding of the growing issues surrounding slavery, westward expansion and the changing structure of American society, should be conveyed to help candidates.

Inevitably, there will be linkage to the causes of the Civil War ahead.

**Jackson:** reputation as a great president and policies towards Native Americans and his domestic critics.

- Banking, trade, tariffs, Nullification Crisis.
- States’ rights, relations with Congress.
- Understanding of democracy, electoral politics, developments in party system.
- Enhancement of powers of president, use of veto (etc.).



**Second party system: Democrats;** Whigs; other interest groups; sense of identity and organisation v fluidity.

### **Developments in foreign policy, including relations with neighbouring states, c. 1820–61**

- The importance of the Monroe Doctrine (1823).
- Relations with Mexico: the issues of Texas and other lands.
- Relations with France and Britain.

### **The Civil War: causes, course, impact and outcome**

This represents a substantial topic area in its own right.

**Causes** will embrace long- and short-term: the former can go back to the framing the Constitution and certainly the 1820 Compromise; the latter are more to be found in events of the 1850s, especially after 1854.

[A convenient guide is to be found in the syllabus for the **'American Civil War: Origins'**, Paper **5g**.]

**Course** will include the main events, actions, turning points, related to themes such as leadership, political and military; strategy and tactics; resources; diplomacy. A comparative approach (North-South) would be an useful analytical tool.

**Impact and outcome** will cover such areas as losses; morale; social and psychological factors; Emancipation effects: occupation of the South. The significance of this bitter, bloody conflict should be addressed.

### **The presidency of Lincoln**

This will embrace the Civil War, of course, but an assessment of his stature, reputation (a great president?) and importance will be helpful here.

- Party politics, the election of 1860, his supporters.
- His part in the start of the Civil War.
- Leadership in the Civil War, critics, highs and lows, relations with ministers, Congress, public opinion.
- Diplomatic and strategic skills.
- The Emancipation Proclamation and its context.
- His legacy.

## **Section 3: Themes c. 1750–1900**

### **Manifest Destiny: Westward expansion in the nineteenth century**

- The concept and its influence at the time.
- Reasons for expansion, examples, dates and phases.
- Impact on cultures, mindsets, economic activity.
- Links to the 'frontier' thesis.
- Links to topic areas such as slavery, treatment of Native Americans, the opening of the West, the 'Wild West'.

**Native American culture: government policy towards Native Americans to c. 1900** offers a theme that opens up much historical debate.

- A sense of tribes, areas, cultures.
- The actions of such as Jackson, Grant and later presidents.
- The nature of policy treatments: persecution and wars; reservation status.
- The deprivation of rights, lands, cultural identities.
- The legacy into the twentieth century.

**The impact of immigration on American society, c. 1840–c. 1920** involves both a key theme and a wide sweep. Selective knowledge will be needed with which to illustrate themes and issues.

- The scale, extent, nature of immigrants; phases.
- Their background (religious, social, economic).
- Their effects on labour, employment, economic activity.
- Their links to fears, search for scapegoats; political and ideological debates and tensions.
- Their contribution to the ‘melting pot’ culture.
- Their links to the W.A.S.P. mentality and expressions.

**The growth of an industrial economy and society, 1865–1914**

- Resources, transport, entrepreneurship.
- Attitudes of big business (examples of companies).
- Capitalism, capital growth, profits.
- Benefits of regulated labour market [links to issues of organised labour, unions, etc.].
- GNP, wealth, scale of achievements and power.
- Phases of growth and consequences: position by 1914.
- Social impact areas: poverty; workers; regions; urban growth and problems.

**Social issues in the nineteenth century: women’s rights, temperance movement, education**

**The changing status and role of women in American society, c. 1880–c. 1930**

A big timespan and knowledge will be selected to illustrate core themes.

Broad comparisons with British and European scenarios would be useful, though questions will focus on the USA.

- Women and society; economic opportunities and roles.
- Women and politics; pressure groups; activism; the vote.
- Women in the 1920s – freedoms, status, changes in rights.

**Temperance movement**

- Reasons for growth.
- Role of women.
- Ability to influence political social agenda (links to Prohibition).

**Education**

- Changes, literacy, standards.
- Pressure groups’ role.
- Links to progress; opportunities.

**The novel as a reflection of American life in the nineteenth century**

Examples can be drawn from the works of such as Mark Twain, Henry James, Theodore Dreiser, Scott Fitzgerald. It is important here to stress the historical context and to place literary content in that context. The evaluation should be on the value of the novels as forms of historical source, what they add to our understanding of events, trends, features (etc.).

**American family life and values in the nineteenth century**

The focus here will be on the concepts of 'the family' and 'family values' and their place in the burgeoning economic and social life of the USA. Links can be made to (e.g.) religious, spiritual, moral, pioneering activity, themes.

**The development of transport and communications in the nineteenth century**

This has a natural link to the theme of the growth of an industrial economy. The focus will be on the railways, telegraph, spread of news and information, aid to economic activity – and also the role in the North's victory in the Civil War can be considered.

**Section 4: 1865–1914****Reconstruction, Redemption and changing circumstances for African Americans****Reconstruction (1865–77)**

- The aims and context, in aftermath of bloody civil war.
- The features (Amendments, Freedmen's Bureau, etc.).
- The occupation of the South and the responses and resentments.
- The Compromise of 1877 and the withdrawal from the South: effects on African Americans.

**Redemption (1877 to early-twentieth century)**

- The recovery of authority by Southern States' governments and élites.
- The repression and discrimination practised against African Americans: segregation and its many features.
- The appearance of white supremacists (e.g. KKK) and African American responses, linked to general issues of civil rights.

**Organised Labor and American socialism, c. 1880–1914**

- The problems facing both the unions and workers: states and federal governments; the courts, employers.
- Attempts at assertion of worker rights and responses (e.g. 1890s).
- The appearance and uneven fortunes of socialism – and syndicalism issues – reasons for its inability to take hold in USA.
- Role of state in curbing radicalism; problems of and with unions and socialism; ethnicity factors (carried over, after 1914).

