

GCE

AS and A Level Specification

History

For exams from June 2014 onwards

For certification from June 2014 onwards



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Vertical black lines indicate a significant change or addition to the previous version of this specification.

1 Introduction

1

1.1 Why choose AQA?

It's a fact that AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why does AQA continue to be so popular?

- **Specifications**

Ours are designed to the highest standards, so teachers, students and their parents can be confident that an AQA award provides an accurate measure of a student's achievements. And the assessment structures have been designed to achieve a balance between rigour, reliability and demands on candidates.

- **Support**

AQA runs the most extensive programme of support meetings; free of charge in the first years of a new specification and at a very reasonable cost thereafter. These support meetings explain the specification and suggest practical teaching strategies and approaches that really work.

- **Service**

We are committed to providing an efficient and effective service and we are at the end of the phone when you need to speak to a person about an important issue. We will always try to resolve issues the first time you contact us but, should that not be possible, we will always come back to you (by telephone, email or letter) and keep working with you to find the solution.

- **Ethics**

AQA is a registered charity. We have no shareholders to pay. We exist solely for the good of education in the UK. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

1.2 Why choose History?

The specification offers maximum flexibility to teachers.

- A choice of 44 options, British and European/World, from Medieval to early 21st century history.
- The opportunity to select options within the same chronological period, to compare the same issues in a British and European/World context, or to study themes across different periods.

The specification also promotes a coherent study of History.

- It contains a substantial British history requirement.
- It promotes an understanding of change and development over time.
- The Historical Enquiry is deliberately left until A2, when students have the intellectual maturity to benefit fully from the exercise, which will also prepare students for progression to higher education.

The specification also retains many of the options from the previous specification, with greater choice than previously.

1.3 How do I start using this specification?

Already using the existing AQA History specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**
Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website
http://www.aqa.org.uk/admin/p_entries.html

Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **centreapproval@aqa.org.uk**

1.4 How can I find out more?

Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.html>**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **teachersupport@aqa.org.uk**

2 Specification at a glance: History

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AS Examinations

Unit 1 – HIS1A–HIS1N

Change and Consolidation

50% of AS, 25% of A Level

1 hour 15 minutes written examination

72 marks

Choice of 13 different optional units

May not combine a British Unit 1 with a British Unit 2

Available in June only

Unit 2 – HIS2A–HIS2S

Historical Issues: Periods of Change

50% of AS, 25% of A Level

1 hour 30 minutes written examination

72 marks

Choice of 18 different optional units

May not combine a British Unit 1 with a British Unit 2

Available in June only

AS
Award
1041

A2 Examinations

Unit 3 – HIS3A–HIS3N

The State and the People: Change and Continuity

30% of A Level

1 hour 30 minutes written examination

90 marks

Choice of 13 different optional units

Available in June only

Unit 4 – HIS4X

Historical Enquiry

20% of A Level

Coursework unit

60 marks

Approximately 3500 words on an analysis of a historical issue

Available in June only

A Level
Award
2041

AS + A2 = A Level

Summary of units

Prohibited combinations are marked with asterisks in the list below. These restrictions are explained at the end of the list.

AS Examination 1041

Unit 1***

Change and Consolidation

- HIS1A The Crusading Movement and the Latin East, 1095–1204
- HIS1B Britain, 1483–1529 (B)
- HIS1C The Reformation in Europe, c1500–1564
- HIS1D Britain, 1603–1642 (B)
- HIS1E Absolutist States: The Reign of Louis XIV, 1661–1715
- HIS1F France in Revolution, 1774–1815
- HIS1G Britain, 1815–1865 (B)
- HIS1H Tsarist Russia, 1855–1917
- HIS1J The Development of Germany, 1871–1925
- HIS1K Russia and Germany, 1871–1914
- HIS1L Britain, 1906–1951 (B) **
- HIS1M USA, 1890–1945
- HIS1N Totalitarian Ideology in Theory and Practice, c1848–c1941 *

Unit 2***

Historical Issues: Periods of Change

- HIS2A Conqueror and Conquest, c1060–1087 (B)
- HIS2B The Church in England: the Struggle for Supremacy, 1529–1547 (B)
- HIS2C The Reign of Henry IV of France, 1589–1610
- HIS2D Britain, 1625–1642: the Failure of Absolutism? (B)
- HIS2E The Reign of Peter the Great of Russia, 1682–1725
- HIS2F Challenging British Dominance: the Loss of the American Colonies, 1754–1783 (B)
- HIS2G The Forging of the Italian Nation, 1848–1871
- HIS2H Britain, 1902–1918: The Impact of New Liberalism (B)
- HIS2J Britain and Appeasement, 1919–1940 (B)
- HIS2K A New Roman Empire? Mussolini's Italy, 1922–1945 *
- HIS2L The Impact of Stalin's Leadership in the USSR, 1924–1941 *
- HIS2M Life in Nazi Germany, 1933–1945 *
- HIS2N Anti-semitism, Hitler and the German People, 1919–1945 *
- HIS2O The Impact of Chairman Mao: China, 1946–1976

- HIS2P The Campaign for African-American Civil Rights in the USA, 1950–1968
- HIS2Q The USA and Vietnam, 1961–1975
- HIS2R A Sixties Social Revolution? British Society, 1959–1975 (B)
- HIS2S Liberal Democracies: Power to the People?

A2 Examination 2041

Unit 3

The State and the People: Change and Continuity

- HIS3A The Angevin Kings of England: British Monarchy, 1154–1216 (B)
- HIS3B The Triumph of Elizabeth: Britain, 1547–1603 (B)
- HIS3C The Emergence of a Great Power? Spain, 1492–1556
- HIS3D British Monarchy: the Crisis of State, 1642–1689 (B)
- HIS3E France and the Enlightenment: Absolutism Under Threat, 1743–1789
- HIS3F Stability and War: British Monarchy and State, 1714–1770 (B)
- HIS3G British State and People, 1865–1915 (B)
- HIS3H Monarchies and Republics in France, 1815–1875
- HIS3J The State and People: Britain, 1918–1964 (B) **
- HIS3K Triumph and Collapse: Russia and the USSR, 1941–1991
- HIS3L From Defeat to Unity: Germany, 1945–1991
- HIS3M The Making of Modern Britain, 1951–2007 (B)
- HIS3N Aspects of International Relations, 1945–2004

Unit 4 HIS4X Historical Enquiry

Coursework: assessed by the centre and moderated by AQA

Key

(B) = British Unit

Prohibited Combinations

*Candidates may not combine HIS1N with HIS2K, HIS2L, HIS2M or HIS2N owing to overlapping concepts and subject content.

**Candidates may not combine HIS1L with HIS3J owing to overlapping subject content.

***Candidates may not combine a British Unit 1 with a British Unit 2.

NB Please read note on Meeting the Criteria (p8)

3 Subject Content

Introduction

The GCE History Subject Criteria state:

- AS and A level specifications in History should be of sufficient length, depth and breadth to allow students to develop the knowledge, skills and understanding specified in Section 4.2 of this Specification, and must include a rationale for the specification of periods and/or themes which indicate how the following criteria for content are addressed.
- AS and A level specifications in History should provide a broad, coherent, satisfying and worthwhile course of study for all students whether they progress to further study in the subject or not.
- Both AS and A level specifications should require students to study:
 - the history of more than one country or state **or** the history of more than one period
 - aspects of the past in breadth (through period(s) or theme(s)) and in depth
 - significant individuals, societies, events, developments and issues within a broad historical context
 - developments affecting different groups within the societies studied
 - a range of appropriate historical perspectives, for example: aesthetic; cultural; economic; ethnic; political; religious; scientific; social or technological.
- In addition, A Level specifications should require students to study:
 - a substantial (a minimum of 25%) and coherent element of British history and/or the history of England, Scotland, Ireland or Wales
 - change and/or development over a period of time sufficient to demonstrate understanding of the process of change, both long term (at least 100 years) and short term.

Overview of Subject Content

Unit 1 Change and Consolidation

This unit:

- promotes an understanding of change over time, usually of at least 50 years
- develops in students a strong sense of historical perspective, enabling them to understand the key features of a period, its particular characteristics and the forces of change, conservatism and consolidation
- focuses on change and consolidation; how governments establish themselves and respond, with varying degrees of success, to the need for change

- develops students' understanding of the relationships between key features and characteristics of the period of study
- develops students' understanding and awareness of cause and consequence, and of continuity, within a broad historical context, enabling them to reach conclusions based on an appreciation of longer term developments and the interplay between the long term and the short term causes of change and consolidation.

Unit 2 Historical Issues: Periods of Change

This unit:

- promotes the study of significant periods of history in depth
- promotes an understanding of the complexity of the historical process, allowing students to study in detail the interrelationships between ideas, individuals, circumstances and other factors contributing to change and development
- provides an important contrast with the understanding of change and continuity in a longer period, as offered in Unit 1
- develops students' understanding, and awareness, of cause and consequence and of continuity within short periods of significant change, enabling them to reach conclusions based on an appreciation of the dynamics of change as it occurred.

Unit 3 The State and the People: Change and Continuity

This unit:

- promotes an understanding of change and continuity over approximately 50 years
- focusses on the relationship between the state and the people and the forces which influenced this relationship
- builds on skills and attributes and an understanding of the historical process, as developed in Units 1 and 2, in that the unit will require an understanding both in depth and breadth, as reflected in the assessment arrangements
- develops students' understanding of how a particular issue, such as the impact of religious belief, interacted with other issues in a short period and how this issue changed in significance over the 50-year period.

Unit 4 Historical Enquiry

This unit:

- requires students to produce a piece of coursework which tests understanding of change over 100 years. Centres will either choose from a list of exemplar topics produced by AQA, each of

which traces various themes and developments over 100 years, or produce a centre-based course of study (approved by an AQA Coursework Adviser) which meets the characteristics of those produced by AQA

- requires students to identify an issue and undertake an enquiry, demonstrating some awareness of historiography. A range of sources will be consulted and evaluated
- enables students to demonstrate how skills and understanding developed through the study of the other three units can be brought together in a single extended enquiry.

Promoting coherence of study

The Subject Criteria require AS and A level courses to be broad, balanced and coherent. This Specification meets these requirements, while allowing centres as much freedom as possible in the choice of options in each of the four units. It is important, however, that centres' choices constitute a coherent study, as illustrated by the following examples.

Coherence through a similar chronological framework

Unit 1E Absolutist States: The Reign of Louis XIV

Unit 2E The Reign of Peter the Great of Russia, 1682–1725

Unit 3D British Monarchy: the Crisis of State, 1642–1689

Unit 4 Historical Enquiry on an issue arising from the history of early modern Europe

or

Unit 1C The Reformation in Europe, c1500–1564

Unit 2B The Church in England: the Struggle for Supremacy, 1529–1547

Unit 3B The Triumph of Elizabeth: Britain, 1547–1603

Unit 4 Historical Enquiry on an issue arising from the history of early modern Europe

Similar examples can be devised for all periods.

Coherence through the study of related themes and characteristics

Unit 1F France in Revolution, 1774–1815

Unit 2D The Impact of Chairman Mao: China, 1946–1976

Unit 3D British Monarchy: the Crisis of State, 1642–1689

Unit 4 Historical Enquiry which examines a revolution in another context, such as the 1848 revolutions in Europe or an aspect of the Industrial Revolution

or

Unit 1L Britain, 1906–1951

Unit 2Q The USA and Vietnam, 1961–1975

Unit 3F Stability and War: British Monarchy and State, 1714–1770

Unit 4 Historical Enquiry of an individual who had a major impact on war and conflict, such as Ghengis Khan or Winston Churchill, placed in the context of 100 years

Structure of Examination Papers

Unit 1

1 hour 15 minutes

Three questions will be set from which candidates choose two. All questions will be in two parts, the first carrying 12 marks and the second 24 marks. The first part will have a focus on a narrow issue or development; the second will test the understanding of the links between a narrow issue or development in a wider context.

The first part will focus on the assessment of Assessment Objectives 1(a) and 1(b), the ability to recall, select and deploy historical information accurately, with instructions to candidates to offer explanations for events. The second part will focus on these and also on Assessment Objective 2(b), requiring demonstration of understanding, the ability to arrive at judgements and an awareness of the debate amongst historians around the issues in the question (there will be no requirement for a specific reference to individual historians).

Unit 2

1 hour 30 minutes

Three questions will be set. The first question will be a compulsory question in two parts based around three sources (around 300 words in total). This will test Assessment Objectives 1(b), 2(a) and 2(b). The first part will test the ability to compare two historical sources in context (Assessment Objective 2(a)) and the second, the ability to combine own knowledge and sources to answer a general question on the period of study (AOs 1(a), 1(b), 2(a) and 2(b)). The first part will carry 12 marks and the second 24 marks.

There will be two other questions from which candidates choose one. The questions will have two parts. The first part, testing Assessment Objectives 1(a) and 1(b), will ask candidates to recall information and organise it to answer questions which will ask them to arrive at a substantial judgement on a historical issue. The second part, testing Assessment Objectives 1(a), 1(b) and 2(b), will require candidates to evaluate the validity of a judgement contained within a quotation.

This examination will be 15 minutes longer than Unit 1 to allow candidates time to consider the source material contained within the compulsory Question 1.

Unit 3

1 hour 30 minutes

Candidates will answer two essay questions from a choice of three. Each question carries 45 marks. These will test understanding of change and development either in key critical periods or over the period as a whole (testing AOs 1(a), 1(b) and 2(b)). The use of the essay format is seen as essential to promote development and progression from Units 1 and 2 as it will allow the testing of synoptic understanding effectively and allows for greater stretch and challenge to the more able, whilst providing opportunities for all candidates to demonstrate their historical skills, knowledge and understanding.

Meeting the Criteria

The Specification reflects the view, contained within the Subject Criteria, that historical study should promote an understanding of change and development over time (Units 1 and 3 based on a study of approximately 50 years), an understanding of change over a short period studied in depth (Unit 2 and aspects of Unit 3) and an understanding of change over 100 years within the context of an Historical Enquiry (Unit 4).

There is the explicit requirement at A Level that students must study a significant period of British History.

Additionally, there is a requirement, at both AS and A2 Levels, that there must be a study of more than one country **or** state **or** the study of different periods of history of the same country.

The Specification is designed to allow for maximum flexibility to centres within the rules of combination which appear below. Such flexibility is seen as important, as it allows centres to judge what is most appropriate for their students and the expertise that is available to them.

Subject to the requirements set out in the Criteria, centres are allowed to devise a course of study which ensures coherence, through the study of themes in either related or contrasting chronological periods.

Centres may therefore offer

- either** one British and one non-British unit at AS.
This combination would mean centres would not need to offer a British Unit 3, although they could, of course, do so if they wished.
- or** two non-British units (different countries or states or different periods) at AS. This combination would require centres to offer a British Unit 3.

This Specification prohibits centres offering two British units at AS to ensure a broad and coherent course of study.

At A2 the requirements of the Criteria will be met through the 100 years study within the requirements of the Historical Enquiry (Unit 4) matched with a study of either a different country, or state, or period, chosen from Unit 3. This will also meet the requirement of synoptic understanding.

The A2 Units require candidates to further develop the skills and knowledge acquired at AS and demonstrate overall historical understanding to meet the criteria of synoptic assessment.

3.1 Unit 1 Change and Consolidation

Unit 1: The Crusading Movement and the Latin East, 1095–1204

HIS1A

How did the motives for the Crusades and the success of the movement change during this period?

Introduction

This unit provides an overview of developments in medieval Europe during the twelfth century, taking as its major theme change through time as exemplified by the course of the four crusades and the fortunes of the crusader states. An understanding of the variety of factors contributing towards change and their interconnections will be developed through the study of issues such as the impact of religious faith and the economic, social and political motivations of the participants in crusading. Spiritual and moral issues will be integral in the study of changing motivation. The course of the crusades, and the fate of the crusader states and their relations with neighbouring powers, will enable candidates to compare, explain and assess the nature, pace and extent of change and to evaluate the role of individuals and institutions such as Urban II, Bohemond of Taranto, Richard I and Saladin, the papacy, the empire of Byzantium and the monarchy in Jerusalem. The length of period gives a realistic opportunity to assess the impact of changing ideas, attitudes, institutions and states. There are extensive opportunities for debate on, and interpretation of, ideas, events and issues.