**The Populist movement.** Dated to an end in 1896.

- Reasons for its brief appearance and popularity (1870s, 1880s agrarian discontents, 1890s 'battle of the standards').
- Its appeal – to whom, where, why.
- Its effectiveness and reasons for ending, linked to party politics: the People's Party; Bryan's campaign.

- Its importance and legacy ('seedbed of American politics for next half century?'): many subsequent changes based on Populist agenda.

### **American imperialism and the debate surrounding it, c. 1880–1914**

There has been, and remains, debate here. The concept needs examination as well as contextualisation.

- The influences in writing and thinking.
- The links to the Monroe Doctrine.
- The development of naval power and ideas of active interventionism on land and by seapower (examples, with 1898 prominent).
- The importance of Theodore Roosevelt.
- The effects and legacy of the policies.

The above stands as a topic area but can be linked to the external policies (of presidencies) in the period.

Candidates should have an awareness of presidents and presidencies from Johnson and Grant through to McKinley and of the importance of Congressional power and of Supreme Court activism in the later-nineteenth century – linked to an understanding of the separation of powers and the idea of a balanced Constitution.

The **Progressive Movement** linked to the pPresidencies of Theodore Roosevelt, Taft and Woodrow Wilson, should have some coverage: the state of mind ('do-goodism') in political, social and economic areas – success more in first two than last.

### **The Presidency of Theodore Roosevelt**

His reputation will be assessed in the context of domestic and foreign policies [see '1880–1914' topic area].

- Nature and style of presidency, relations with Congress (etc.).
- Commitment to and extent of reforms – progressive? conservative? – business, economic, social, labor issues.
- Eventual appearance as Populist candidate in 1912.

### **The Presidency of Woodrow Wilson**

Again, his reputation in the context of domestic policies and foreign [but see Section 5 unit area on latter].

- Nature and style of presidency, relations with Congress.
- Extent of any reforms: economic, labor and unions, social welfare.
- Domestic issues and challenges in and after 1917 (socialism, unrest, 'red scare', etc.) – response (harsh measures, 1917–19).

## Section 5: 1914–1953

### The Wartime Presidency of Woodrow Wilson; the role of the USA in the First World War

- Foreign policy in 1914 and directly after: attitudes towards the European Powers.
- Reasons for entry into war in 1917 (Zimmerman etc.).
- USA role and contribution (economic, financial, military), especially in 1918 – decisive?
- Wilson's thinking on peace, 1917–18; the Fourteen Points; the Peace Settlements; Wilson at Versailles; the problems at home (Congress, etc.).

### Domestic issues in the inter-war years: the Jazz Age as a crisis of values; Prohibition, causes and consequences; the economic boom of the 1920s

This is a big arena and holds some important issues of debate and interpretation.

- The presidencies of Harding, Coolidge and Hoover: reasons for Republican dominance.
- The features of the 'Jazz Age': creativity, challenge, positives and negatives.
- Prohibition: reasons; features; explanation of eventual failure; issues of positives and negatives.
- Reasons for the economic boom; features; structural, institutional, mass production (etc.); financial-fiscal; business and government attitudes; inherent problems.
- Social: beneficiaries and losers in the economic boom.

[Links can be made to some of the Themes in Section 7.]

### The Economic Depression: Franklin Roosevelt (FDR) and the New Deal; the start of an 'imperial presidency'

This is a big topic area, with much debate, interpretation and reinterpretation. Foreign policy should be dealt with in next topic unit area.

**The Depression** – Wall Street Crash and after, linked to an assessment of the presidency of Hoover.

- Structural factors; government role; global context: reasons for slump.
- Extent of slump, unemployment, business and banking collapse.
- Hoover's actions and their impact – underestimated? – links to FDR policies.

**FDR and the New Deal** – reasons for FDR's election and personality, skills reputation, media role (etc.).

- The New Deals – features, contents, scope: fiscal-financial; institutional; agencies; ideas and scale of thinking.
- Extent of recovery: phases, features, gains and losses – industrial, agrarian; urban and rural; ethnic groups.
- Opponents, aims and criticisms; FDR response.
- Importance of war.

**The start of an 'imperial presidency'**: the concept, the duration (into 1970s); features; relations of president, Congress, Supreme Court; party politics; FDR as great president (reputation).

### The foreign policy of the USA, 1920–41

- The legacy of 1918–19; Versailles; the League of Nations (importance on non-membership).
- Isolationism v interventionism: examples and features of 1920s (Latin America, support for peace initiatives).
- The 1930s: rise of the dictators; responses to Japan and Germany; 1938–41 policies and initiatives.
- Public opinion, Congress, presidential interests.

**The role of the USA in the Second World War**

A big topic area and the approach should be thematic, using knowledge to illustrate – a chronology/ narrative should be the framework.

- Military commitments on land, at sea, in the air – European and Pacific theatres.
- Leadership, strategic planning, shaping of the final years of the War (1943–5).
- Commitment of economic and financial resources – scale, type, nature, impact, economic power and supremacy.
- Some assessment of how vital USA role was to winning the War in Europe and the Pacific.

**The USA and the Cold War, 1945–1953**

- The main (if debated) causes of the Cold War.
- The shaping of US thinking and strategy: the ‘Long Telegram’; Truman and Truman Doctrine; the Marshall Plan; NSC-68.
- Responses to USSR actions – Berlin, 1948–9.
- Arms and nuclear races, NATO.
- The Korean War: USA role; its importance in heightening tensions.

Some coverage of the presidency of **Truman** will be required, with a focus on foreign policy and the Cold War.

The above forms a natural back-drop to:

**McCarthyism and its context and impact**

- A definition and linkage to previous periods of ‘Red Scare’ (1917–19, 1920s, etc.).
- Domestic tensions and problems, impact of the Cold War.
- McCarthy and his ‘crusade’; methods, media, high profile cases; effects on domestic politics and society.

(Brief coverage of why McCarthyism collapsed.)

**Section 6: 1953–2000****The Eisenhower landslide and presidency; the USA and the Cold War, 1953–1962**

**Eisenhower’s** reputation and possible under-estimation should be assessed.

- Reasons for election success.
- Domestic strategies and outcomes – economic, social, labor, civil rights.
- Popularity – reasons and significance.