Content

The First Crusade and the creation of the crusader states in Outremer, 1095–c1140

- The rise of the Seljuk Turks and the problems of the Eastern Empire
- The Council of Clermont and the response to Urban II's call for a crusade
- Motivation and incentives: lay piety, religious zeal and material interests
- The course of the First Crusade: Constantinople, Doryaleum, Antioch and the fall of Jerusalem
- Feudal structure of Outremer: the King, the Church, military orders, castles, barons and Italian sea powers

The Second Crusade and its impact, c1140–c1180

- Political, social and economic developments in the Latin East by the 1140s
- The fall of Edessa
- Louis VII, Conrad and the Second Crusade
- Bernard of Clairvaux and the changing motivation of the crusaders
- Damascus and relations between East and West after the Second Crusade

The Third Crusade and the crisis of Outremer, c1180–1192

- Political crisis in Outremer in the 1180s
- Growing unity and success in the Muslim world and the rise of Saladin
- Hattin and the fall of Jerusalem
- Richard I, Philip II of France and the changing motivation of the crusaders
- Acre, Arsuf and the truce of 1192

The Fourth Crusade and its consequences, 1192–1204

- The continuing crisis of the crusader states and calls for a new crusade
- Pope Innocent III, Venice and the changing motivation of the crusaders
- The diversion of the Fourth Crusade and the sack of Constantinople
- Relations between Byzantium and the West
- The position of the crusader states in 1204

Unit 1: Britain, 1483–1529 (B)**HIS1B***How effectively did the early Tudors establish and consolidate their monarchy?***Introduction**

This unit provides an overview of developments in England between 1483 and 1529, taking as its major focus the growth of political stability, from the instability of the reign of Richard III to the establishment of secure government by Henry VII and the development of Tudor rule under Henry VIII, to the fall of Wolsey in 1529. Issues to be studied include the roles played by the Kings themselves and their relationships with the nobility, councils and parliaments; examination of foreign policy and the priorities and constraints that determined England's relations with her continental neighbours during this period. An understanding of the early Tudor economy and of the impact of expanding trade links will enable students to understand the context in which the early Tudors consolidated their monarchy.

Content**The End of the Yorkist monarchy and the Triumph of Henry Tudor, 1483–1487**

- The Yorkist Monarchy at the time of the death of Edward IV
- The accession of Edward V and the usurpation by Richard III
- Instability in the reign of Richard III: Buckingham's rebellion and the threat from Henry Tudor
- Events leading to the battle of Bosworth and Henry Tudor's victory
- The consolidation of Henry VII's position, 1485–1487

The Reign of Henry VII: political power and control

- Dealing with threats to the dynasty from pretenders and Yorkist claimants and from rebellions in Yorkshire and Cornwall
- Protecting the security of the dynasty through relations with foreign powers
- Establishing royal authority through relations with the nobility
- Establishing royal authority through the management of central and local government and the Church

The Reign of Henry VII: finance, economy and trade

- Financial management and the wealth of the Crown: policies and outcomes
- Main developments in the domestic economy
- The expansion of overseas trade, including trade agreements with foreign powers

The Continuation of the Tudor monarchy under Henry VIII, 1509–1529

- Government and authority under Henry VIII: the Court and the Privy Chamber and the rise of Thomas Wolsey
- Domestic policies: legal reforms, financial management, relations with parliament and economic issues including enclosure
- Foreign policies: wars against France, negotiations with the Holy Roman Empire, responses to the Hapsburg-Valois wars and relations with the Papacy
- The condition of the Church
- The King's 'Great Matter' and the reasons for the fall of Wolsey

Unit 1: The Reformation in Europe, c1500–1564**HIS1C***How extensive was religious change in Europe by 1564?***Introduction**

This unit provides an overview of religious change and development in sixteenth century Europe, as exemplified by the emergence of differing forms of Protestantism and of renewal within the Catholic Church. An understanding of the variety of factors contributing towards this change, and their inter-connections, will be developed through the study of the role of individuals such as Luther and Calvin; radical groups such as the Anabaptists; the work of the Jesuits and the role of the Papacy; and significant events such as the Council of Trent. Issues such as the impact of printing, the political, economic and social developments which influenced the progress and success of the Reformation and the Catholic Reformation will also be considered.

Content**Factors leading to the Reformation and the Catholic Reformation**

- Humanism and the work of Erasmus
- The condition of the Roman Catholic Church in the early sixteenth century; the need for change; renaissance popes; ignorance of the clergy
- The political climate: the fragmentation of power in Europe
- The extent of popular religion, ignorance and spread of heresy
- The beginnings of reform: the work of Paul III and the Consilium, the development of new orders, including the Oratory of Divine Love
- The development of printing

Luther

- The 95 Theses and Lutheran ideas
- The indulgence controversy and its outcome
- The reasons for the success of Lutheranism: the support of princes, the absence of the emperor; the impact of printing and the spoken word, Luther's impact as a preacher
- The consequences of the Lutheran reformation in Germany, the German Peasants' War, civil war and the religious Peace of Augsburg, 1555

Calvin

- Calvin's writings and religious ideas: the 'Institutes of the Christian Religion', the 'Ecclesiastical Ordinances', double predestination, the Bible as the basis for all belief
- The conversion of Geneva and the structure and authority of the Genevan church; role of the Consistory, Pastors, Grabeau
- Reasons for the success of Calvinism: the previous exposure of Geneva to Protestant ideas, the theocratic state; the suppression of opposition such as Perrin, the Genevan Academy
- The extent to which Protestantism was established as an alternative faith.

Anabaptism and other Radical Movements

- The origins and ideas of the Anabaptists and other radical groups
- The development of the radical reformation and the extent of its success
- Reasons for the failure of the radical reformation

continued

HIS1C (cont.)

The Jesuits

- Loyola and the foundation of the Order in 1540
- The structure and nature of the Order and its distinctiveness; the significance of the 'Spiritual Exercises'
- Their work and influence at the Council of Trent
- The importance of individuals such as Loyola, Lainez, Salmeron, Canisius, Xavier
- Their importance as educators, missionaries, preachers and confessors
- The extent to which they revitalised the Catholic Church and halted the Protestant advance in Europe

The Papacy and reform

- Renaissance popes and their weaknesses: Julius II, the warrior pope
- The impact of reforming popes: Paul III and the decrees of the Council of Trent
- The extent to which the Catholic Church was reformed in this period

Unit 1: Britain, 1603–1642 (B)**HIS1D***How effectively did the early Stuarts establish and consolidate their monarchy?***Introduction**

This unit provides an overview of the changing relationship between Crown, Parliament and people in Britain during the reigns of James I and Charles I to 1642. Key issues include the nature of political authority and continuity and change in Crown-Parliament relations; the relationship between religion, politics and society; and changes in the economy and society. Spiritual and moral values feature strongly in the early seventeenth century and will be integral in the study of religion across this whole period, whether in terms of the nature of the Church of England, the nature of challenges to conformity or concepts such as the Divine Right of Kings. Religious issues and the role of the individual are addressed through studies of James I, Charles I, Buckingham, Laud and John Pym.

Content**The Reign of James I: the Establishment of Authority, 1603–1618**

- The position of the monarchy, the ideas of James I and the union of the two Crowns
- The position of the Church under James I, including his response to challenges from Roman Catholics and Puritans
- James I's relationship with Parliament, including conflicts over finance
- The influence of Court favourites

The Stuart Monarchy, 1618–1629

- The foreign policies of James I and Charles I
- The career and influence of Buckingham
- Religious issues and rise of Arminianism
- Relations between Crown and Parliament

The Personal Rule of Charles I, 1629–1640

- The ideas of Charles I on monarchy and the concept of Divine Right
- Charles I's rule without parliament
- The role and influence of Wentworth
- Religious issues including Laud's reforms, the response to them and the influence of Catholicism at Court
- Financial issues

Charles I and the Origins of the Civil War, 1640–1642

- The reasons why Charles I recalled Parliament, including his difficulties with Scotland and Ireland
- Opposition and faction within Parliament, including the role and influence of John Pym
- The actions of Charles I in the political crisis of 1640–1642
- Reasons for the outbreak of war

Unit 1: Absolutist States: The Reign of Louis XIV, 1661–1715**HIS1E***To what extent was the reign of Louis XIV one of image rather than of substance?***Introduction**

This unit provides an overview of the nature of absolutist rule in seventeenth and early eighteenth century European history. France in the period 1661 to 1715 provides excellent scope for the discussion of a wide range of issues. The focus on Louis XIV allows for assessment of topics such as the pursuit of glory, religious persecution, foreign conquest, and the role of government in a society subject to extraordinary pressures. The significance of the imagery of 'The Sun King' provides further opportunity to question the substance of Louis XIV's reign and to debate the role of the individual in history, in addition to consideration of broader political, social and cultural themes. The topics arising, both from study of the determined individuals of the period and from the circumstances in which sometimes controversial policies were introduced, will allow students to make judgements about change and continuity over time.

Content**Internal affairs, 1661–1685**

- Absolutism, Divine Right and the practical and theoretical limits to Louis XIV's authority
- The growth of central authority: the political and social function of Versailles
- The increase of authority in the Provinces, including the use of intendants
- Financial problems and policies, including the role of Colbert, taxation reforms and attempts to deal with corruption
- Economic policies: Colbert, mercantilism and state-run industries
- Religious policies: the problem of the Huguenots and the Revocation of the Edict of Nantes, 1685

Foreign affairs, 1661–1685

- France's relationship with foreign powers in 1661
- Objectives of foreign policy under Louis XIV
- The War of Devolution
- The Dutch War
- The Reunions

Internal affairs, 1685–1715

- The extension of royal authority and relations with the nobility
- Financial problems, especially the expense of war
- Economic policies, including the successes and failures of overseas trading companies
- Religious policies: the problem of Jansenism and the Parlements
- The extent to which Louis XIV had achieved his objectives within France by 1715

Foreign affairs, 1685–1715

- The origins and consequences of the Nine Years War
- The origins and consequences of the War of Spanish Succession
- The extent to which Louis XIV had achieved his foreign policy objectives by 1715

Unit 1: France in Revolution, 1774–1815**HIS1F***How extensive was the impact of the French Revolution on France and its neighbours?***Introduction**

This unit provides an overview of the internal development of the French Revolution and its impact on major European states. The political, social and economic impact of the Revolution and of the ensuing period of Napoleonic rule are main issues. This unit raises important issues about the relative strengths of the revolutionary and conservative forces and the nature and impact of political change. As well as embracing political ideas and developments, the social, cultural and economic dimensions of the period will be addressed and students will assess the importance of key individuals such as Louis XVI, Robespierre and Napoleon. This examination of the impact of the French Revolution on leaders, peoples, states, institutions and policies will generate opportunities for debate about the causes and results of revolutionary activity.

Content**The Origins of the French Revolution, 1774–1789**

- The Ancien Regime: absolutism, the Estates and Parlements
- The financial crisis of the monarchy in the 1770s: the costs of war and the issue of taxation
- The ideas of the Enlightenment: the *philosophes* and challenges to the existing order
- The failure of the Finance Ministers: the Assembly of Notables and the Revolt of the Nobles

The French Revolution: from Monarchy to Republic, 1789–1792

- The calling of the Estates General and the creation of the National Assembly
- The importance of the Parisian crowd and peasant risings
- Reforms leading to the establishment of the Constitutional monarchy in 1791
- The radicalisation of the Revolution: the impact of religious change, the war against Austria and Prussia, the growing dominance of the *sans-culottes*
- The creation of the Republic

The French Revolution: Terror and the search for stability

- The execution of the King and the establishment of the Terror
- The influence and fall of Robespierre
- Events leading to the establishment of the Directory, including the risings of 1795 and the White Terror
- Events leading to the seizure of power by Napoleon Bonaparte in 1799

Napoleonic Rule in France, 1799–1815

- The establishment and consolidation of Empire
- Napoleonic rule within France: the impact of social, religious, legal and administrative reforms
- Economic policies, including the issue of taxation
- The extent to which Napoleon had transformed France by 1815

Unit 1: Britain, 1815–1865 (B)**HIS1G***How successful were Britain's rulers in maintaining their power in this period?***Introduction**

This unit provides an overview of a key period in British history when Britain emerged as the leading industrial and trading power in the world. The period opens with widespread unrest following the conclusion of the Napoleonic Wars and ends during the mid-Victorian boom when Britain appeared to have mastered the divisions which had threatened it through a mixture of judiciously timed reforms and repression. This option will consider pressures for radical social and political change, including challenges to British rule in Ireland, and assess their impact. There is an opportunity to examine the role of individuals such as Castlereagh, Canning, Palmerston, Peel and Gladstone. As well as embracing political, social and economic developments, this option will consider Britain's position in relation to Europe and the rest of the world as, in the years 1815 to 1865, Britain sought to protect her pre-eminence.

Content**Reaction and Reform, 1815–1829**

- British society in 1815
- Reasons for popular discontent, 1815–1820: Corn Laws, tax, unemployment, industrialisation, repression, radicalism and the influence of the French Revolution
- Tory economic and social reforms

Reform and Reaction, 1830–1841

- The 1832 Reform Act: causes, extent of change, impact upon society and Parliament
- The social and economic reforms of the Whig government and their impact, including education, the Poor Law Amendment Act, factory, administrative and economic reforms
- The causes and aims of Chartism, its impact and the measures taken to counter it
- The General Election of 1841; Peel and changes in the Tory Party

Reform and Consolidation, 1842–1865

- Peel's economic, commercial and social reforms and their impact; the repeal of the Corn Laws
- The social impact of Gladstone's reforms as Chancellor
- Palmerston's success in blocking franchise reform
- Victorian society and attitudes in 1865

Responding to threats to the United Kingdom

- Foreign policy under Castlereagh: the Congress of Vienna, the Congress System and its operation to 1822, the State Paper of 1820, relations with the United States
- Foreign policy 1822–1846, including relations with France, Russia, Austria and the United States; relations with Latin America
- Maintaining British rule in Ireland: coercion, attempts at reform, Young Ireland, origins of Fenianism and its development to 1865

Unit 1: Tsarist Russia, 1855–1917**HIS1H***How effectively did Russia's rulers respond to pressures for change in this period?***Introduction**

This unit provides an overview of Russian history under the last three Tsars and specifically of the period from the accession of Alexander II during the Crimean War to the revolutions of 1917. There is an opportunity to examine the role of individuals such as Alexander II, Alexander III and Nicholas II, to examine the factors working for and against change, and to examine how and why individuals and groups reacted to change. There are extensive opportunities to consider a range of interpretations of how Russia developed during this period, when there was a range of opinions about how the Russian structure of government, the economy and society in general should function. The study of events between 1855 and 1914 will enable students to compare, explain and assess the nature, pace and extent of change. The length of the period provides opportunities to assess the impact of change on ideas and attitudes as well as on institutions, to examine social and economic trends as well as key political developments, and to debate interpretations of events, issues and ideas.

Content**Reform and reaction, 1855–1881**

- The motives for the reforms of Alexander II, including the emancipation of the serfs
- The impact of Alexander II's reforms on Russian society
- The extent of reaction before 1881
- The significance of opposition to the Tsarist regime

Political reaction: social and economic change, 1881–1904

- The impact of industrialisation in Russia: the work of Vyshnedgradsky and Witte
- The problems of the rural economy
- The growth of internal opposition from liberals and revolutionaries, including the Social Democrats
- The personal rule of Nicholas II and its impact on Russia's stability

Russia in Revolution, 1904–1906

- War with Japan and the causes of the 1905 Revolution
- The 1905 Revolutions: the part played by liberals, revolutionaries and nationalists
- The response of the Tsarist regime: the October Manifesto and the promise of reforms
- The response of the Tsarist regime: repression and the recovery of Tsarist authority

The Tsarist Regime, 1906–1914

- The work of the Dumas
- The agrarian reforms under Prince Stolypin
- Economic development in Russia to 1914
- The condition of Russia in 1914

The First World War and the Revolutions of 1917

- The impact of the First World War: the collapse of Tsardom
- The February/March 1917 Revolution
- Russia and the Provisional Government and the October/ November 1917 Revolution

Unit 1: The Development of Germany, 1871–1925**HIS1J***How effectively did German governments respond to the pressure for change in this period?***Introduction**

This unit provides an overview of the development of modern Germany from its emergence as a single state in 1871 through the years of the Second Reich, to the establishment and consolidation of the Weimar Republic by 1925. It takes as its major themes Germany's economic growth, the impact of World War I and the interplay between modern democratic trends and authoritarian rule. An understanding of these factors will be developed through a study of key individuals such as Otto von Bismarck, Wilhelm II, Friedrich Ebert and Gustav Stresemann, and through issues such as the rise of socialism, the political influence of the German elites and the 'unfinished revolution' of 1918–1919. The study of events between 1871 and 1925 will enable students to compare, explain and assess the factors behind continuity and change. The length of the period gives scope for knowledge and understanding of social and economic trends as well as key political developments. It also provides opportunities for debating interpretations of events and issues and ideas.

Content**Bismarck's Germany, 1871–1890**

- The German political structure in 1871
- Domestic politics of the Bismarckian era, including moves to further unification, attitudes to the minorities, the *Kulturkampf*, political changes of 1878–1879
- Political struggles after 1878, including the Anti-Socialist Law and State Socialism
- Economic and social change within Germany and their political impact
- Bismarck's relations with the Kaiser and Reichstag

The Kaiserreich, 1890–1914

- Domestic politics under Kaiser Wilhelm II, including the Reich Chancellors and their policies
- The Kaiser's personal power and influence in government, including his involvement in key domestic events, 1907–1913
- Economic change and the growth of political opposition, including the SPD
- The power of the right-wing elites, including the growth of pressure groups and the influence of the army

The collapse of the Kaiserreich and the establishment of the Weimar Republic, 1918–1919

- The abdication of the Kaiser in November 1918 and the revolutionary events surrounding the setting up of the Weimar Republic, 1918–1919
- The constitution of the new Republic, its strengths and weaknesses
- The impact of the Treaty of Versailles on Germany

The Weimar Republic, 1919–1925

- The instability of the Republic and the political extremism of the Left and Right, 1919–1923
- Hyperinflation and the collapse of the currency, 1923
- Financial recovery: the work of Schacht and Stresemann
- The economic and political strength of the Weimar Republic by 1925

Unit 1: Russia and Germany, 1871–1914**HIS1K***How fully did Russia and Germany respond to the need for change in this period?***Introduction**

This unit provides an overview of the development of Imperial Germany and Tsarist Russia and the relationships between them. The focus is on political structures and the success of these regimes in coping with the consequences of economic and social change. The objectives and course of foreign policy and the reasons why these powers went to war with each other in 1914 will also be addressed. An understanding of these factors will be developed through a study of key individuals such as the Kaisers and the Tsars and their ministers, and through issues such as the rise of socialism and liberalism, and the political influence of the elites and armed forces. Students will also have the opportunity to relate internal developments to the aims and conduct of foreign policy. The study of events between 1871 and 1914 will enable students to assess the factors behind continuity and change. The length of the period gives scope for knowledge and understanding of social, economic and international trends as well as key political developments. It also provides opportunities for debating interpretations of events, issues and ideas.

Content**Germany**

- The German political structure in 1871
- Domestic politics of the Bismarckian era, 1871–1890: Bismarck and the *Kulturkampf*; political changes, 1878–1879; the Anti-Socialist Law and State Socialism; relations with the Reichstag
- Domestic politics under Kaiser Wilhelm II: the Reich chancellors and their policies; the Kaiser's personal power; growing militarism and political problems
- Economic and social change within Germany and its political impact

Russia

- The Tsarist political structure in 1881
- Domestic politics under Alexander III, 1881–1894: changes to Alexander II's reforms; repression; russification; religious policies; growth of opposition
- Domestic politics under Nicholas II, 1894–1914: changes in the reform movement and government reaction; the 1905 revolution and its aftermath; the era of the dumas
- Economic and social change within Russia and its political impact

Germany, Russia and international affairs

- German and Russian foreign policy: the development of the alliance network; the impact of *Weltpolitik*; diplomacy to 1914
- Growing rivalry and tension: colonial clashes; arms escalation; growth of military strength and preparedness for war
- Problems in the Balkans 1908–1914: the Bosnian crisis; the Balkan wars and their aftermath
- The reasons for, and outbreak of, the First World War

Unit 1: Britain, 1906–1951 (B)**HIS1L**This unit cannot be combined with HIS3J*How effectively did governments respond to new challenges they faced?***Introduction**

This unit provides an overview of a period of rapid and significant change affecting British politics, society and the economy. Economic modernisation and social changes led to demands for new forms of politics. The Labour Party emerged to play an important role, whilst the established political parties also evolved. There was increased pressure to provide votes for women. Two world wars and the great depression of the 1930s intensified the pace of social and political change.

Content**Britain, 1906–1914**

- The reasons for the ‘Liberal landslide’ in 1906
- The ‘New Liberalism’: social, constitutional and political reforms to 1914

Britain, 1914–1929

- The political and economic impact of the First World War on Britain, 1914–1918
- Social change as a consequence of the war, particularly in regard to the position of women
- The role and importance of Lloyd George in domestic politics to 1923
- Problems of the economy and industrial relations under Conservative and Labour governments, 1923–1929, including the General Strike

Britain, 1929–1940

- The policies of Ramsay MacDonald and the second Labour Government in dealing with the economic crisis, 1929–1931
- The collapse of the Labour government and the formation of the National Government in 1931
- The impact of the 1931 crisis on the Labour Party to 1940
- The work of the National Government in dealing with economic crisis and political extremism

Britain, 1940–1951

- The policies and personalities of the wartime coalition government
- The impact of total war upon society and attitudes
- The reasons for the ‘Labour landslide’ in 1945
- Economic crisis and recovery, 1945–1951
- The achievements of the Attlee government and the birth of the Welfare State

Unit 1: USA, 1890–1945**HIS1M***How effectively did the USA respond to the need for change in this period?***Introduction**

This unit provides an overview of US history in the period 1890–1945 as it responded to a series of challenges both from outside and within the USA. Students will examine the role of individual presidents, the factors working for and against change, and how foreign and domestic policy changed to meet the various crises. There will be opportunities to consider interpretations of how the USA developed during this period and to engage in the various debates over key incidents in US history. The study of events between 1890 and 1945 will enable students to compare, explain and assess the nature, pace and extent of change and its impact on domestic and foreign policy.

Content**The USA, 1890–c1920**

- The US political system in 1890 and the role of the President
- Mass immigration and its impact on US society and politics
- The rise of big business and its impact on the economy
- The objectives of US foreign policy from 1890
- The reasons for US entry into the First World War
- The role of the USA in the post-war peace settlement and its retreat into isolationism

The USA, c1920–1929

- US attitudes after the First World War: the ending of mass immigration; the introduction of Prohibition; the Red Scare; the rise of the Ku Klux Klan
- The return to 'Normalcy' in foreign policy
- The reasons for the economic boom of the 1920s and the continuing problems in agriculture and parts of the economy
- The growth of organised crime and its effects on US society

The Great Depression and the New Deal, 1929–1941

- The reasons for the stock market crash and the subsequent depression
- Responses to the depression under President Hoover
- Franklin Roosevelt and the aims and objectives of the New Deal
- Successes of, and opposition to, the policies of the New Deal
- The fight against organised crime and the reasons for the end of Prohibition

The Impact of the Second World War on the USA, 1941–1945

- The debate concerning the end of isolationism
- Franklin Roosevelt and the reasons for US entry into the Second World War
- The impact of the Second World War on American society
- The emergence of the United States as a world power by 1945

Unit 1: Totalitarian Ideology in Theory and in Practice, c1848–c1941**HIS1N**

This unit cannot be combined with HIS2K, HIS2L, HIS2M or HIS2N

To what extent were totalitarian states influenced by ideology?

Introduction

This unit provides an overview of the development of totalitarian ideologies as they developed from the mid-nineteenth century and an opportunity to investigate three totalitarian regimes and the extent to which ideology shaped them. Candidates will study Marxism as it developed from the mid-nineteenth century and its application in the Soviet Union from 1924 to 1941. This study of a communist regime will be complemented by a study of non-communist totalitarian ideologies as developed from the late nineteenth century: the establishment and development of Fascism in Italy from 1919 to 1940 and the development of Nazism in Germany from 1928 to 1939. It is not intended that students will study all aspects of totalitarian regimes; rather there will be a focus on the key themes of the establishment of the regime and the extent to which the regime that developed was consistent with totalitarian ideology, with reference to the intolerance of diversity and the Cult of Personality.

Content**The USSR and Marxism**

- Marxist stage theory, including the dictatorship of the proletariat and how it was adapted by Lenin and Stalin
- The power struggle to replace Lenin, 1924–1929: strengths and weaknesses of Stalin, Trotsky, Zinoviev, Kamenev and Bukharin; the role of ideology as it relates to the future of the revolution and the Soviet economy
- The intolerance of diversity in the 1930s, with reference to economic, political, religious and cultural diversity, including the purges
- Marxist theories of leadership and the Cult of Stalin

Fascist Italy

- Fascist ideology, with reference to militarism, nationalism, corporatism, anti-communism and racism
- The rise of Fascism: the attraction of Fascist ideology, the role of Mussolini, the weakness of liberal Italy post-war, the fear of communism; the establishment of the one party state
- The intolerance of diversity with reference to political, economic, religious and cultural diversity
- Il Duce and the Cult of Mussolini in relation to Fascist ideology

Nazi Germany

- Nazi ideology, with reference to nationalism, socialism, race and anti-semitism and *Volksgemeinschaft*
- The rise to power of Hitler from 1928 to January 1933: the economic crisis in agriculture and industry, the attraction and strengths of the Nazis and Nazism, the failures of democracy and the role of the elite
- The establishment of dictatorship from January 1933 to the Army Oath of Loyalty
- The intolerance of diversity with reference to anti-semitism, the Roma, asocials and competing political ideologies
- The Fuhrer Myth and Nazi ideology, including the *Fuhrerprinzip*

3.2 Unit 2 Historical Issues: Periods of Change

Unit 2: Conqueror and Conquest, c1060–1087 (B)

HIS2A

Introduction

This unit provides an opportunity to study the dynamics of change caused by the Norman Conquest of England in 1066 and the extent to which there was continuity between Anglo-Saxon and Norman England after this date. Students should have a sound understanding of the context and chronology of Edward the Confessor's reign, but the main emphasis will be on the events following his last years, and their subsequent effects. The role of William the Conqueror and the consolidation of his hold on England will be central, as will be the work of individuals such as Lanfranc. The study of the conquest and its subsequent effects in the political, religious, military, economic, social and cultural spheres will allow candidates to judge the degree of change and continuity that it engendered.

Content

Wider Historical Context

In order to judge the extent of change across the period, candidates will need to have a broad understanding of the reign of Edward the Confessor and of the situation in the final years of his reign which led to the disputed succession and the relationship between the various candidates, especially Harold Godwinson and William of Normandy, and the reasons behind their claims to the throne. Candidates should also have an awareness of other aspects of English history prior to 1066, such as the political power of the earls, the nature of Anglo-Saxon society and the role of the Church.

The Norman Conquest

- The last years of Edward the Confessor and the succession crisis of 1066
- The rival claimants and the success of Harold Godwinson
- Military and political preparations of Harold and his enemies
- The events of 1066 and their outcomes
- William's victory and coronation

Securing the Kingdom

- The rebellions of 1067–1075: the causes of rebellions, how William responded to them, the reasons for ultimate failure
- William and Scotland, 1067–1080: reasons for William's involvement in Scotland and the methods used to establish military and political control
- William and Wales, 1067–1087: the reasons for William's involvement in Wales, methods of establishing control, including the creation of the marcher earldoms
- The extent to which William had consolidated his power by 1087

Government, 1066–1087

- The nature of Kingship and the role of the royal household
- Changes in government and justice: feudal courts, murdrum fines, frankpledge, forest laws
- Continuity in government and justice: sheriffs, writs, shire courts
- Domesday Book and its significance for Norman government

The Church, 1070–1087

- Changes in the Church and the extent of reform in secular religion and the monastic life
- The role of Lanfranc
- The impact of Normanisation and the relationship between the Church and the King resulting from feudalisation
- William's attitude towards the papacy

continued

HIS2A (cont.)

The Impact of Norman Rule on English Society by 1087

- The nature and impact of military feudalism
- The role and importance of knights and tenants in chief
- The impact of Norman rule on surviving English landholders
- The impact of Norman rule on the peasantry

Unit 2: The Church in England: the Struggle for Supremacy, 1529–1547 (B)**HIS2B****Introduction**

This unit provides an opportunity to investigate the reasons for, and the extent of, change in the English Church and State in the years 1529 to 1547. Students will need to have a sound understanding of the context and chronology of the early years of the Reformation in England. They should be able to assess the impact of both religious reformers and the conservatives on the development of the Church in England. Students should also understand and be able to explain the role of the state in initiating and carrying through change, how the relationship between Church and State altered and how the state and people were affected by the developments of the period. Students will also study the relative importance of the contributions of individuals such as Henry VIII, Catherine of Aragon, Anne Boleyn, Wolsey, Cromwell and Cranmer, and the influence of papacy.

Content**Wider Historical Context**

In order to judge the extent of change across the period, candidates will need to have a broad understanding of the nature of Tudor Monarchy, of the relationship between Church and State, the condition of the Church prior to 1529 and the desire for ecclesiastical reform. Candidates should also have an awareness of the role and influence of Cardinal Wolsey and the reasons for, and consequences of, his fall from power in 1529. The strengths and weaknesses of Henry VIII's position prior to 1529 should also be considered.

The Church in England on the eve of the Reformation, 1529

- Church fabric and wealth; religious doctrine and practice; ecclesiastical organisation; anticlerical criticisms of the state of the Church and monasteries; popular Catholicism
- Religious reformers including humanists, Lutherans and believers in Royal Supremacy
- Religious conservatives and the Aragonese faction

The role of the state: the King's Great Matter and the break from Rome, 1529–1535

- The King's need for a divorce from Catherine of Aragon
- Measures taken to prepare for the divorce, 1529–1532
- The Acts of the Reformation, 1533–1534
- Opposition to the Royal Supremacy

The Dissolution of the Monasteries, 1535–1541

- The motives behind the dissolutions
- The enforcement of the dissolutions and the role of Thomas Cromwell
- Reactions against the dissolutions: the Lincolnshire Rising and the Pilgrimage of Grace
- The impact of the dissolutions on society, culture and the Church

The Impact of the Reformation on Church and State, 1535–1541

- Parliamentary legislation and Government actions to reform the Church: the relationship between the King and Parliament
- The consequences of the Reformation for state finances
- The impact of the Reformation on English foreign policy
- Conservative reactions against the Reformation: the Six Articles, the role of the Conservative faction at court and the significance of the fall of Cromwell and of the Howard marriage

Henry's final years: consolidation and court intrigue, 1542–1547

- The influence of Catherine Parr; faction and the position of Cranmer
- The King's Book and debates and arguments on the Eucharist, liturgy and Bible and their effect by 1547
- The foreign policy of later years
- The influence of the Seymour faction, the demise of the Howards and signs of change by 1547

Unit 2: The Reign of Henry IV of France, 1589–1610**HIS2C****Introduction**

This unit provides an opportunity to examine a period of the French monarchy which began in severe decline at the end of the French Wars of Religion and emerged in 1610 as a much stronger institution. The country had been divided between Catholic and Huguenot for 27 years and had attracted intervention from England, Spain and the Holy Roman Empire. Although the wars did not impact on all parts of France for the duration of the period, they were serious enough to drain the country's finances and affect the economy, create unrest and make the state vulnerable to attack. This unit provides the opportunity to study the impact of civil war and the process of the restoration of authority. It also enables students to examine the significance of kingship in France, the importance of religion in the early modern state and the need for stability.