**The Cold War, 1953–1962**

- Aftermath of the Korean War.
- Extension of alliances, treaty organisations – SEATO, CENTO – arms and nuclear races.
- ‘Spheres of influence’, including Middle East.
- ‘The Thaw’ and renewal of Cold War tensions: the Berlin Wall; Cuba, 1959–62 (including Missile Crisis and outcome).

### **The USA and Vietnam, 1954–1975**

Given its prominence in American strategic thinking and domestic politics, Vietnam merits separate treatment.

[A link can be made to Section 7 in Paper 4.]

- USA interest in Vietnam; responses to French defeat and Geneva Conferences.
- Growing US involvement in South Vietnam; strategic thinking ('domino theory', etc.).
- Eisenhower, Kennedy and Johnson decisions up to 1965.
- Direct and major involvement 1965–75; nature of the war; strategy and tactics; leadership; domestic politics in USA and South Vietnam; 1968; peace talks, 1970–3; Vietnamisation; pull-out.
- Consequences for USA foreign and domestic policies.

### **New Frontier and Great Society: the domestic policies of Kennedy (JFK) and Johnson (LBJ)**

Assessment of reputations and comparisons will be helpful here, to establish links, continuities, extent of changes. Awareness of economic and social contexts will be important; so, too, awareness of African American civil rights issues [see also Special Subject 5n].

- The idea of the New Frontier: JFK and the Democrats in Congress; wages, housing, welfare, rights: the extent of achievements and limitations.
- LBJ and the Great Society: JFK legacy; political-Congressional skills; economic and social achievements in examples and scale (wages, housing education, welfare, etc.).
- The financial and social costs; the Civil Rights Movement (above); the effects of the Vietnam War.

[Awareness of the impact on and responses of a range of ethnic groups as of labor-union groups will be helpful to evaluation.]

### **The presidency of Richard Nixon; a Democratic interlude: the presidency of Jimmy Carter**

**Nixon** – reasons for election and re-election; reputation.

- Domestic record – reforms, changes, state of the economy, taxes, levels of success. Extent of impact, appraisal.
- Handling of foreign policy with links to domestic; the media; public opinion.
- Watergate and its impact.

### **A Democratic interlude: the presidency of Jimmy Carter**

- Brief reference to the presidency of Ford and reason for election of Carter.
- Carter and domestic record: the economy; rights; welfare, taxation (etc.); perceptions of weakness (linked to foreign policy).
- The revival of the Republicans.

### **US foreign policy, 1963–1979**

- Links will be made to the Vietnam War (above) and to the Cold War (up to and including Cuba, 1962).
- Improved relations with the USSR to 1968: reasons and features.
- Involvement in Middle Eastern and African, Latin American politics; Communism issues.
- Relations with China: Nixon and after.
- Relations with Europe.
- Return of 'Cold War politics' in 1979.



### **Republican supremacy: the domestic and foreign policies of Ronald Reagan; George Bush and the first Gulf War**

- Reasons for Reagan's election and re-election; Republican success; Democrat problems.
- Reagan's domestic record: the economy; welfare; labor and the unions; taxation issues.
- Reagan's foreign policies, above all the Cold War phases – 'Second Cold War' to 1985; Gorbachev and change.
- Bush's election; the end of the Cold War; economic policy areas; taxation.
- Bush and the first Gulf War: USA role, importance; the consequences.

### **The presidency of Bill Clinton; the presidential election of 2000**

- Election and re-election reasons.
- Democrat strengths; political skills; the media; public opinion.
- Economic and social policies; taxation; welfare areas.
- Foreign policy areas, including legacy of the Cold War, the Balkans, the Middle East and the Gulf.
- The nature and outcome of the 2000 election.

## **Section 7: Themes c. 1900–2000**

### **The rise and decline of an 'imperial presidency'**

This is bounded by the presidencies of FDR and Nixon.

- Definition; use of the term; implications.
- Powers; authority; relations with Congress.
- Political scope in war and peace.

### **The end of the 'imperial presidency'**

- Reasons and features, reassertion of Congressional roles and powers.
- Curbs on the powers of the president (war powers, spending, FOI, etc.).

[Link to Section 5 above: FDR and the presidency.]

### **The changing role and status of women, c. 1880–c. 1945**

Links can be made to Section 3 and knowledge will need to be selected to support themes.

- Women and pressure group politics – e.g. Temperance, Education, Franchise.
- Women and the vote.
- Economic and employment opportunities; the two World Wars.
- Legal status and rights.

[Reference can be made beyond 1945 to other themes (e.g. feminism – below) and to ethnic groups.]

### **Economic change, 1941–c. 1980**

Links can be made to the presidencies listed above. Overview will be needed.

- The importance of World War Two: economic power and supremacy; superpower status.
- Post-war developments in big business, corporate culture, productivity and output, consumerism.
- Changes in technology, transport, production methods and consequences.
- Wealth levels; affluence; corporate greed; international markets and trade dominance.



**Cultural developments in the Twentieth century: art, architecture, music and literature**

Selection of examples will be needed and a focus on two or three areas across the century will be acceptable.

- The development of the American novel and literary genre.
- Art: 'pop art'; pop music; cultural climate.
- Links to Hollywood, the film industry, radio and TV.
- Pressures and influences, public and private, in shaping cultural changes; how far such reflect and express the 'American dream', psyche, social values and problems.

**Social issues in the second half of the twentieth century: feminism and women's rights; gun control; the role of youth in domestic upheavals, c. 1960–c. 1980**

Several links are possible here – to the above Themes, for instance, and in contextual awareness in studying the 1960s to 1980s.

**Feminism and women's rights:** Friedan, N.O.W.; the 'glass ceiling'; methods, assertiveness, levels of gains as of militancy.

**Gun control:** why such an issue; links to political arena; controversies; reflections of very essence of American society.

**Role of youth:** the Vietnam War, Civil Rights Movement, S.D.S.; educational, social and cultural protests; importance of anger and of 'hippy culture'.