Content**Wider Historical Context**

In order to judge the extent of change across the period, candidates will need a broad understanding of the religious and political issues which had divided France and their impact on the authority of the crown by 1589. Candidates should also understand the extent and significance of the partnership between Henry IV and Sully in rebuilding the power of the crown, and be able to explain how far and in what ways religious, political, economic and financial problems were resolved. Candidates should be aware of the importance of both the internal and external challenges to the new regime and show understanding of the reasons for, and the impact of, Henry's assassination in 1610.

The end of the Wars of Religion, 1589–1598

- The impact of the Wars of Religion on France by 1589
- Henry's succession to the throne on the death of Henry III and its significance
- The significance of the death of Cardinal Bourbon in 1590 and of Henry IV's conversion to Catholicism in 1593
- The importance of the Treaty of Vervins, 1598

Religious settlement

- Henry IV's conversion to Catholicism, 1593, and its significance
- The importance and the effects of the Edict of Nantes, 1598, on the Huguenots
- The policing of the peace: use of *chambres mi-parties*, garrison towns
- The extent of religious unity in France in this period

Finance and the economy

- The causes, and the extent, of debt at the start of the reign
- Bankruptcy and the work of Sully in restoring finances
- The development of industry and commerce; the improvement of communications and the growth of towns
- Taxation and the *elus*; the sale of offices
- The reconstruction of Paris

Opposition

- The rebellions of the Croquants in the 1590s
- The Biron revolt

Foreign Policy

- The fear of encirclement; relations with Spain and fortification of the frontier
- The Cleves-Julich Affair, 1609–1610

Unit 2: Britain, 1625–1642: the Failure of Absolutism? (B)**HIS2D****Introduction**

This unit provides an opportunity to investigate the period of the Personal Rule of Charles I and its eventual collapse in the events of 1637 to 1642. Students will gain an understanding of the reasons for, and nature of, the Personal Rule and focus, in particular, on the ambitions of Charles I during this period. Similarly, students will understand the nature of opposition to Charles and the reasons of those who opposed the rule. The period allows for the development of an understanding of the relationship between ideas, individuals and wider forces.

Content**Wider Historical Context**

In order to judge the extent of change across the period, candidates will need to have a broad understanding of why the early Stuarts, but especially Charles I, came into conflict with their parliaments and the political nation. Candidates should have an awareness of potential or actual conflict in relation to the key inter-related themes of the early Stuart period that were highlighted by the need to respond to the European crisis of the Thirty Years' War (religion, foreign policy, favourites and finance). This should be placed in the context of the relationship between Crown and Parliament prior to the reign of Charles I.

Charles and Parliament

- The Parliaments of 1625 and 1626: finance, foreign policy, favourites and Arminianism
- Foreign policy failure: Cadiz and La Rochelle
- The Forced Loan and the Five Knights' Case
- The 1628–29 Parliament: the Petition of Right and the Three Resolutions

The Personal Rule

- The Court of Charles I
- Attempts to secure financial independence: revival of old methods of raising finance
- Attempts to reform the Church and the aims and policies of Laud as Archbishop
- The idea of 'thorough' and the role of Thomas Wentworth in Ireland and England
- The attempt to extend religious reform to Scotland

The response to the Personal Rule

- Hampden and opposition to financial levies, especially Ship Money
- Prynne, Bastwick and Burton and opposition to religious change
- The crisis of 1637 and the general reasons for opposition to the regime
- The reaction in Scotland to the religious reform and the nature and outcome of the Bishops' Wars

The Collapse of the Personal Rule

- The Short Parliament
- The Long Parliament and the development of organised opposition under John Pym and his aims and tactics
- The significance of the Grand Remonstrance and the development of support for the king
- The reasons for the outbreak of the Civil War

Unit 2: The Reign of Peter the Great of Russia, 1682–1725**HIS2E****Introduction**

This unit provides an opportunity to assess the achievements of Peter the Great and his impact on the relatively isolated Russia of the early modern period. Students will need to have an understanding of the challenges peculiar to Russia and the problems that Peter faced on his accession, but the major emphasis will be on analysis of the motives and consequences of Peter's actions during the period 1690 to 1725. This will allow students to arrive at substantiated conclusions on the nature and extent of Peter's accomplishments and failures and to make a reasoned assessment of the role of an individual in comparison to other factors. The study of Peter allows candidates to focus on both domestic and foreign policy and to consider the degree of change and continuity during his reign.

Content**Wider Historical Context**

In order to judge the extent of change across the period, candidates will need to have a broad understanding of the strengths and weaknesses of the Muscovite state which Peter the Great inherited, in terms of administrative devices, military organisation, social structure and economic development. They should also have an awareness of the extent of the authority of the church, the nature of serfdom and the potential for change which Peter exploited.

The Establishment of Royal Authority

- The problems facing Russia in the 1680s: diplomatic isolation, economic backwardness, political instability
- The revolt of the Streltsy and declaration of Peter as joint ruler
- The end of the regency and the consolidation of Peter's authority

The Reforming Tsar

- Aims and achievements of domestic reforms: the army and navy, finance and the economy, church and education
- Aims and achievements of policies to strengthen government: the Senate and the Colleges, local government
- Westernisation: the Great Embassy and the founding of St Petersburg

Internal Opposition

- The reaction of the nobility to Peter's social and political reforms
- The reaction of the peasantry to the reforms of the system of serfdom
- The relationship with the Russian Orthodox Church
- The extent to which Peter had successfully overcome internal opposition by 1725

Foreign Affairs: The Ottoman Empire, 1695–1711

- Peter's objectives in the conflict with Ottoman Turkey
- The Azov campaigns and their outcomes
- The Pruth campaign and its effects

Foreign Affairs: The Great Northern War, 1700–1721

- Russian ambitions to gain access to the Baltic and to reclaim lost territories
- The reasons for conflict with Sweden
- The Battle of Narva and its significance for Russia
- The Battle of Poltava and its significance for Russia
- The reasons for eventual success by the Treaty of Nystadt, 1721

Unit 2: Challenging British Dominance: the Loss of the American Colonies, 1754–1783 (B)**HIS2F****Introduction**

This unit provides an opportunity to investigate the circumstances which led to the loss of a major colonial region by Great Britain at a time when she was a major power, and to the emergence of what was to become the USA. Students will need to have some awareness of the nature of British government at this time, but the main emphasis will be on the relationship between the British government and the thirteen colonies. Students will investigate the apparent establishment of British domination of North America during the conflict with France (1754–1763), the growing tension between Britain and the thirteen colonies which followed this success, and the subsequent War of American Independence. There will be analysis of the policies followed by successive British governments, and the shifting attitude of the colonists towards the ‘mother country’.

Content**Wider Historical Context**

In order to judge the extent of change across the period, candidates will need to have a broad understanding of relations between Britain and the Thirteen Colonies by 1754. They should also be aware of Anglo-French rivalry across the globe and of the divergence of views concerning the issues of taxation and trade, and concerning the opening up of new territories to the West.

The French and Indian Wars, 1754–1763

- Britain's North American possessions in 1754 and their relationship with the Crown
- Anglo-French relations in 1754 and the origins of conflict
- The course of the war in North America and the reasons for British success
- The Treaty of Paris and its significance for the American colonists

Tensions between Britain and the Colonies, 1763–1770

- The impact of the 1763 proclamation on colonial attitudes, especially on the issue of westward expansion
- The legislative policy of successive British governments concerning taxation and control in North America
- The emergence of opposition in the colonies

The Path to War and Independence, 1770–1775

- The ‘Boston Massacre’ and its effects on colonial opinion
- The Boston Tea Party and growing conflicts over taxation policies
- The Massachusetts Act and the Quebec Act and their impact
- The initial outbreak of hostilities: Lexington and Concord

The War of Independence, 1775–1777

- The balance of military forces in 1775
- The Declaration of Independence and its political impact
- Lord North and the management of Britain's military and political strategy
- George Washington and the leadership of the colonial armies

Defeat of an Empire and Birth of a Republic, 1777–1783

- The reasons for, and the importance of, intervention in the conflict by France and Spain: the significance of sea power
- Major battles: Saratoga and Yorktown
- The political and military reasons for Britain's failure to retain control
- The peace negotiations of 1781–1783 and recognition of American independence

Unit 2: The Forging of the Italian Nation, 1848–1871**HIS2G****Introduction**

This unit provides an opportunity to investigate the internal and external factors that contributed to the unification of Italy in the years 1848 to 1871. Students will need to have a sound understanding of the context and chronology of Italian unification, including the obstacles that stood in the way of unity and the political and diplomatic situation in Europe at the time. The main emphasis of the study will be on the analysis and assessment of the various reasons why Italy eventually evolved into a single unified state, including the relative importance of the contributions of individuals such as Cavour, Garibaldi, Mazzini and Louis Napoleon.

Content**Wider Historical Context**

In order to judge the extent of change across the period, candidates will need to have a broad understanding of the political state of Italy since 1815 and, in particular, of the influence of Austria in Italy. They should also have an awareness of the differences between the Italian states, of the influence of the papacy and the Catholic Church and the growing demands for political freedom, and independence, before 1848. The activities of the Carbonari and the failed risings of the 1820s and 1830s should also be considered.

The 1848–1849 Revolutions and their impact

- The influence of ideas of nationalism and liberty: Mazzini and Gioberti, including the attempts at revolution in 1848–1849
- The reasons why the 1848–1849 revolutions failed to bring about a unified independent Italy
- Ways in which lessons learned from failure in 1848–1849 contributed to later success

The Rise of Piedmont under Victor Emmanuel, 1848–1858

- The internal policies of Cavour and the political, social and economic modernisation of Piedmont
- The foreign policies of Cavour: increasing support from France and Britain
- The formation and significance of the National Society
- The Orsini assassination attempt and the Pact of Plombieres

Austria's war against Piedmont, 1859

- The reasons for the Austrian Declaration of War, 1859
- Battles of Magenta and Solferino
- The role and influence of Napoleon III in supporting the Italian cause
- The Peace of Zurich

The expansion of Piedmont, 1860–1866

- Plebiscites in central duchies
- Garibaldi's expedition to Sicily and the March of the Thousand
- Different approaches to unification
- Victor Emmanuel II's proclamation as King of Italy
- Garibaldi's attempt to capture Rome, 1862

The Achievement of Italian Unification, 1866–1871

- Alliance between Piedmont and Prussia, 1866
- War against Austria and defeat
- The weakening of Austrian power and the union with Venetia
- The incorporation of Rome, 1867–1870
- The extent to which Italy had become a united nation by 1871

Unit 2: Britain 1902–1918: The Impact of New Liberalism (B)**HIS2H****Introduction**

This unit provides the opportunity to investigate the impact of New Liberalism in both peace and war. Candidates will gain an understanding of the nature of New Liberalism, its promotion of social and constitutional reform and the challenges it faced in both peace and war. The period allows for the development of an understanding of the relationships between ideas, individuals and wider forces.

Content**Wider Historical Context**

In order to judge the extent of change across the period, candidates will need to have a broad understanding of the state of Britain at the turn of the century and of the challenges she faced at this time as a result of the significant political, economic and social developments which had taken place in the second half of the nineteenth century. Some of these developments are significant in understanding the ideological and political reasons for the emergence of 'New Liberalism' with its emphasis on the role of the state in alleviating poverty and improving national efficiency. Candidates should also be aware of older Liberal principles including foreign policy traditions and the challenges faced in foreign policy at the turn of the century.

The Conservative Collapse, 1902–1906

- The impact of the Boer War; opposition to Conservative legislation and policies
- The impact of tariff reform and the disintegration of Balfour's leadership
- The rise of Labour; the appeal of the Liberal Party and the Lib-Lab Pact
- The significance of New Liberalism; the impact of social reforms and the views of leading liberals

Liberals and Social and Constitutional Reform

- Policies and reforms directed to promote the welfare of children, workers and the elderly
- The People's Budget
- Reaction of the Conservatives and the constitutional crisis of 1909–1911
- The Parliament Act of 1911

Challenges to Liberalism at home

- The struggle for votes for women and the Liberals' response to women's suffrage movements
- The Irish Question: the rise of Sinn Fein and changes in Irish nationalism; the response to Home Rule proposals in Ulster
- Attempts made by the Liberal government to respond to the Irish Question
- The Liberal Party's response to the rise of the Labour Party

Challenges to Liberalism from abroad

- The aims of Grey's foreign policy
- The response to the challenge from Germany and the formation of *ententes*
- Britain and the outbreak of the First World War

Liberalism and the First World War

- The impact of total war on Liberalism
- Asquith and Lloyd George as war leaders
- The impact of the war on society
- The state of Liberalism in 1918

Unit 2: Britain and Appeasement, 1919–1940 (B)**HIS2J****Introduction**

This unit provides an opportunity to investigate both long and short-term causes and reasons for the British policies of appeasement, implementation of those policies especially from the mid-1930s, and their consequences. Students will need to have a sound understanding of the context and overall development of British foreign policy between the world wars, but the main emphasis will be on analysis and assessment of appeasement policies towards Germany and Italy from the mid-1930s.

Content**Wider Historical Context**

In order to judge the extent of change across the period, candidates will need to have a broad understanding of changing British foreign policy from the beginning of the twentieth century, up to and including the First World War, and of changing relationships within the British Empire. Candidates should also have an awareness of longer-term efforts for international co-operation and the concept and practice of maintaining peace through the balance of power. The impact of war on the attitudes of key politicians and public opinion should also be considered.

Post-war attitudes towards the peace settlement

- Attitudes towards the League of Nations and the concept of Collective Security
- German reactions to the perceived harshness of the Treaty of Versailles
- Impact of the views of J M Keynes
- Germany's policy of fulfilment and the Locarno Treaties, 1925
- Disarmament, including the Kellogg-Briand Pact, 1928, and the Geneva Disarmament Conference

Challenges to international peace, 1931–1935

- British reactions to the Japanese invasion of Manchuria
- The influence of anti-Communist attitudes in Britain
- British reactions to the rise and policies of Hitler and the Anglo-German Naval Treaty, 1935
- British reactions to Italian Fascism: the Stresa Front and the invasion of Abyssinia

The National Government and Appeasement, 1935–1937

- The personality and influence of Baldwin
- British public opinion, peace movements and their influence
- The impact of the Depression on Britain's military preparedness
- Britain's response to the reoccupation of the Rhineland and the Spanish Civil War; the influence on Britain of France's policies

Neville Chamberlain and Appeasement, 1937–1940

- The personality and influence of Chamberlain
- Government responses to alternative policies, as advocated by Churchill and others
- Britain's response to Hitler's annexation of Austria
- Chamberlain's role in the Sudetenland Crisis, 1938
- Britain's response to Hitler's occupation of Czechoslovakia, March 1939
- The crisis over Poland and the outbreak of war in September 1939
- Events leading to Chamberlain's resignation, May 1940

Unit 2: A New Roman Empire? Mussolini's Italy, 1922–1945**HIS2K**This unit cannot be combined with HIS1N**Introduction**

This unit provides an opportunity to investigate the impact of Mussolini's Fascist regime on the Italian State and people. Students will need to have a sound understanding of the context and chronology of Fascist Italy, but the main emphasis will be on an analysis and assessment of Mussolini's aims, actions and influence. Study of Mussolini's aims focuses on Fascist ideology and the part it played in political, economic, social and foreign policy. The analysis of Mussolini's actions will cover developments both in peacetime and war, while the impact of the Fascist regime will involve a consideration of Mussolini's successes and failures as well as an understanding of why the regime collapsed.

Content**Wider Historical Context**

In order to judge the extent of change across the period, candidates will need to have a broad understanding of the development of Italy from the time of its unification in 1870. Candidates should also have an awareness of the shallow roots of parliamentary democracy, of the political and economic difficulties encountered by the liberal governments and of the impact of the First World War on Italy. The ideas of Benito Mussolini and his part in the emergence of the Fascist movement should also be considered.

Establishing the Fascist Regime, 1922–1929

- The coming to power of the Fascists in 1922 and Mussolini's March on Rome
- Political changes and compromises, the Matteotti affair and the repression of political opponents; propaganda, including the cult of the leader; policies to consolidate power up to 1927
- The content of propaganda: ideology including links to Ancient Rome; the importance of image; the use of propaganda to support domestic and foreign policies
- The instruments of propaganda: newspapers, radio, cinema, posters, rallies and mass activities
- The Catholic Church, rivalry and collaboration; the Concordat of 1929

The Corporate State

- The economic 'battles': agriculture, industry, transport, trade, taxation policies; autarky
- Economic management: the establishment and structure of the 'Corporate State'
- Living standards, welfare, leisure and the OND

Fascist Ideology and Social Change

- Educational developments in schools and universities; Fascist youth movements and the impact of ideology on young people's sport and leisure activities
- The position of women: education, family life, including the Battle for Births, employment and political organisations
- Radicalisation from 1936: the impact of the Abyssinian war; more extreme policies, including anti-semitism
- The elites, the class structure, opposition and the extent to which Fascist Italy was 'totalitarian'
- Propaganda and culture: the extent and impact of Fascist policy towards the media and arts on the Italian people

Foreign Policy, 1923–1939

- Influences behind Mussolini's foreign policy
- Key events and developments in foreign policy before 1936, including Corfu, Fiume, Locarno, Austria (1934) and the Stresa Front
- The decision to invade Abyssinia and its consequences; involvement in the Spanish Civil War
- Mussolini's relationship with Nazi Germany and the Pact of Steel, 1939

continued

HIS2K (cont.)

War and the fall of Mussolini, 1940–1945

- Italy's international position in 1939; the reasons for and significance of Italian entry into the war, 1940
- The war effort in the Mediterranean and North Africa, 1940–1943
- Opposition to Mussolini and Mussolini's removal in 1943; the Salò Republic; Mussolini's capture and death
- Why the Fascist regime collapsed; the interrelationship of domestic and foreign policy

Unit 2: The Impact of Stalin's Leadership in the USSR, 1924–1941**HIS2L**This unit cannot be combined with HIS1N**Introduction**

This unit provides an opportunity to investigate the impact of Stalinist rule on the USSR during this key period of its political, economic and social development. Students will need to have a sound understanding of the context and chronology of the USSR in the period between Stalin's rise to power, following Lenin's death in 1924, and the outbreak of the Great Patriotic War against Germany in 1941. However, the main emphasis will be on the impact of Stalin's aims, actions and influence on important developments in the USSR. A study of Stalin's aims focuses on Stalin's consolidation of his political regime, and his economic revolution designed to implement 'Socialism in One Country' and transform the USSR into a modern, strong, industrialised state. The analysis of Stalin's actions will focus on collectivisation, the development of a planned, industrialised economy and the development of a totalitarian state. The impact of Stalin's rule will involve a study of how these policies transformed Soviet society in the years preceding the War. This unit does not involve a study of Soviet foreign policy, although candidates should be aware of the impact of foreign affairs on the USSR during this period.

Content**Wider Historical Context**

In order to judge the extent of change across the period, candidates will need a broad understanding of the political and economic development of the new Soviet Union since the revolution of 1917 and have a clear understanding of the structure and role of the Communist Party. Candidates should also have an awareness of the nature of the Russian economy. Additionally, students should be aware of the ideals and aspirations of those who carried out the Bolshevik revolution of 1917.

Stalin's rise to power

- Stalin's rise to power between the Death of Lenin and the beginning of the Second Revolution of 1928–1929
- Stalin's defeat of the Left and Right opposition and establishment of personal rule between 1924 and 1929
- The state of the NEP economy in 1928
- Stalin's motives in launching rapid economic change

Industrialisation, 1928–1941

- The motives for planned industrialisation
- The successes and failures of the first three Five Year Plans, 1928–1941
- The impact of industrialisation on the Soviet economy and society to 1941

Agricultural Revolution, 1928–1941

- The political and economic motives for collectivisation
- Collectivisation and the war against the peasantry between 1928 and the early 1930s
- The impact of collectivisation on the Soviet economy and society to 1941

The Terror State, 1934–1941

- The Kirov murder, 1934, and its effects
- The motives for the purges and the Great Terror
- The role of Stalin and other key individuals in the Terror
- The impact of the Terror on the Party, the armed services and the Soviet population as a whole

Stalin's Russia by 1941

- The role and impact of Stalinist propaganda
- The impact of Stalinism on ideology, culture and society
- The strengths and weaknesses of the USSR on the eve of war in 1941
- What was 'Stalinism' and its overall impact on the USSR in this period?

Unit 2: Life in Nazi Germany, 1933–1945**HIS2M**This unit cannot be combined with HIS1N**Introduction**

This unit provides an opportunity to investigate the impact of a dictatorship upon a complex modern society. Students will need to have a sound understanding of the context and chronology of the Third Reich but the main emphasis will be on analysis and assessment of Nazi policies and their impact on various sections of society. Study of Nazi policy focuses on the use of propaganda, terror, legal power and social policy and will include the study of opposition to the regime in terms of non-conformity and resistance. The main social groups to be studied are women, the youth, farmers, the urban working class, the *Mittelstand*, the churches, the trade unions and the traditional elites.

Content**Wider Historical Context**

In order to judge the extent of change across the period, candidates will need to have a broad understanding of the development of Germany from 1890, considering its economic growth and stunted political development as well as the failed military ambitions of the Kaiserreich. Candidates should also have an awareness of the impact of the First World War on Germany and of the difficulties experienced by the new Weimar Republic. The ideas of Adolf Hitler and the growth and appeal of Nazism before 1933 should also be considered.

The Nazi Consolidation of Power, 1933–1934

- The coming to power of Hitler and the Nazis in January 1933
- Nazi ideology in 1933: the promotion of positive and negative stereotypes
- The use of terror, compromise, legal power, propaganda and policies to consolidate power to August 1934

Nazi Propaganda and Mass Indoctrination

- The use of parades and public spectacle; newspapers and radio; popular culture, especially music and cinema; the manipulation of education; censorship
- Goebbels and The Hitler Myth
- The content of propaganda; ideology and successes of the regime, including the Nazi 'economic miracle' and the apparent elimination of unemployment; the Olympic Games of 1936
- The impact of the invasion of the USSR and 'Total War' on Nazi propaganda

Nazi organisations and the co-ordination of German society

- Youth: schools and universities, the Hitler Youth and the League of German Maidens
- Workers: the German Labour Front and Strength through Joy
- Peasants: the policies of Darré
- The Churches: Protestant and Catholic
- The role of the SS, SD and Gestapo in suppressing opposition
- The extent of conformity and resistance by 1939

The Impact of War on the German people, 1939–1945

- Changes in attitudes and daily lives, 1939–1941
- The impact on the regime and the people of the invasion of the USSR and the start of 'Total War'
- The effects of mass bombing and military defeats from 1943
- The state of Germany in 1945

Unit 2: Anti-semitism, Hitler and the German People, 1919–1945**HIS2N**This unit cannot be combined with HIS1N**Introduction**

This unit provides an opportunity to investigate Hitler's impact on German attitudes and policies towards the Jews. Students will need to have a sound understanding of the context and chronology of anti-semitism in Germany but the main emphasis will be on an analysis and assessment of Hitler's own anti-semitic ideas and actions. The study will focus on the advent and development of Hitler's views and the implementation of Nazi anti-semitism, both before and during the years of war. Issues of responsibility for the Holocaust and the degree to which the anti-Jewish measures were planned will also be addressed.

Content**Wider Historical Context**

In order to judge the extent of change across the period, candidates will need to have a broad understanding of the historical origins of anti-semitism and in particular the new forms of anti-semitism which emerged in Europe in the late 19th and early 20th centuries. Candidates should also have an awareness of the nationalist reaction against the economic advancement of the Jews during the Kaiserreich and the emergence of new 'scientific' anti-semitic ideologies. The impact of defeat in the First World War and the reasons for, and extent of, anti-semitism in Germany by 1919 should also be considered.

Anti-semitism in Germany, 1919–1930

- The increased assimilation and social achievement of Jews in Weimar Germany
- The extent of anti-semitism in Weimar Germany; right wing political views; Jews and Communism; Jewish politicians and financiers
- The importance of anti-semitism in election campaigns to 1930

Hitler's anti-semitic views

- The origins of Hitler's views; Social Darwinism and racial theory
- Volksgemeinschaft, lebensraum and the ideology of Nazism; Mein Kampf
- The spread of Nazi anti-semitism to March 1933; Hitler's personal role; links between anti-semitism and the Depression

The Racial State, 1933–1939

- Action taken in law including the Civil Service Laws (1933); Nuremberg Laws (1935); Decrees of April/November 1938
- Nazi Propaganda: attempts to enforce views, for example, through education and the media especially the press and cinema
- Nazi violence: terror; the SS and the Concentration camps; actions such as the boycott of Jewish shops (1933) and Reichkristallnacht (1938)
- The practice of racism in society: aryanisation, discrimination and sterilisation
- Emigration: voluntary departures; the work of the Reich Office for Jewish Emigration

The Impact of War, 1939–1941

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

continued

HIS2N (cont.)

The Holocaust 1941–1945

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

Unit 2: The Impact of Chairman Mao: China, 1946–1976**HIS20****Introduction**

This unit provides an opportunity to analyse the extent to which Mao Zedong transformed China in the years between the start of the Civil War in 1946 and his death in 1976. Students will need to place this period in the broader context of Chinese history, particularly its culture and traditions and the political development of China since the late nineteenth century. Students will focus on the reasons for Communist success in the Civil War and the establishment of the Chinese People's Republic in 1949. This unit also includes a study of agrarian reforms, industrialisation and social changes in China across the whole period. The Cultural Revolution of the 1960s and its results – economically, socially and politically – will be a major focus of the unit. Through this study students will gain an understanding of the extent of change in China over the whole period and the role which Chairman Mao played, relative to other factors, in bringing about these changes.

Content**Wider Historical Context**

In order to judge the extent of change across the period, candidates will need a broad understanding of the historical context of the 1949 Communist Revolution in China. Candidates should also have an awareness of the lengthy civil war between the Communists and Nationalists and of the impact of the Second World War on that struggle. There should be an understanding of the position of Mao Zedong in 1946 and the evolution of Mao's ideologies.

The Civil War, 1946–1949

- The political and military strength of the CCP in 1946
- The strengths and weaknesses of the Guomindang at the start of the civil war, including the role and influence of Chiang Kai Shek
- The impact on the people of Communist discipline and the promises of land reform
- Mao Zedong and the events of the civil war
- The reasons for ultimate Communist victory

The Consolidation of Power, 1949–1953

- The ideology and leadership of Mao Zedong
- The role of the Communist Party in the new government: mass party membership and campaigns against corruption and the bourgeoisie
- The issue of land reforms
- Social reforms, including the emancipation of women and universal education
- Mao and the purges of the CCP

Economic planning and its results, 1953–1967

- Industry and the First Five Year Plan, 1953–1957
- The collectivisation of agriculture, 1953–1957
- 'The 100 Flowers Campaign', 1957
- 'The Great Leap Forward', 1958–1960
- The Third Five Year Plan, 1962–1967

The Cultural Revolution and its aftermath, 1966–1976

- The aims and origins of the Cultural Revolution
- The course of the Cultural Revolution, 1966–1971
- The effects of the Cultural Revolution
- The fall of Lin Biao
- The rise of Deng Xiaoping and the struggle for the succession to Mao with the 'gang of four'
- Mao's death; his impact on China

Unit 2: The Campaign for African-American Civil Rights in the USA, 1950–1968**HIS2P****Introduction**

This unit provides an opportunity to investigate the issues surrounding the fight for African-American Civil Rights in the USA. Students will need to have a sound understanding of the context of American society in this period. The main emphasis will be on the problems that African-Americans faced and the solutions that they developed for themselves. However, the responses of the courts and Federal Government to the issue of African-American Civil Rights, particularly in the field of education, will also be considered.

Content**Wider Historical Context**

In order to judge the extent of change across the period, candidates will need a broad understanding of the historical context of racial segregation in the United States after the Second World War. Candidates should also have an awareness of attitudes on both sides of the racial divide and of factors leading to pressure for change in the legal and social position of African-Americans by the early 1950s.

The development of the Civil Rights movement in the 1950s

- The position of African-Americans in US society in 1950
- Discrimination against African-Americans, including segregation and education and lack of political rights, especially in the south
- The role and influence of the NAACP, the Supreme Court and President Eisenhower in achieving desegregation in education, 1954
- Non-violent protests including the Montgomery bus boycott

Progress towards Civil Rights 1960–1964

- The growing influence of Martin Luther King and the SNCC
- Attitudes of, and actions by, the Kennedy administration
- Freedom riders and sit-ins
- Supreme Court support for civil rights
- The role of President Johnson in passing the Civil Rights Bill

Opposition to Civil Rights 1950–1964

- The Southern manifesto
- The re-emergence of the Ku Klux Klan
- The attitudes of the Democratic Party in the South
- Racist attitudes and reactions against African-Americans in the North and South

The Growth of Radicalism among African-Americans, 1964–1968

- The emergence of radical Black Power movements in the North
- Malcolm X, Stokely Carmichael and their influence on the Civil Rights Movement
- Urban Riots including Watts and Detroit and the role of the media
- The significance of the death of Martin Luther King
- The extent to which African-Americans had achieved equality by 1968

Unit 2: The USA and Vietnam, 1961–1975**HIS2Q****Introduction**

This unit provides an opportunity to investigate the problems faced by the United States, both at home and abroad, as a result of increasing involvement in Vietnam. It will cover the period from the inauguration of President JF Kennedy to the fall of Saigon in 1975. Students will need to have a firm grasp of the chronology of events both in Vietnam and the USA. They will also need to be aware of the Cold War context in which the war was fought. The study of Vietnam focuses on the attempts by the USA to win the war and the problems that were encountered in Vietnam and at home in trying to do so.

Content**Wider Historical Context**

In order to judge the extent of change across the period, candidates will need a broad understanding of the historical context of the Cold War and in particular US involvement in Vietnam. There should be awareness of the situation in South and North Vietnam following French withdrawal from colonial rule after 1954, of the motives behind US policies towards Asia after the Communist revolution in China and the Korean War, including the so-called ‘domino theory’.

The reasons for US involvement in Vietnam, 1961–1963

- The situation in Vietnam by 1961
- The context of the Cold War and the reasons why the Kennedy administration intervened to support South Vietnam
- The actions and policies of President Kennedy: the Strategic Hamlets programme
- The significance of the assassinations of President Diem and President Kennedy

Escalation of the US war effort, 1964–1968

- The personality and policies of President Johnson
- The Gulf of Tonkin Resolution and its impact
- The aims and objectives of the US army in Vietnam
- The mass bombing campaign

The crisis of the war, 1964–1968: Vietnam

- The Vietcong: leadership, tactics and effectiveness
- The failure of the US and its allies to win the hearts and minds of the people of South Vietnam
- The importance of logistical support from North Vietnam
- The Tet Offensive and its impact in Vietnam

The crisis of the war, 1964–1968: inside the USA

- The importance of television and the media in influencing public opinion
- Growing student protests, especially from 1966
- The impact of atrocities such as the My Lai Massacre
- The Tet Offensive and its impact in the USA
- Political divisions in the presidential campaigns of 1968

The end of the War, 1969–1975

- The aims and policies of Nixon and Kissinger, the Paris Peace negotiations and the failure to achieve a lasting peace settlement
- The reasons for, and effects of, the widening of the war into Laos and Cambodia
- The impact on US policy of anti-war protests and the Watergate affair
- US withdrawal and the position of Vietnam in 1975

Unit 2: A Sixties Social Revolution? British Society, 1959–1975 (B)**HIS2R****Introduction**

This unit provides an opportunity to investigate the nature and the extent to which there was social and cultural change in Britain during the 1960s. Students will need to demonstrate a sound understanding of the key changes and attitudes developing in the 1960s, but the main emphasis will be on analysis and assessment of these changes between the years 1959 and 1975 and whether their impact can be interpreted as a social revolution or not. An examination of the 1960s will focus on the extent to which British values were transformed and will include a study of new trends in popular culture, the changing status and roles of women and youth, the importance of government legislation and the impact of immigration on Britain by 1975.