**The rise of a conservative culture, 1968–2000**

This links to the political arena and the increasing success of Republicanism and the Republican Party and to the perceived reaction to radicalism and unrest in the 1960s and 1970s.

- Political and social values and attitudes.
- Links to religious and ethical issues (e.g. abortion).
- Belief in representation of true, core American values.

**Immigration and integration in modern America, 1945–2000**

Some selectivity of knowledge will be needed. Here, and in prior themes, references to multiculturalism and 'melting pot' culture can be made.

- Levels of immigration, origins, diversity.
- Economic and social issues, impact: roles, opportunities, reactions.
- Political issues: attitudes of parties and pressure groups.

[Links to prior themes – as in Section 3 – can be made: the ambiguity of responses may be assessed – anger, condemnation (etc.) and yet uses made of labour provided.]

**The social and political influence of organised religion in the twentieth century**

Selected examples will be needed and may range from (e.g.) the Prohibition lobby and era to fundamentalist Christian movements (e.g. the Christian Right). Money; power; influence over the media and in the media, over politicians – can be assessed. The role of such groups in shaping political attitudes and actions and in influencing selection of presidential and congressional candidates should be considered.

Paper 4: African and Asian History, c. 1750–2000

**The bullet points listed below are intended to give further details and exemplification of the syllabus content. They are neither exhaustive nor prescriptive and should not necessarily be regarded as a basis for full questions.**

**Section 1: North and East Africa**

**The rivalry of the Great Powers** – linked to theme areas in Section 3 ('Scramble for Africa')

- Reasons for rivalries – British, French, later German, (Belgian and Portuguese can be covered also) – before 1914.
- Key events in rivalries (e.g. 1898, 1905, 1911).
- Reduction in rivalries after First World War.

**The position of indigenous Europeans in the North African states and Egypt, 1945–2000**

- The presence of Europeans from different countries, their role and status: colonisers; settlers; administrators; military, economic.
- Their position prior to independence and their status afterwards (e.g. in Egypt, Algeria).
- Their treatment as a result of independence (economic roles, etc.).

**The Horn of Africa: Abyssinia/Ethiopia, Somalia and Eritrea, c. 1882–c. 1936; later development**

**Ethiopia/Abyssinia**

- Strategic position and assets; interests of outside powers; independence until Italian attacks.
- Effects of Italian takeover (1936) then Italian removal.
- Monarchy, Emperorship of Selassie, support, government; internal opponents; fall of Emperor (1974); Mengistu and the Derg; EPRDF.
- Relations with neighbours, especially Sudan and Somalia.

**The Horn of Africa, its importance and problems**

- Geo-political and strategic factors.
- Developments before 1945: Italian presence and effects.
- Developments after 1945: factors making for progressive instability; leadership; ideological (Communist areas); warlords; socio-economic pressures.
- Somalian independence (1960); problems of rule; economic-social tensions; Arab socialism; external intervention attempts (UN).
- Eritrean position and problems; unrest; socio-economic issues.

**War and famine in the Horn of Africa, c. 1941–2000**

- The prevalence of unrest, violence, suffering.
- Poverty, epidemics.
- The problems and attempted solutions, including external actions (food, aid, military).
- Poverty, epidemics, oppression of minorities will be a focus area – as with Sudan.
- The problems and attempted solutions.

## The European Ascendancy in North Africa

### Libya and Tunisia

- Strategic and geo-political importance.
- Italian involvement (1911; 1930s; to 1941).
- Effects of Second World War: end of French rule, etc.; independence (1951, 1956); monarchy in Libya, military coup; Gaddafi's rule, features, effects (terrorism, etc.); external relations.
- Bourghiba in Tunisia.

### Algeria and Morocco

- Strategic importance; French interests, influence and presence.
- Moroccan independence (1956); monarchy; economic developments, relations with neighbours (e.g. Algeria).
- Algerian unrest; independence movement (FLN, 1954–62); French responses; independence (1962); Ben Bella; Bourmedienne; internal unrest levels; 1980s; Islamic factors and social conflict. [Independence: governments and policies; internal tensions, including social-religious.]

### Egypt and the Sudan, c. 1869–1956; later developments, c. 1956–2000

- Strategic, geo-political importance.
- British rule from 1882: nature, features, consequences (to 1922, 1936).
- Egypt's position in the two World Wars; the Farouk dynasty and overthrow (1952–4).
- The rule of Nasser and Sadat: internal and external policies; Middle East politics and wars.
- Mubarak and Egyptian presence, power, influence; Islamic issues.

### The Sudan

- Its geographical importance; proximity to Egypt; British involvement and events (Khartoum, the Mahdi, 1896, etc.).
- Twentieth-century developments: independence; the tensions and unrest from political ideologies; military rule; economic and social issues.
- Relations with neighbours; poverty; tribal-ethnic overflows.

### Liberation and Independence in North Africa, c. 1951–2000

This will draw on examples from the above areas and consider similarities and differences in events, responses, outcomes.

## Section 2: West, Central and Southern Africa

Some broad over-arching features and issues would be:

- (i) Africa and the pre-independence, imperial, colonial phase. Administration of regions and countries; nature of rule; uses of resources; military and strategic factors; tribal-social features and developments.
- (ii) Africa in twentieth century: post-1945, general features.

Consideration of individual states and regional areas will be important [see other topic areas].

The post-imperial/colonial phases will be assessed.

Some broad, common themes can be outlined:

- Political – failures in democracy, civil wars, military rule, dictatorship; stability v instability.
- Economic – underdevelopment, uneven development, wealth v extremes of poverty.
- Social – tribal, ethnic, diseases (inc. HIV/AIDS).

Responses, internal and external, should be considered.

### **The Boer Wars and the Union of South Africa, 1880–1948**

- The problems posed by the Boers and the Wars of 1881–2 and 1899–1902, reasons, features, outcomes and importance.
- Political developments; expanded British presence and influence; Afrikaaner leadership.
- Social and economic developments.
- Dominion status; support for Empire in the World Wars: developments in 1910 and 1948. Emergent white rule and controls.