Content**Wider Historical Context**

In order to judge the extent of change across the period, candidates will need to have a broad understanding of the political and economic development of Britain since 1945 and, in particular, the commitment to full employment and the provision of a welfare state brought about by the Labour government from 1945 and maintained during the Conservative dominance from 1951. Candidates should also have an awareness of the prevailing attitudes towards education and class, of trends in leisure and popular entertainment and of the status of women during the 1950s.

The political framework, 1959–1964

- The effect of post-war prosperity by the end of the 1950s
- The 1959 General Election and its significance
- The leadership of Harold Macmillan and Sir Alec Douglas-Home to 1964; the problems of the 'Establishment' including the Profumo Affair

Causes of social and cultural change in the Sixties

- Increased purchasing power and the growth in consumer spending
- Scientific developments, including new consumer goods, colour television and the contraceptive pill
- The expansion of the mass media, including the growth of television, changes in radio and the press and the spread of advertising
- The growth in leisure, including the expansion of leisure activities, increased car ownership and mass tourism

Changes in culture and society in the Sixties

- The emergence of youth culture and new trends in fashion and popular music
- Student radicalism, anti-war protest and the rise of CND
- The reduction in censorship and its impact, particularly in relation to TV and cinema; abolition of the death penalty; new laws liberalising divorce, abortion and homosexuality
- Challenges to traditional ideas of women's role in society
- Changing moral attitudes and the debate surrounding social change and the 'permissive society'

The Government and the modernisation of society, 1964–1975

- The election of the Labour government of 1964; its attitude and contribution to modernisation and social change; Edward Heath and the growing problem of industrial relations
- Progress towards equality for women, including changes to property and divorce law, the Equal Pay Act of 1970 and Sex Discrimination Act of 1975: the appointment of Margaret Thatcher as leader of the Conservative Party in 1975
- New ideas on education and the development of comprehensive schools
- The expansion of higher education and the inauguration of the Open University

The growth of multiculturalism to 1975

- The extent of New Commonwealth immigration in the 1960s
- The issues of settlement and nationality: the response of the political parties, trade unions and the mass media to immigration
- Political controversies stemming from the views of Enoch Powell
- The extent to which Britain was a multicultural society by 1975

Unit 2: Liberal Democracies: Power to the People?**HIS2S****Introduction**

This unit provides an opportunity to investigate the origins of democratic and liberal systems of government in the eighteenth and nineteenth century in three different contexts. Candidates will need to understand the intellectual roots of Liberal Democracy, as well as the extent to which these ideas influenced the American Revolution, the French Revolution and the 1832 Reform Act Crisis in Britain. There will be a focus on assessment and evaluation of the extent to which the US Constitution advanced liberalism and democracy by 1791, the extent to which France was democratic by 1793 and the extent to which the 1832 Reform Act advanced liberalism and democracy after 1832.

Content**Wider Historical Context**

In order to judge the extent of change across the period, candidates will need to understand the different ways in which states might be organised and, in particular, the contrast between a 'liberal' regime and one that is based on different principles. For each of the states studied, candidates will need to have an awareness of the broad historical context which preceded the developments which form the examined material.

The Origins of Liberalism and Democracy

- Athenian democracy and the Union of Utrecht and the birth of modern democracy in the Netherlands
- The intellectual influences: John Locke and the Social Contract, Jean-Jacques Rousseau, Thomas Paine

The American Revolution, 1775–1791

- The Declaration of Independence and the impact of the War of Independence on colonial ideas of government
- The strengths and weaknesses of the Articles of Confederation and how they were addressed at the Annapolis and Philadelphia Conventions
- The terms of the US Constitution and the addition of the Bill of Rights

The French Revolution, 1789–1793

- The Ancien Regime and arguments for reform, including the influence of the Enlightenment
- The transformation of the political system: the Estates General to the creation of the Republic
- The reforms of the French Revolution, 1789–1792: the abolition of Feudalism, the Declaration of the Rights of Man, the abolition of Hereditary Nobility, the granting of religious liberty and the Civil Constitution

The Reform Act Crisis in Britain and the search for further reform, 1830–1848

- The pre-reform system: Britain in 1830
- Arguments in favour of change: radicalism, utilitarianism, Whig and Tory arguments
- Arguments against reform
- The passage of the Reform Bill, 1830–1832
- The impact of the 1832 Reform Act: what changed and what stayed the same

3.3 Unit 3 – The State and the People: Change and Continuity

Unit 3: The Angevin Kings of England: British Monarchy, 1154–1216 (B)

HIS3A

Introduction

This unit promotes an understanding of change and continuity over the period of the reigns of King Henry II and his sons, Kings Richard and John. Through the study of key events in depth, candidates will be able to demonstrate an understanding of the interrelationship of individuals, ideas and other factors and their relative importance to the processes of change and consolidation. There is focus on the relationships between Crown, Church and barons, and the Angevin rulers' attempts to maintain and extend royal authority. The role of individual kings and of others such as Thomas Becket, Hubert Walter and William Marshal provide an opportunity to consider the causes and course of conflict and co-operation, and also the challenges posed to royal authority, for example, over the Church in the light of its increasing independence and the growing power of the papacy. Additionally, as a result of the study of the period as a whole, candidates will be able to demonstrate how issues, ideas and other factors change during the period, for example, the nature of kingship or feudalism, or social attitudes towards women and the Jewish minority in Angevin England.

Content

Henry II, 1154–1162

- Henry and Theobald: the Church's gains in power and independence
- Henry's restoration of royal authority
- Henry's gains through inheritance and marriage
- Eleanor of Aquitaine: her position as wife and mother
- The position of the Jews in Angevin England

Henry II: Power and Authority, 1162–1174

- The crisis of Becket's death: Henry's Church policy; Becket's viewpoint; reason for, and result of, the quarrel; the aftermath of Becket's death
- Feudal authority, royal government and the nobility, the Cartae Baronum and the Inquest of Sheriffs; the rebellion of 1173–1174
- The 'Angevin Empire': nature of the Empire; implications and results of their position as vassals of the French Kings; rivalry with the Capetians and its results
- Eleanor and the rebellion of 1173–1174
- The financial role of the Jews in Angevin England, and their relationship with the king

Henry II, 1175–1189

- Vacancies, elections and Henry's control over the episcopacy
- Knighthood in England and the Assize of Arms, 1181
- Angevin family divisions, the succession and Henry II's defeat
- Jews as social and religious outsiders; Aaron of Lincoln and the 'Exchequer of Aaron'

Richard I, 1189–1199

- Richard the crusader king; the role of Hubert Walter, Archbishop of Canterbury and Justiciar of England
- Absentee kingship and the government of England; the roles of Prince John and William Marshal
- Richard's war with Philip II, the loss of Gisors, the building of Chateau Gaillard
- The role of Eleanor during Richard's absence
- The York pogrom and growing anti-semitism; its links with crusading fervour

continued

HIS3A (cont.)**John, 1199–1216**

- John's conflict with the papacy; the reasons for the Interdict; settlement between the King and the Pope; the role of Stephen Langton
- The importance of John's personality and the loss of Normandy; John, the barons and Magna Carta; feudal authority and royal finance
- John, French suzerainty and the Angouleme marriage; John's loss of his continental lands, the battle of Bouvines
- Eleanor and the disputed succession of 1199, the impact of her death
- Anti-semitism and baronial hostility towards the Jews

Unit 3: The Triumph of Elizabeth: Britain 1547–1603 (B)**HIS3B****Introduction**

This unit promotes an understanding of change and continuity over a period of 60 years of British history, during which the power of the Tudor state was strengthened both at home and abroad, despite recurrent threats to national and religious unity and continuing problems of the succession. Through the study of themes and developments in depth, candidates will be able to demonstrate understanding of key individuals such as Somerset, Northumberland, Burghley, Leicester and the Tudor monarchs themselves in their exercise of political power. Candidates will also examine wider social, economic and religious factors that contributed to the processes of change. As a result of the study of the period as a whole, candidates will be in a position to explain the issues and ideas that shaped the relationships between the people and the state between the 'Mid-Tudor Crisis' and the death of Elizabeth I.

Content**The Mid-Tudor Crisis, 1547–1558**

- The development of government under Somerset and Northumberland; the impact of the religious policies under Edward VI; the extent to which internal security was threatened by the rebellions of 1549
- The problem of the succession in 1553 and the extent to which internal security was threatened by the rebellions of 1553 and 1554
- The personality and policies of Mary I; the Catholic restoration from 1553 and the extent to which Mary had transformed the religious situation in England by 1558

The Consolidation of Elizabeth I's Rule, 1558–1571

- The establishment of the political authority of Elizabeth I; the ideas and policies of Elizabeth and reactions to her church settlement of 1559
- The role of key personalities: relationships between Elizabeth and her ministers. Relationships between Elizabeth and Parliament
- Challenges to Elizabeth's church settlement from Puritans and Catholics in England
- The extent to which England had achieved stable relations with foreign powers by 1571; the impact of attempts to expand English trade in the Americas; the impact of the Pope's excommunication of Elizabeth
- Internal challenges to Elizabeth's security, including the crisis of 1562 and the Northern Rebellion of 1569

Defending Against Internal and External Enemies, 1571–1588

- The political authority of Elizabeth I: the role of ministers and factions; the problem of the succession; relations between Crown and Parliament; government in the localities
- The impact of Presbyterianism and radical Puritans; the impact on English Catholics of Mary Stuart's presence in England and the influence of missionary priests and Jesuits; the dangers from internal Catholic rebellion against Elizabeth; Catholic plots and the role of Mary Stuart
- The impact of war in the Netherlands on English foreign policies; negotiations for a French marriage alliance; overseas trade and plans for colonization; the origins of war with Spain in 1585; the threat of foreign invasion and the defeat of the Armada

The Last Years of Elizabeth, 1589–1603

- The extent to which Elizabeth I's authority was declining in the 1590s; factions at court – the influence of Robert Cecil and the Earl of Essex; relations between Crown and Parliament
- Divisions among English Catholics; the growing influence of Puritanism; the religious situation at the accession of James I in 1603
- The course of the continuing war with Spain; Elizabeth's policies in Ireland.
- The threat of economic crisis and social disorder and the efforts by central and local government to contain this threat; continuing doubts over the succession; the Essex rebellion; the extent to which political and religious unity had been achieved by 1603

Unit 3: The Emergence of a Great Power? Spain, 1492–1556**HIS3C****Introduction**

This unit promotes an understanding of change and continuity in Spain in the years 1492 to 1556, during which the country emerged from political, religious and social and economic division to become a strong and influential European power. Through the study of key events in depth, such as the end of *convivencia* and its consequences, the establishment of the Dual Monarchy under Ferdinand and Isabella, and the impact of Charles I's responsibilities in Europe on the structure and achievements of government in Spain, candidates will develop an understanding of the process and extent of political change, development and consolidation. The influence of individuals such as Cisneros, Gattinara and los Cobos are also key in demonstrating the role and authority of the monarchy and the Church. Additionally, as a result of their study of the period as a whole, candidates will be able to offer explanations for the challenges faced by the monarchy, the extent of economic and social change and its consequences and to assess the extent of political and religious strength and unity in Spain under differing regimes.

Content**The New Monarchy, 1492–c1500**

- Personal authority of the monarch; the role of *corregidores*; role of the Royal Council; the Cortes; the role of *letrados* and *corregidores*; the threat from the aristocracy
- The drive for unity: War against Granada ; suppression of the Holy Brotherhood
- The establishment of the Inquisition, 1478; expulsion of the Jews, 1492, and its religious and social implications; the extent and end of *convivencia*; beginnings of reform
- Economic and financial issues: the role of the Cortes and other groups in raising finance; taxation and crown debt; strengths and weaknesses of the economy

Strengthening the State, 1500–1516

- The Dual Monarchy and personal rule; the extent of partnership; common aims; royal justice; financial union; policy making and *fueros*; common foreign policies; the effects of the death of Isabella in 1504; the extent of unification by 1516
- Challenges to the crown, e.g. the Military Orders; the privileges of the aristocracy, the role of the Justiciar, the development of the Cortes, law and order
- 'Los Reyes Catolicos'; extent of religious consensus; expulsion of the Moors/Mudejars; the work and role of Cisneros; the right of *patronato*, 1508
- Revenue and taxation; growth in population; economic disunity; poverty; the Mesta; trade and commerce; the impact of the discovery of America

Charles I: Challenge and Consolidation, 1516–1529

- Relations with the Cortes and nobles; Royal Councils and Conciliar government; partnership with the nobility; the role of the *letrados*; the role of Gattinara and Los Cobos; the extent of continuity with the reigns of Ferdinand and Isabella
- The causes and impact of the Germanias and Comuneros revolts; relations between the Crown and the Cortes; the influence of the nobility
- The work of the Inquisition; the growth of Protestantism; Jews, Erasmians, Alumbrados; the extent of religious unity
- The role of Castile as the financial centre of Spain; sources of income; the Council of Finance; economic problems, e.g. debt, revenue, taxation, inflation, causes and effects; poverty and vagrancy

Charles I and V – King of Spain and Holy Roman Emperor: Divided Loyalties, 1529–1556

- Charles as an absentee monarch; Philip as Regent from 1543; the abdication of Charles V in 1556
- The difficulties created by his responsibilities in Europe; Holy Roman Empire, Protestants and Turks, and the consequences
- The battle against heresy in Spain; the growth of censorship and the *auto da fe*; Illuminism
- Education; the growth of schools and universities; population growth and its effects; financial and economic failure

Unit 3: British Monarchy: the Crisis of State, 1642–1689 (B)**HIS3D****Introduction**

This unit promotes an understanding of change and continuity over a period of 47 years. Through the study of key events in depth, for example the regicide, candidates will be able to demonstrate an understanding of the interrelationship of individuals such as Charles I and Oliver Cromwell, as well as ideas like millenarianism and republicanism. Candidates will also examine other factors such as the role of religion and political radicalism and their relative importance to the processes of change and consolidation in the context of the relationship between state and people. Additionally, as a result of the study of the period as a whole, candidates will be able to explain the major political and religious issues in the context of how the nature of monarchy, parliament and the authority of the state developed within the period.

Content**From Monarchy to Republic, 1642–1653**

- The personality and policies of Charles I and reasons for the defeat of the Royalist cause, 1642–1646; Charles I and the failure of attempts to reach a settlement, 1646–1649
- Parliamentary factionalism and the politicization of the New Model Army; the ideas and influence of the Levellers and Diggers; military opposition to Parliament, 1646–1649
- Radical religious groupings: Fifth Monarchists and Ranters; Presbyterianism and independency
- The establishment of the Rump Parliament and the Commonwealth; its failures and Cromwell's reasons for its dissolution
- The parliament of the Saints: reasons for its creation, its failures and the decision to abandon it

From Republic to Monarchy, 1653–1667

- Cromwell as Lord Protector and theories of government; Republican, Royalist and military opposition to the Protectorate and Cromwell; the influence of radical religious groupings, including the Fifth Monarchists and Quakers; ideas of religious toleration; reactions to the rule of the Major Generals; Cromwell's foreign policy, including overseas trade and the use of sea power
- Republican divisions, 1658–1660; the failure of republicanism and the Restoration Settlement, 1658–1667
- Charles II and royal government to 1667; the role of Clarendon; Charles II's relations with France and the Netherlands; the Second Dutch War; religious policies of Charles II, 1660–1667; the failure of opposition to Charles II, 1660–1667

The Consolidation of Charles II's Rule, 1667–1678

- The role of key personalities: Charles II and his ministers; relations between Crown and Parliament, including issues of finance
- The clash between Court and Country – the emergence of Tories and Whigs; continuing support for Republicanism
- Divisions between Anglicans and Dissenters; the impact of the Test Act
- Charles II's relations with France and the Netherlands

Succession Crisis and 'Glorious Revolution', 1678–1689

- Charles II, 1678–1685: the Exclusion Crisis and reasons for its failure; his growing absolutism
- James II, his personality and aims; political and religious opposition to him and the crisis of 1688–1689
- The 'revolution' of 1689 and the position and power of monarchy

Unit 3: France and the Enlightenment: Absolutism Under Threat, 1743–1789**HIS3E****Introduction**

This unit promotes an understanding of change and continuity covering the crisis of the French monarchy under Louis XV and Louis XVI. Through the study of key events in depth, candidates will be able to demonstrate an understanding of the interrelationships of individuals, ideas and other factors and their relative importance to the process of change and consolidation. Key events include war, Louis XV's Flagellation Speech, Maupeou's reforms and the May Edicts. The core themes of the French monarchy's attempts to sustain absolutist rule in the face of the rise of enlightened thought should be set against the context of war, privilege and financial instability. The contributions of the kings themselves, figures at court and ministers such as Necker and Maurepas, should be specifically addressed and evaluated.