### **Colonial government and administration in sub-Saharan Africa in the inter-war years**

Several examples should be chosen (e.g. The Congo, Mozambique, Tanganyika...).

- The nature of colonial controls, settlers, civil service.
- Administration – size, scale, leadership.
- The uses of native resources and incipient challenges and opposition to colonial rule.

### **Liberia, 1822–2000 vision and reality**

- The creation of Liberia as a free state and its importance and character – the vision involved: 1822, 1847; later-nineteenth century developments; 1926 importance.
- Developments – economic, social, political.
- Stability v instability issues; leadership. Civil Wars of late-twentieth century.

### **Decolonisation; end of Empires; the post-1945 independence movements and the founding of independent states in sub-Saharan Africa**

Links can be made to the topic area of **African nationalism**.

Several examples will be needed and can be drawn from (e.g.) British, French, Belgian and Portuguese Empires.

Reference can be made to consequences of end of German and Italian imperial controls in areas of Eastern, North-Eastern and Northern Africa.

- Political movements and parties favouring independence; leadership; methods.
- Imperial weaknesses and loss of control (reasons – economic, financial, military).
- ‘Copycat’ features; examples elsewhere; effects of the Second World War.
- Decolonisation as a process and extent: how far shaped by external or internal factors.

### **The independent states of sub-Saharan Africa: nation-building; differing political and economic models**

Examples are cited as **Ghana, Nigeria, Kenya, Zaire**.

- The attempts made to create nations, national identities.
- Different ideas of political and economic development – Western, non-Western models, ideological (e.g. socialist, quasi-communist); democratic attempts; weaknesses of models: ideas, visions v realities.
- Examples – see below.

**Problems of post-independence:**

- **Tribalism:** ethnic differences, divisions, tensions – rulers and ruled, dominance of minorities.
- **Civil War:** reasons for ready tendency to dissolve into endemic conflicts (tribal, etc.); bitterness; suffering; problems of finding solutions and enforcing peace.
- The role of the **military:** the importance of armies, generals, their involvement in politics; the tendency to seize power or prop up unpopular regimes.
- **Dictatorship:** their prevalence, power, damage done.
- Problems of **corruption, poverty, international debt** and their impact.

Examples cited: **Nigeria, Congo, Uganda, Rwanda, the Central African Republic.**

The above topic areas can be considered by reference to:

*African States and Independence – features of post-colonial rule*

Here, several states should be examined and their political regimes – democratic, quasi-democratic, dictatorial – analysed, with a focus on reasons for development. Political cultures and political societies often veered towards dictatorial rule.

Possible examples (including, in some cases, left-wing socialist experiments):

- **Mozambique** – 1975 independence; Machel, unrest; civil war; external interventions.
- **Angola** – 1975 independence; civil war of MPLA, UNITA, FNLA; outcomes.
- **Burundi and Rwanda** – ethnic-tribal tensions and cleansing, genocide (scale, features, impact).
- **Tanganyika, Zanzibar** – 1961, 1964 developments, Nyerere, **Tanzania** and its problems.
- **Uganda** – 1962 independence, rule of Obote, problems and tensions (Asians, etc.), Amin and after.
- **Kenya** – Kenyatta and KAU, the Mau Mau campaign (1952–7); KANU; 1963 independence, Kenyatta's rule and aftermath; successors; socio-economic features (wealth, poverty, etc.; tribal).
- **Ghana** – independence in 1957; Nkrumah, CPP; his overthrow; military rule – unrest.
- **Nigeria** – tribal issues and tensions (social, religious); 1960 independence; civil war of 1966–70; coups of 1966–76; instability; economic aspects (oil, etc.).

**The Congo – Belgian and ex-Belgian**

The Belgian rule period (c. 1879–1914) and its brutality; exploitation features; impact, outcomes as a background.

- The World Wars and after; build-up to independence (1960); Zaire years (1971–97).
- Civil War and Congo Crisis of 1960–65; United Nations role; Lumumba, Mobutu; failures of pacification; the Mobutu regime and after; prevailing problems of government and order; economic assets and international involvement.

**South Africa, 1948–2000: the triumph of the Nationalist Party; Apartheid; internal and international opposition; Mandela and dismemberment of Apartheid system**

- The importance of 1948; the rise and dominance of the Nationalist Party; its leadership and goals.
- The development of the Apartheid state: reasons; features, departure from the Commonwealth (1961); tensions; leaders; consequences for South Africa.
- Challenges to Apartheid; external pressures; internal (ANC, Mandela, unrest); reasons for end of the system; immediate consequences; Mandela and after.

**The Central African Federation: Zambia, Malawi, Southern Rhodesia; Rhodesia/Zimbabwe**

- The nature of the **Central African Federation** (Northern Rhodesia, Nyasaland, etc.) and its break-up.
- The emergence of **Southern Rhodesia**, white rule, the lead-up to UDI (1965) and consequences.
- The longevity of the Smith regime in Southern Rhodesia (to 1979) – reasons, features, internal unrest.
- Majority rule after 1980; **Zimbabwe**: Mugabe and the nature of his regime; problems; international opinion and issues.

**Northern Rhodesia – Zambia**: independence in 1964, Kaunda's rule; social and political issues.

**Nyasaland-Malawi**: independence in 1964; Banda's rule and aftermath.

**Section 3: African Themes c. 1950–2000**

See Sections 1 and 2 for relevant, appropriate example areas.

**African States, societies and cultures, c. 1750–c. 1850**

Focus should be on two or three areas as examples.

- Political features and structures; nature of leadership and rule; tensions; unrest.
- Economic developments; nature of economic activity; trade activities.
- Social features, tribal, hierarchical; integration, disintegration.
- Extent of any progress, development, change; issues of cultures and cultural change levels.

**The impact of slavery and the slave trade on Africa**

Geographical range should be West Coast and East (Arab traders). Several examples should be studied.

- Numerical scale, individuals, families.
- Cooperation of and benefits for local rulers.
- Effects on local, regional structures and societies – including commercial and economic.

**The 'scramble for Africa' and European colonisation, c. 1870–1914**

Examples of Great Powers (especially Britain, France, Germany) and of areas affected.

- Reasons (strategic, commercial-economic, religious-humanitarian, political).
- Sense of rivalries and competitiveness.
- Effects on regions – gains v losses, positives v negatives.

**Opposition and cultural responses to colonialism; African nationalism and the pan-African movement to c. 1939**

Origins in the 1880s, developing in the inter-war era, fuelled by World War Two and after, including events in Asia and Far East as European empires folded.

- Reasons for growth and development of opposition.
- Expressions of nationalism via developing political parties and leaders (examples such as Kenya, Ghana, Algeria, Tunisia, Libya).
- Responses of parent nations and governments – suppression, then acceptance of changes, de-colonisation.
- The survival of slavery in some areas: reasons, features.

Questions can be linked to the end of European overseas empires and to the decolonisation process and progression.

Several examples should be examined.

### **The impact upon Africa of the First and Second World Wars**

- Military involvement levels; battleground areas (East Africa, 1914–18; North Africa, 1939–45).
- Damage, destruction, upheaval levels.
- Stimulus to nationalism, esp. Second World War (educative, conceptual, etc.) – link to theme of emergent African nationalism.

### **The changing role of women in African societies, c. 1900–2000**

Several area/society examples will be needed.

- Contrasts of colonial and post-colonial approaches, attitudes, status.
- Economic, familial, political (including local) features.
- Extent of any gains made by Western standards – modernising? rights?

### **The impact of the Cold War on Africa**

- The developments after 1945: spheres of influence; wars by proxy.
- Examples of intervention and support by the superpowers or proxies: Egypt; Somalia, Ethiopia; Mozambique; Angola.
- Responses to external influences and interventions.

### **International aid programmes, economic and humanitarian, 1945–2000**

Some selected, choice examples will be needed plus broader overview issues.

- **The international aid programme.** Levels and forms of aid: impact; development levels; extent of changes (GNP; poverty; diseases).
- Uses and responses: governments; application levels; resentments; misuse, corruption.
- Media representations based on Third World model and responses to such.
- **The Aids epidemic** – growth, spread, problems (socio-economic), Western aid, government responses.

### **Pan-Africanism and African cooperation 1945–2000: The Organisation of African Unity (OAU)**

- The context of post-war African nationalism, decolonisation, independence.
- The concept of pan-Africanism and the search for union and unit.
- The formation of the OAU (1963) and its effectiveness: ‘talking shop’: interventionism (Somalia, Sudan as examples); levels of influence.



## Section 4: China

### Political and cultural developments and change in China, c. 1895–1911; the Boxer Rising

#### China in the nineteenth century

The focus will be on the period from the 1830s and 1840s will be addressed in Section 8 below; a brief background may help. Some sense of the geo-political context will help.

- Political culture; the imperial dynasty; the nature of rule and problems; factions at Court; regionalism; unrest and dissent.
- The nature of society; the economy, especially agriculture and trade; foreign influences; backwardness in key areas.
- Diplomacy – foreign policy; the presence of European powers, tensions and unrest (**The Boxer Risings**) and their causes and importance.

#### The Revolution of 1911: Sun Yat Sen and the Kuomintang; Chiang Kai Shek

- The Revolution of 1911: causes, immediate effects; the leadership and aims of Sun Yat Sen; hopes and reforms.
- The First World War; May 1919 movement; nationalism.
- The growth of the KMT and leadership of Chiang Kai Shek; appeal and support.
- The Warlords; social and economic problems; the position of the peasantry.

#### The rise of the Chinese Communist Party; the Chinese Civil War; the Japanese invasion

- Reasons for rise, growth, appeal of the CCP; the leadership of Mao.
- Reasons for rivalry of KMT and CCP; key events of the civil war, c. 1927–35; outcomes; the importance of the Long March and the survival of the CCP.
- Japanese invasion (1937) and responses; importance.

#### The establishment of the Chinese People's Republic

- The Second World War: the roles of the CCP and KMT.
- Benefits accruing to the CCP by 1945.
- 1945–9: main events; growing strengths of the CCP; the Revolution of 1949 and CCP accession to power.

#### Communist China under Mao, 1949–76

- Mao's leadership; political developments; the nature of the CCP and its internal workings and divisions. Debates over Mao as a leader and dictator.
- Dictatorship: controls (police, camps, propaganda, etc.).
- Economic changes: agricultural and industrial; communes; factories; communications; the Great Leap forward; the extent and impact of changes; modernisation.
- Social changes: modernisation and urbanisation; peasants; workers; families; managerial and technocratic; status of women.
- The Cultural Revolution: reasons, features, effects; importance.
- Foreign policy: the Taiwan question; relations with the USSR, neighbours, the USA; growth of military power; diplomatic influence.



**China after Mao, 1976–2000**

- The legacy of Mao; CCP changes and leadership (examples).
- Rapid economic growth; industrialisation; ‘tiger economy’ features and reasons.
- Nature of society and impact of economic changes on rural and urban lives.
- Military and diplomatic power; relations with neighbours, USSR/Russia and USA; extension of influence in South-East Asia; the on-going Taiwan question.

**Section 5: The Indian Sub-Continent and Ceylon/Sri Lanka**

The context of the growth and development of the British Empire and of the place of India therein – ‘jewel in the Crown’ – should be conveyed.

**The Indian Mutiny/First War of Independence**

- Reasons for the Mutiny – long and short term causes.
- Features, impact, significance.
- Debate over mutiny – a ‘war of independence’?

**The British Raj, c. 1857–c. 1914**

- The development of the Raj as an entity – symbolic, visible.
- Government, civil service, control and rule (the princes, etc.).
- Responses to nationalism from 1885 onwards: the significance of the Morley-Minto reforms of 1909 (and their content).
- Indian support for Britain in 1914: features, extent, importance.