Content**Louis XV: The 'Well Beloved', 1743–1764**

- The effectiveness and character of the king; attempted assassination; rumours of the king's involvement in the *pacte de famine* and the affair of the innocents; inconsistency of Louis XV's policies and his apparent lack of support for ministers; use of *lit de justice* and 'arbitrary government'
- The role of ministers and favourites: Madame de Pompadour's influence; the Queen's faction; Du Barry; Choiseul
- The Parlements' attempts to establish a political role; the rise of enlightened thought and the public arena; desacralisation of monarchy, decline in deference; the refusal of the sacraments and Jansenism; the Salons and the developing role of women; domestic impact of defeat in war
- The attempt to extend and raise new taxation; the cost of war; the impact of the Controller Generals; impact of war on the economy

Louis XV, 1764–1774: The Return of Absolutism?

- The king's attempt to define his authority and relations with Parlement, especially the Flagellation Speech; 'ministerial despotism' and Louis XV's attempts to control the ambitions of 'principal ministers'
- The significance of faction at court; Choiseul; the Devots; ministerial rivalry especially Maupeou and d'Aiguillon; Laverdy; the Triumvirate
- The Brittany Affair and Maupeou's revolution; popular support for the Parlements as expressed in public unrest and the press; the decline of the Salons and rise of other forms of public expression; the spread and influence of Enlightened ideas
- The Controller Generals; state bankruptcy; the search for financial stability; the state of the economy

Louis XVI: Absolutism Weakened, 1774–1787

- Recall of Parlements; Louis' desire for popular acclaim; struggle to recover authority of monarchy; the Diamond Necklace Affair; the frequent dismissal of ministers and the attempt to control the ambitions of individuals; personal character and inconsistency of Louis XVI; the decision to fight the American War
- Turgot and Physiocrats; taxation reforms; expense of war; the reforms of the Controller Generals and especially Necker, Calonne, Brienne

The Collapse of the Ancien Regime, 1787–1789

- Ministerial rivalry; the significance of faction in guiding government policy; Marie Antoinette's reputation and influence in government; aristocratic reaction
- Renewed opposition from Parlement; Assembly of the Notables; the May Edicts; debate over the constitution of the Estates General; popular disturbances; the Day of Tiles; effect of the American War on popular thought; role of the press; opposition from church and nobility; the influence of the Enlightenment
- Economic situation of the populace, especially the cost of bread and complaints of excessive taxation; the continuing unfairness of taxation; the recall of Necker and the political impact of the need for greater revenue

Unit 3: Stability and War: British Monarchy and State, 1714–1770 (B)**HIS3F****Introduction**

This unit promotes an understanding of change and continuity over approximately 50 years. Through the study of key events in depth, candidates will be able to demonstrate an understanding of the interrelationship of individuals, ideas and other factors and their relative importance to the processes of change and consolidation, for example the role and impact of Walpole. Additionally, as a result of the study of the period as a whole, candidates will be able to demonstrate how issues, ideas and other factors change during the period, such as the balance of power between crown and parliament and between the different political groupings.

Content**The Establishment of the Hanoverian Dynasty, 1714–1721**

- The Hanoverian succession and the beginnings of Whig domination; Whig legislation, notably the Septennial Act, the repeal of the Occasional Conformity and Schism Acts, and the Peerage Bill; Tory decline; the Whig schism and the early career of Walpole
- Jacobite influence in Scotland and England; the 1715 Jacobite rebellion
- Stanhope's foreign policy; the search for allies and stability in Europe; the role of Britain in the closing years of the Great Northern War; relations with European states, notably France, Spain and Austria
- The establishment of the sinking fund; the impact of the South Sea Company; the South Sea Bubble

The Age of Walpole, 1721–1742

- The nature and legislation of Walpole's government; reasons for his long tenure of office; relations with Crown and Commons
- Extra-parliamentary opposition, such as: Jacobitism and the Atterbury plot; the influence of Bolingbroke; Jonathan Swift and Irish protest; the Excise riots of 1733; Scotland and the Porteus riots
- The foreign policy of Townshend and Walpole; the search for peace and commercial prosperity; relations with European states, notably France, Spain and Austria; the Treaties of Hanover (1725), Seville (1729) and Vienna (1731); the Wars of Polish Succession, Jenkin's Ear, and Austrian Succession
- Walpole's economic policy; the handling of the National Debt and taxation; the excise scheme; the growth of mercantile interests; changes in agriculture and industry
- Opposition to Walpole, and the reasons for his fall in 1742

The Later Years of George II, 1742–1760

- The ministries of Pelham and Newcastle; development of the 'reversionary factor'; the influence of Pitt and Fox
- The 1745 Jacobite rebellion
- The end of the War of Austrian Succession; impact of the Treaty of Aix-la-Chapelle
- Pelham and National Debt reduction

The Early Years of George III, 1760–1770

- Character and aims of George III; reasons for ministerial instability; the ministries of Pitt/Newcastle, Bute, Grenville, Rockingham, Chatham and Grafton
- The impact of John Wilkes; 'North Briton no. 45', the issue of General Warrants, the Middlesex elections and the movement for parliamentary reform

Unit 3: British State and People, 1865–1915 (B)**HIS3G****Introduction**

This unit promotes an understanding of change and continuity over approximately 50 years. Through the study of key events in depth, candidates will be able to demonstrate an understanding of the interrelationship of individuals such as Gladstone and Lord Salisbury, ideas such as socialism, nationalism and liberalism and other factors such as the impact of changing patterns of economic growth and their relative importance to the processes of change and consolidation in politics and society. Additionally, as a result of the study of the period as a whole, candidates will be able to demonstrate how issues, ideas and other factors (such as British foreign and imperial policy) change during the period.

Content**Reform and Prosperity, 1865–1873**

- The nature of the Liberal Party and the problems of the Conservatives; issues of parliamentary reform, the Second Reform Act and the Ballot Act; the reforms of Gladstone's first ministry
- Fenianism and the emergence of Home Rule; Gladstone's mission to pacify Ireland, including church disestablishment and the 1870 Land Act
- Gladstone's foreign policy to 1873
- Progress in industry and agriculture; social improvements leading to rising living standards; ideas of laissez-faire, free trade and self-help; the onset of economic depression

Reform and Conflict, 1874–1886

- The revival of Conservatism and the social and political reforms of Disraeli's Ministry, 1874–1880; Disraeli's foreign and imperial policy, including his attitude to the problems posed by the Eastern Crisis of 1875–1878
- The achievements of Gladstone's Second Ministry, in particular further parliamentary reforms; Gladstone's foreign and imperial policies to 1885
- Ireland; the land war; violence and coercion; the 1881 Land Act; Home Rule; Nationalism and Unionism; the contrasting attitudes of Disraeli, Gladstone and Salisbury to the Irish question
- The Great Depression and its impact; the problems of agriculture and the rural communities

Challenges at Home and Abroad, 1886–1901

- The extent of Liberal decline and Conservative dominance; the spread of the Labour movement and the emergence of the Independent Labour Party and the Labour Representation Committee
- The impact of the Home Rule issue and changing government policy towards Ireland
- Issues surrounding Britain's imperial position and 'Splendid Isolation'; Liberal Imperialism; the challenges posed by Russia, the Boers and Germany
- Changes in the British economy; the challenges posed by overseas competitors and the growth of New Unionism

Liberal revival? 1902–1915

- The Liberal Party in the years 1902–1906; the failures of Balfour's government and the General Election of 1906, the Conservative Party in the years 1906–1915
- Liberal constitutional and social reforms, 1906–1914, including pensions, National Insurance; the General Elections of 1910 and the reform of the House of Lords
- Foreign affairs and the search for allies, the end of Splendid Isolation and relationships with European powers to 1914
- The challenge to Liberalism from the Labour Party, Irish nationalism, the suffragettes and the war to 1915

Unit 3: Monarchies and Republics in France, 1815–1875**HIS3H****Introduction**

This unit promotes an understanding of change and continuity over approximately 60 years. Through the study of key events in depth, candidates will be able to demonstrate an understanding of the interrelationship of key individuals, such as Louis XVIII, Charles X, Louis-Phillipe, Guizot and Napoleon III, with ideas on liberalism, republicanism, radicalism and anti-clericalism. There will be a study of other factors and their relative importance to the processes of change and consolidation such as the position of the Church, economic development and relationships with foreign powers. Additionally, as a result of the study of the period as a whole, candidates will be able to demonstrate how issues, ideas and other factors change during the period.

Content**The Bourbon Restoration and its Failure, 1815–1831**

- The Bourbon Restoration and the conservative backlash against the legacy of the French Revolution
- The influence of foreign powers on the restoration of 1815
- The role of the church and the influence of the 1801 *Concordat*; the resurgence of the Church in the reign of Charles X
- The reasons of the failure to maintain popular support in the 1820s and the influence of economic issues; the 1830 revolution and the emergence of Louis-Philippe as ‘citizen king’
- The reactions of foreign powers to the events of 1830–1831

The July Monarchy, 1831–1841

- The political system under Louis-Philippe and the extent of popular support; the effects of economic modernisation
- The attitudes of the church and traditional conservatives towards the July monarchy
- The growth of republican opposition groups and the influence of republican ideas
- The foreign policy ambitions of Louis-Philippe; the Mehemet Ali crisis 1839–1841

Monarchy or republic? Crisis and Change, 1841–1852

- The role of Guizot in Louis-Philippe’s government; economic modernization and the disillusionment of the middle classes; the political and social influence of the Church in the July monarchy; the contribution of republicanism to the downfall of Louis-Philippe in 1848
- The causes of the 1848 Revolution in France; attitudes of foreign powers to the 1848 revolution in France; the establishment of the Second Republic and the reasons for the overthrow in 1851; the resurgence of the Church in the Second Republic; the *Loi Falloux*; the extent to which the governments of the Second Republic carried through the ideals of its supporters; the extent to which republican divisions contributed to the success of the 1851 coup by Louis-Napoleon; the extent to which foreign affairs influenced the rise of the Second Empire
- Louis Napoleon and the establishment of the Second Empire

The Second Empire, 1852–1875

- The political system under Napoleon III; economic change and its effects; the repression of political dissidents; the extent of support for Napoleon III’s rule in the 1860s; relations between church and state under the Second Empire; the role of the church in political divisions; foreign policy ambitions; the impact of Napoleon III’s interventions in Italy; the impact on public opinion of Napoleon III’s adventurous foreign policies in the 1860s
- Republican opposition, both within France and from exile; the role and influence of republican opposition to Napoleon III in the 1860s; the ideas and impact of various republican groupings; the impact of the war against Prussia on the internal affairs of France, 1870–1871; the downfall of the Second Empire in 1870; the establishment of the Third Republic in 1871
- The survival of the Third Republic against threats from the extreme Left and the Monarchist Right. The Wallon Amendment of 1875

Unit 3: The State and People: Britain 1918–1964 (B)**HIS3J**This unit cannot be combined with HIS1L**Introduction**

This unit provides an understanding of change and continuity in Britain from the end of the First World War to the election of 1964, through periods of peace and war to an era of consensus and affluence. Students will be able to demonstrate an understanding of important individuals, such as Ramsay MacDonald, Stanley Baldwin, Winston Churchill, Clement Attlee and key ideas such as socialism, liberalism and conservatism. They will also look at the impact of economic and social change on government policies and, by studying the key events and developments, will be able to draw conclusions about the changing relationship between the state and its citizens.

Content**Victory and Crises: 1918–1931**

- Lloyd George and post-war reconstruction: ‘homes fit for heroes’ industrial disputes; Ireland; scandals and the decline of the Liberal Party
- The First Labour Government 1924: aims, policies and problems
- Baldwin and the General Strike: economic policy and its impact; the causes, course and consequences of the General Strike
- Baldwin’s government, 1924–1929: aims, policies and problems
- The Second Labour Government, 1929–1931: aims, policies and problems
- Changes to the role of women and to social and cultural values as a result of the war

The National Government and inter-war changes, 1931–1939

- The economic crisis of 1929–1931 and the formation of a National Government
- The social and economic condition of Britain in the 1930s: the staple industries and the development of new industries; the social impact of the Depression in Britain
- Government policies: economic policy and its effectiveness; unemployment and the government response; policies in relation to housing and education; government response to political extremism
- The Abdication Crisis and its impact
- Changes to patterns of leisure; the growth and impact of mass communications

The impact of war and post-war reconstruction, 1939–1951

- Churchill’s coalition government; labour mobilisation and the conduct of ‘total war’
- Planning for the future: the Beveridge Report
- The General Election of 1945
- Post-war economic problems and policies; the crisis of 1947 and the importance of aid from the United States; shortages and rationing
- Nationalisation of key industries
- The creation of the Welfare State; education and social policies

Conservative ascendancy: 1951–1964

- The election of 1951 and the reason for Conservative victory
- From rationing to consumerism: economic recovery and the impact of growing affluence; Britain’s application to join the EEC; the economic problems of the early 1960s
- Policies in relation to education, housing, social welfare
- The development of the political parties; consensus politics

Unit 3: Triumph and Collapse: Russia and the USSR, 1941–1991**HIS3K****Introduction**

This unit promotes an understanding of change and continuity in the USSR from the start of the Great Patriotic War in 1941 to the break-up of the USSR in 1991. Through the study of key events in depth, candidates will be able to demonstrate an understanding of the interrelationship of key individuals, such as Stalin, Khrushchev, Brezhnev and Gorbachev, with ideas on the development of socialism, conservatism and reform. There will be a study of other factors which affected the processes of change and consolidation in politics, the economy and Soviet society, and which led eventually to the end of the USSR. Additionally, as a result of the study of the period as a whole, candidates will not only be able to demonstrate how these issues, ideas and other factors changed during this period, but also what the relative importance of these developments was: how in fifty years the USSR went from the disaster of invasion in 1941, to rapid recovery, then slow decline from the 1960s and eventual collapse as a superpower and twentieth century empire in 1991.