The above links to:

**The growth of Indian nationalism and its consequence for British rule**

- **The Indian National Congress Party**, its appeal, strengths, support, leadership – Gandhi and Nehru and their methods and roles.
- **The Muslim League** – the leadership of Jinnah, appeal, methods.
- Developments after the First World War: the 1919 Chelmsford Montagu reforms (content, impact) and Rowlatt Act; Amritsar; Round Table Conferences; 1935 Government of India Act and Dyarchy.
- Position in 1939; importance of Second World War: the Cripps Mission; Chandra Bose and his INP; position in 1945.
- **Independence and Partition**: reasons, long- and short-term; Mountbatten; Labour Government in power; roles of Nehru, Gandhi, Jinnah; reasons for the partition and immediate consequences.

**India, 1947–2000**

- Effects of independence; violence, unrest, tensions, stability.
- Relationship with Britain, within the Commonwealth.
- **Politics, government, the economy**: party politics; the Nehru dynasty and critics; democracy; nature of government and controls; economic developments (industry; agriculture; growth of strength and power: ‘tiger economy’ bases).
- **Social and cultural change**: religion; ethnic issues; developments in education and social change; literacy levels; technological advances.

**Pakistan, 1947–2000**

- Effects of independence; violence, tensions, unrest; search for stability.
- Relationship with Britain, within the Commonwealth.
- **Politics, government and the economy:** the tensions between parliamentary democracy and military rule; reasons for prevalence of latter; political tensions and unrest; the Islamic factor; economic strengths and weaknesses, levels of development.
- **Social and cultural change:** extent of changes; social tensions and reasons for such; stability v instability.
- **Bangladesh, 1971–2000:** the problems inside East Pakistan and the breakaway (reasons) in 1971; Indian role, establishment of Bangladesh; its government and problems (economic, social, cultural, poverty etc.).

**Relations between India and Pakistan, 1947–2000**

- Reasons for tensions – borders, resources, peoples, Kashmir.
- Conflicts – examples, features.
- Respective military and diplomatic positions, strengths, moves to become nuclear powers.

**Ceylon/Sri Lanka, c. 1931–2000**

- Social and political context, nature of British rule; impact of Second World War.
- Independence in 1948 (re-named Sri Lanka, 1972) and consequences; politics, democracy, tensions.
- Social and cultural tensions – Sinhala v Tamil – outbreaks in 1980s, civil war, Indian intervention and effects.
- Economic developments: wealth and poverty.

**Section 6: Japan and Korea****Late Tokugawa Japan, c. 1750–1852**

Issues will be the beginnings of Western-induced economic and political modernisation and the basis of a future imperialism, aimed at exerting influence (or more) over its neighbours.

- Tokugawa dynasty and strengths and weaknesses.
- Growth of population and resources.
- Literacy, economy, power by early-nineteenth century.
- Internal problems.

**Japan and the wider world, 1852–1914; Perry's expedition; relations with the USA; Japanese territorial expansion; the Meiji 'revolution'**

- The 'unequal Treaties', trade, pressures from USA and other powers.
- Overthrow of Tokugawa dynasty in 1868.
- USA role; Perry; Japanese expansion.
- The appearance of the Meiji dynasty and its influence; the **Meiji Revolution** – linked to next topic area.

**Japan in the nineteenth and early-twentieth centuries**

A general sense of geo-political context will help. The focus will be from mid-century onwards and should embrace:

- Political culture; imperial rule; the effects of the Meiji Restoration.

- The nature of society; the economy and rapid economic modernisation, its effects, linked to changes around.
- Westernisation; links to outside powers and the USA; effects; diplomacy; military and naval build-up; foreign policy, with special reference to China and Russia (also 1902 alliance with Britain).
- The war of 1904–5; why Japanese won; the effects.

### **The growth of Japanese nationalism, 1914–39**

- The First World War period.
- Japan after the First World War; political, military, economic issues; detachment from the West; growing power of the military.
- Japanese expansionism in 1931 and 1937 (**Manchuria** and **China**): reasons and features.

### **Japan and the Second World War**

- Reasons for attack on US forces in 1941: long and short term.
- Main events and features of War of 1941–5.
- Reasons for defeat; consequences.

### **Post-War Japan after 1945: Japan as an economic superpower**

- The effects of defeat and occupation; the beginnings of recovery.
- Reasons for economic growth; 'economic miracle'; scale; features; commercial, industrial, technological strengths. **Economic superpower** status.
- Political developments; weaknesses yet stability.
- International role and status; relations with the USA and with neighbours.

### **Korea and post-War partition; Korean War; the states of North and South Korea to 2000**

Context; background; aftermath of World War Two: partition.

- Causes of the War, long-term and short-term; roles of USSR, China, USA; roles of North and South Korean leadership.
- Main events and features of the War of 1950–3.
- Stalemate end; consequences; links to USA policy in South-East Asia and to Communism growth.
- The developments of North and South Korea – economic, social, political – divergences, to 2000; their relations.

## **Section 7: South-East Asia**

### **French Indo-China and the Dutch East Indies in the colonial era**

- The origins of French and Dutch rule; features of colonial government and controls.
- Extent of economic value to colonial powers; social developments.
- Beginnings of nationalism and nationalist challenges, especially in and after the World Wars.

### **South-East Asia 1945–2000: independent states of Vietnam, Cambodia, Laos, Thailand**

#### **Vietnam, Vietnam Wars**

Background and context, including origins of French Indo-China; effects of World War Two.

- 1945–54 French war and defeat: features, reasons.
- 1954 Geneva agreements and consequences.
- North Vietnamese aims: Ho Chi Minh; Vietcong.

- 1954–65 growing USA involvement and presence; reasons; 1964–5 events; US responses.
- 1965–75 Vietnam War: strategy and tactics; 1968; developments in the South, including Vietnamisation: peace talks; US withdrawal.
- Reasons for USA defeat; importance of the War in Asian politics.

**Cambodia and Laos:** independence; communist actions and control; Kampuchea and the rule of Pol Pot; aftermath.

**Thailand:** independence; governmental and social features; strategic position.

### **China's relations with South-East Asia**

- Strategic, political, ideological, economic interests.
- Military and economic power.
- Relations with Vietnam, Cambodia, Malaysia (etc.).
- Taiwan issues.

### **Burma and the British Indian Empire; Burma in the Second World War**

- Relationship: strategic, economic, political.
- Burma before the Second World War.
- Military battleground in Second World War and significance.

### **Independent Burma**

- Independence and the immediate effects.
- Growing military involvement in politics (1958, 1962); military ideas and military rule; democracy attempts; fate of dissidents.
- Economic and social aspects; nature of trade links; external relations.

### **Malaysia, Indonesia and the Philippines**

These provide useful illustrative material, above all for post-colonial phases. Comparison is invited and contrasts can be made.

- Their place and value in respective British and Dutch Empires; effects of the Second World War; independence movements, unrest, etc.
- Independence: parties; governments; ethnic mixtures and problems; unrest.
- Developments of economic resources and economies – industrial, commercial, financial.
- Relations with neighbours; Commonwealth (Malaysia); Australia (Indonesia).

### **The Philippines**

- USA tutelage and influence: education; literacy; linguistic groupings.
- Social and economic issues and problems.
- Leadership (Quezon, Magsaysay, Marcos); constitutions, political system and problems ('democratic revolution').
- Relations with the USA and regional powers; post-Marcos era; Islamic unrest and violence.

## Section 8: Asia Themes

### **Nineteenth century Manchu China and European penetration** [see also Section 4]

- The Manchu dynasty, its advisers, the Court and growing weaknesses.
- Regional problems; lack of control; challenges to the dynasty.
- Economic and social changes; lack of modernisation; agrarian issues.
- European penetration: trade; wars and military powers; factors, companies, legations, communities; growing internal resentment.

### **The Indian States and the East India Company, c. 1750–1857**

- The nature of the different states, their rulers and powers, internal relations and external relations with each others and foreign powers.
- Anglo-French conflict; Clive; outcomes (reasons, effects).
- British ascendancy: the role, power and impact of the East India Company.
- Growing strains and tensions, resentments, leading to the events of 1857.

### As contextual arena – **Asia: end of Empires; decolonisation; nationalism**

Several examples will be needed, to illustrate key themes. Comparison and contrasts are encouraged.

Links can be made with several topic areas (e.g. Vietnam, Malaysia).

- The effects of the Second World War; the growth of nationalist forces; examples elsewhere (e.g. India).
- The pressures for change, internal and external (e.g. USA).
- The processes of decolonisation; independence movements; the consequences of independence.

### **Afghanistan as a focus of tension in nineteenth and twentieth centuries**

Something of a case study and the geo-political, strategic context should be examined.

- Interests of foreign powers (Russian, British); attempts at intervention, influence, control; the 'Great Game' (strategic, diplomatic).
- Responses to such actions; reasons for successive failures to dominate and succeed in Afghanistan; independence after 1919; outcomes.
- **Changes of regime and foreign intervention, 1973–2000:** pro-West, anti-West governments; political instability; strategic concerns; the intervention of USSR forces in 1979 and reasons for failures; independence again and the rise of the Taliban.

### **The relationship between Asia and Australasia: political, economic, social, cultural Australia and New Zealand**

- Nineteenth-century context and developments, economic, social, political.
- Links to Britain: status; contributions (economic, military); Dominion status.
- The two World Wars, impact, importance, aftermath.
- Economic and social developments in twentieth century: immigration; ethnic issues and tensions; changing economic strength and relations with Britain.
- Growing USA influence in the Pacific; SEATO; Vietnam War; relations with neighbours.

A focus on their status and influence in Pacific affairs and events will be important.

**The economic and political impact of the Cold War: Western aid to Asia**

The Cold War and Western, above all American, initiatives and responses form an important area of study between 1945 and the end of the Cold War. Aid can be defined as economic and military, embracing the fulfilment of the Truman and Eisenhower Doctrines and the thinking of Kennedy and Johnson, for example.

- Alliances and treaties: SEATO.
- The Korean and Vietnam Wars [see Sections 6, 7]
- Economic and financial aid to a spectrum of countries: Australia, New Zealand, Malaysia, Indonesia, the Philippines, for example.

**The changing role of women in Asian societies since c. 1900: the role and status of women in the twentieth century; colonial and post-colonial eras**

A range of selected examples will be required as will a sense of comparison and contrast. A key issue will be the extent of gain (or loss) after independence.

- Economic – employment opportunities, roles, wages, work conditions (agricultural, industrial).
- Social – marital; familial; legal status and rights.
- Political – degrees of influence; governmental roles; leadership.

**The influence of religious movements on post-colonial Asia**

It is possible that Christianity, specifically Catholicism, could feature here but more likely are Buddhism and Islam. The growth of Islamic fundamentalism can be seen as significant.

Area examples will be needed, with a focus on:

- Religion as a force for social cohesion.
- Religion as a political force and influence.
- Religion as a force for instability and insecurity (e.g. Philippines, Indonesia).

**Islamic fundamentalism as a political-social-religious force in post-colonial Asian life**

Examples will be needed and evaluation will assess the constructive or negative aspects of such a force either directing authority or in opposition to authority. The shaping of social values and the ability to focus and express dissent will be two important themes.

Indonesia, The Philippines, Malaysia are three possible or likely evidence-base areas.

**The development of the post-colonial Asian economies: the prosperous states of the Pacific Rim: economic change and growth after 1945; the 'tiger economies'**

Several examples will be needed. Comparison and contrasts are encouraged.

- The effects of independence; attitudes of governments; investment levels.
- Industrial developments; entrepreneurship; cheap labour, low wages; technological advantages.
- Commercial attitudes; competitiveness; mass production levels.
- Levels of economic growth (GNP, etc.); wealth; business acumen.

**Initiatives for pan-Asian cooperation**

There are some links here to the earlier theme of the Cold War in Asia. But candidates should be aware of the cooperative efforts forced in that same context but as an alternative to American-led schemes. These initiatives can be seen as economic (trade, etc.) as much as diplomatic or strategic. Examples will centre on 1967 and the creation of Association of South-East Asian Nations (ASEAN) – and its objectives; economic, regional, diplomatic, political; uneven progress and influence.

- Thailand, Malaysia, Singapore, the Philippines, Indonesia
- [Their separate identities and developments can be assessed.]



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