Content**The Great Patriotic War and its Outcomes, 1941–1953**

- The impact on the USSR of German invasion and Nazi ideology from 1941; Stalin's role in the management of the war effort; the nature of the wartime Soviet economy; the actions of the Communist regime to enlist mass patriotism for the war effort, including propaganda and religious concessions
- The extent of wartime opposition within the USSR and the Stalinist regime's treatment of opposition; the relationship between the Soviet people and Stalin's regime by the time victory was achieved in 1945
- High Stalinism: Stalin's dictatorship, 1945–1953; the cult of personality; economic recovery after 1945; the impact of Cold War politics on the USSR

Destalinisation, 1953–1968

- The emergence of new leaders after the death of Stalin, and Khrushchev's victory in the power struggle; the 1956 Party Congress and reaction to Khrushchev's 'secret speech'
- Khrushchev's leadership; Khrushchev's motives for industrial and agrarian reforms and their impact; the reasons for the ousting of Khrushchev in 1964
- The impact of Destalinisation within the USSR and on Soviet relations with the satellite states

The Brezhnev Era, 1968–1982

- The leadership of Brezhnev
- Brezhnev's political, economic and social policies: the era of conservatism
- Attitudes towards the Brezhnev regime: the repression of dissidents and opposition to the war in Afghanistan
- Economic stagnation and the costs of the arms race

The End of the Soviet Union, 1982–1991

- Leadership changes from 1982: the leadership of Andropov, Chernenko and Gorbachev; problems facing the USSR by the 1980s
- The motives for, and impact of, Gorbachev's reforms
- Ideas of *glasnost* and *perestroika* and their effects; opposition to *glasnost* and *perestroika*
- Economic and political problems; the growing threat of nationalism from republics within the USSR; the impact on the USSR of the collapse of Communist regimes in the satellite states at the end of 1989; the August coup of 1991 and the overthrow of Gorbachev; the end of the USSR

Unit 3: From Defeat to Unity: Germany, 1945–1991**HIS3L****Introduction**

This unit promotes an understanding of change and continuity over a period of 46 years of German history, during which two Germanies emerged from the devastation wrought by Hitler's War, only to undergo a rapid reunification in 1990, following the collapse of Communist rule in the East. Through the study of key events in depth, candidates will be able to demonstrate an understanding of important individuals such as Adenauer, Brandt, Kohl, Ulbricht and Honecker, and the interrelationship of such individuals with the ideas that helped bring about the differing developments in, and eventual reconciliation of, the two Germanies. Candidates will also examine other factors, such as the influence of the USA and USSR, which contributed to the processes of change. As a result of the study of the period as a whole, candidates will be able to explain major political, economic and social issues as well as the ideas underpinning division and reunification and other developments within the period.

Content**From Occupation to Division, 1945–1949**

- The German surrender, the war legacy and the establishment of the four zones
- The Potsdam Conference; the Nuremberg trials, and denazification
- The allied occupation; economic and political developments and the emergence of Adenauer
- The division of 1948–1949; the influence of the Western powers; the currency reforms and the Berlin blockade; the creation of the FRG and GDR

The Federal Republic of Germany, 1949–1963

- The new governmental structure and political developments under Adenauer; reasons for Adenauer's longevity as Chancellor
- Economic recovery; Erhard and the social market economy; the impact of economic and social developments
- Foreign policy, NATO, the EEC and West Germany's rehabilitation as a sovereign state in Europe; the Hallstein doctrine and attitudes to reunification
- Reactions to the Berlin Wall and factors leading to Adenauer's resignation

The German Democratic Republic, 1949–1971

- The establishment of SED rule; the leadership of Ulbricht; the riots of June 1953 and their aftermath
- Economic plans and the attempt to impose State Socialism; the impact of economic and social change
- The reasons for and consequences of the building of the Berlin Wall
- The influence of the USSR and the Warsaw Pact; relations with the West

The Two Germanies, 1961–1989

- Internal developments in the West under Erhard, Brandt, Schmidt and Kohl including the student protest of 1968; the urban terrorism of the 1970s; economic developments and the impact of the oil crisis of 1973
- Internal developments in the East under Honecker: economic change and political stagnation; the 'niche society'
- Détente and the coming and practice of Ostpolitik and its effects for West and East Germany

Reunification, 1989–1991

- Internal problems in the GDR; the parts played by Gorbachev, changes in Communist Eastern Europe, protest groups, marches and Honecker in the internal collapse
- The opening of the Berlin Wall and its impact; the final attempts to reform and preserve the East German regime and their failure
- The part of Helmut Kohl and outside powers, including the USA, USSR, Great Britain and France, in bringing about reunification; the 10-point plan and the Two Plus Four Agreement; the impact of reunification and its immediate aftermath

Unit 3: The Making of Modern Britain, 1951–2007 (B)**HIS3M****Introduction**

This unit promotes an understanding of change and continuity over approximately 50 years of British history, during which Britain enjoyed a period of post-war affluence and boom, followed by an era of reaction. Through the study of key events in depth, candidates will be able to demonstrate an understanding of important individuals such as Macmillan, Wilson, Thatcher and Blair, and the interrelationship of such individuals with the ideas that helped bring about the developments in Britain's changing relations with the world after 1951 and the enduring debate over European involvement. Candidates will also examine other factors such as the impact of government policies on industrial relations, trade unions and the nature of the relationship between the state and its citizens. As a result of the study of the period as a whole, candidates will be able to demonstrate how issues such as economic performance, party-political reinvention and multiculturalism have changed Britain by 2007.

Content**The Post-War Consensus? 1951–1964**

- The 'Attlee legacy' and the so-called postwar consensus; the reasons for Conservative political dominance from 1951; the role of key personalities, including Eden, Butler and Macmillan; internal divisions in the Labour Party; the reasons for Conservative defeat in 1964
- The growth of the economy and rising living standards; problems of the balance of payments and 'stop-go' policies; economic motives behind the application for membership of the EEC in 1961
- Social tension: 1950s unrest; race riots, violence, criminality and hooliganism; selection and the divisive nature of secondary education; changes in attitudes to class
- Britain's declining imperial role; the Suez crisis of 1956 and the 'wind of change' in Africa; the reasons why Britain did not join the EEC between 1955 and 1963

The End of Consensus, 1964–1975

- The role of key personalities: Wilson, Heath and their cabinets; the reasons for Labour's defeat in 1970 and Conservative defeat in 1974; the emergence of Thatcher as Conservative leader
- The impact on the economy of government interventions, 1964–1973; the oil-price crisis of 1973 and the end of the 'long post-war boom'
- The impact on communities of industrial disputes; the significance of the Miners' strike, 1973; the birth of environmentalism
- Withdrawal from commitments and bases 'east of Suez', 1967–1971; the problem of Rhodesia; Britain's entry into the EEC in 1973

The 'Thatcher Revolution', 1975–1990

- The Labour governments under Wilson and Callaghan and the reasons for the Conservative election victory of 1979; the role of key personalities: Thatcher and her ministers; internal divisions in the Labour Party and the formation of the SDP; the reasons for the fall of Thatcher in 1990
- Monetarist policies and their impact on the economy; the extent to which the economy had been transformed by 1990
- The social impact of Thatcherism, including privatisations and the sale of council houses; the significance of the Miners' strike, 1984–1985, on industrial relations; the emergence of extra-parliamentary opposition
- The Falklands War: Britain's relations with Europe; the European Referendum of 1975 and its significance for the main political parties; Mrs Thatcher's 'special relationship' with the United States; Britain's role in ending the Cold War

continued

HIS3M (cont.)**Conservative Decline and the Rise of 'New Labour', 1990–2007**

- The leadership of Major and growing internal divisions in the Conservative Party after 1992; the revival of Labour under Kinnock, Smith and Blair; the reasons for Labour's victory in 1997; and the subsequent victories, 2001 and 2005
- 'Black Wednesday' and its impact on the economy and public opinion; the role of economic issues in weakening support for the Conservatives; Labour's economic policies and their impact, 1997–2007
- Social issues and population change; the extent to which Britain had become an integrated and multicultural society by 2007
- Britain's position in the European Union under Major and Blair; Britain's role in NATO and interventions in the Balkans, 1995–1999; Britain's 'special relationship' with the United States and its impact on Britain's position in the world by 2007

Unit 3: Aspects of International Relations, 1945–2004**HIS3N****Introduction**

This unit promotes an understanding of change and continuity over approximately 60 years. Through the study of key events in depth, such as the introduction of containment as the foundation of US foreign policy after 1947, candidates will be able to demonstrate an understanding of the interrelationship of individuals, ideas and other factors and their relative importance to the processes of change and consolidation. Additionally, as a result of the study of the period as a whole, candidates will be able to demonstrate how issues, ideas and other factors changed during the period. The continuity of the Cold War within a framework of shifting intensity is particularly evident in this period of study. The impact of nuclear technology and economic strength are both primary elements in understanding the nature of international relations in the second half of the twentieth century and into the beginning of the 21st century. This unit enables students to understand the key forces which have driven international relations and will enable them to place future developments in a meaningful context.

Content**The Emergence of the Superpowers, 1945–1962**

- Yalta and Potsdam; the collapse of the Grand Alliance
- Soviet expansionism in Eastern Europe, 1945–1949; the Warsaw Pact
- US relations with Europe: containment; the Marshall Plan; Germany and NATO; the ‘special relationship’ with Britain and the USA’s status as an economic and military superpower
- The role of Khrushchev and peaceful co-existence; the Geneva Summit, 1955; the problems over Berlin and Germany, 1958–1961
- The ‘bomb’ and the nuclear arms race up to 1962

From Cold War to Détente, 1962–1981

- The Cuban Missile crisis and its impact
- Sino-American relations up to 1972
- Ostpolitik and the development of European détente; the Basic Treaty; the Helsinki Accords
- SALT I and SALT II and strategic arms limitation in the 1970s
- Détente under pressure; the Arab-Israeli conflict in the 1970s; Angola; Afghanistan, 1979

The Final Years of the Cold War, 1981–1991

- The condition of the Soviet economy and its impact on the Cold War
- Reagan and US militarism during the 1980s
- Europe’s relationship with the USA
- The impact of Gorbachev and the collapse of communism in the USSR and Eastern Europe
- The end of the Cold War

Post-Cold War Relations, 1991–2004

- The collapse of Yugoslavia and growing Eastern European nationalism
- Superpower responses to international aggression; Kuwait; the USA and Britain in Iraq and Afghanistan
- The further enlargement of the EU and political and economic integration and its impact on international relations
- The role of the UN in a post-Cold War environment

3.4 Unit 4 – Historical Enquiry

Unit 4: Historical Enquiry

HIS4X

Introduction

Candidates will be required to submit a Historical Enquiry, based on the investigation of a historical issue. The principal characteristics of this are that:

- The work is that of an individual working within a framework that is specified by AQA
- The work is based on a historical investigation and demonstrates some awareness of historiography
- A range of sources is considered and evaluated
- The topic chosen must arise from the study of, and be placed in the context of, 100 years
- Synoptic understanding is demonstrated by studying an issue over 100 years
- The enquiry is presented in essay format and written in continuous prose.

The entry of candidates for the Historical Enquiry is conditional, in the case of school and college candidates, on the centre providing the necessary supervision and authentication of coursework, as described in Section 6.1.

Historical Enquiry

The Role of the Teacher

Where the route of individual choice by the candidate is undertaken, the role of the teacher is one of supervision, guidance and advice, provided that this supervision, guidance and advice does not compromise the requirement that the work is that of the individual.

Where the individual choice derives from an introductory course, the role of the teacher is to foster an awareness of important issues, themes and debates and then offer guidance to individuals as set out above.

The Enquiry chosen may be

either an individual choice by the candidate under supervision of the teacher, provided that the choice is one that tests understanding of a development over 100 years

or an individual choice which derives from an introductory course of study chosen by the teacher. This introductory course of study may be selected from the range of exemplars provided by AQA or from an equivalent introductory course of study devised by the centre. AQA's range of exemplars will be supported by a guide to the resources available, and will place a key theme in its historical context of 100 years. This overview of issues and debates will be supported by case studies providing opportunities for an appropriate introductory course of study and enabling the selection of topics for candidates' individual work. The exemplar group topics are suggestive and not prescriptive; centres are not expected, nor is it desirable, to cover all areas within each exemplar. It is intended that exemplars will provide the opportunity for an introductory course of study to enable candidates to investigate specific issues in depth within a clear historical context of 100 years. Through an introductory course of study, teachers will be able to foster awareness of important issues, themes and debates as outlined in each exemplar. Teachers can then select specific aspects to be studied from which candidates will choose specific questions for their individual enquiries. The AQA exemplars can be downloaded from AQA's website <http://www.aqa.org.uk>.

The length of the Historical Enquiry should be approximately 3500 words. In addition, candidates should provide a critical evaluation of the sources used in the light of the completed study, including a brief bibliography; this evaluation should be approximately 500 words and will assess AO2 (a). No credit will be given for additional material in excess of 4000 words.

The weighting of this unit indicates that around 40% of A2 course hours should be devoted to its completion.

Guidance on setting the Historical Enquiry

The guidelines which follow apply whichever route is taken by centres: either allowing candidates a purely individual choice of enquiry or, if the enquiries derive from an introductory taught course on a topic chosen by the centre, using either one of AQA's exemplar topics or a centre-devised topic.

The issue investigated may be concerned with international, national, regional or local, political, social or economic issues over 100 years. Issues could focus on the role and significance of key personalities (assessing their influence in the context of 100 years); candidates could investigate the causes, consequences and significance of important events; issues could be thematic, dealing with change over time; or they could be historiographical, evaluating the conflicting interpretations of a controversial issue (in the context of 100 years). The selection of an issue, either by the candidate or by the teacher, should be related to the amount of material available, the scope for personal and individual investigation in the issue chosen, and the amount of time to be allocated to the study, which must be appropriate to its weighting of 20% of the total marks for A2.

Candidates must consider a range of sources which may include some of the following: textbooks, biographies, diaries, TV programmes, films, paintings, newspapers, museums and the internet. While it is not essential that primary/archival sources are used, where available and relevant to the issue, they should be considered for use. A Historical Enquiry based on a range of appropriate secondary sources will be equally acceptable.

It is a requirement of the Specification that the topic chosen must be set on either a country or period different to that studied in Unit 3. If the enquiry chosen covers part of the chronological period studied in either Unit 1 or Unit 2 then the focus of the Enquiry must be on significantly different material. For example, it would be acceptable for candidates to combine Britain 1483–1529 (HIS1B) with an Enquiry covering 100 years on the problem of poverty in Tudor England, as there is no overlap with material covered in the Unit 1 content. It would **not**, however, be permissible for a candidate to study HS1B and then focus their Historical Enquiry on Tudor foreign policy, owing to overlap of content.

The following examples illustrate how to avoid duplication and overlap:

1. A chronological approach could be taken. The Reformation in Europe (HIS1C) could be combined with The Church in England (HIS2B) at AS, followed at A2 by The Triumph of Elizabeth: Britain, 1547–1603 (HIS3B) and a Historical Enquiry on the European Renaissance.
2. A thematic approach could also be taken, such as Conflict and War. Russia and Germany (HIS1K) could be combined with Britain and Appeasement (HIS2J) at AS, followed at A2 by Aspects of International Relations (HIS3N) and an Historical Enquiry covering 100 years of British Imperialism in the nineteenth and early twentieth centuries.

When selecting an Enquiry careful consideration of four vital questions is necessary:

- Is the issue specific enough to ensure sufficient depth and detail whilst covering 100 years?
- Does the issue allow a focus on a significant issue or debate?
- Are appropriate and accessible sources available?
- Is the issue in the form of a question?

Considerable thought should be given to the wording of the Historical Enquiry which should be worded such as to allow the candidates the opportunity to demonstrate high level conceptual, analytical and evaluative skills. The use of 'To what extent...' or 'How far...' should be encouraged. 'What...' or 'How...' questions should be avoided because they foster a descriptive or narrative approach. Care should be taken with simple 'Why...' questions which encourage a list approach rather than analysis and evaluation.

Particular care should be exercised should a candidate wish to embark on an Enquiry with a military focus or context, as that can lead to studies which are predominantly descriptive of campaigns, battles and generals. Enquiries based on military issues should have an analytical framework and be placed within a political, economic or social context.

Similar care should be taken with biographical Enquiries which can also lead to over-emphasis on description or narrative. Such studies must always place the role of an individual in his or her historical context and assess his or her role in historical developments. Any such Enquiry must be placed in the context of 100 years.

Candidates must be realistic in terms of the range and number of different sources to be consulted. A long and impressive bibliography, for which there is little evidence of use in the study itself, does not advantage candidates in any way.

Assessment Criteria

The purpose of the Historical Enquiry is to test candidates' ability to undertake the investigation of a specific historical question, problem or issue by drawing on knowledge, understanding and skills acquired during the course. The assessment criteria for the Historical Enquiry therefore reflect the assessment objectives for the specification as a whole: candidates will acquire, select, organise and deploy and analyse this information in reaching appropriate judgements and conclusions.

Within the Historical Enquiry, approximately 60% of the available marks will be allocated to assessment objectives 1(a) and 1(b), approximately 15% allocated to assessment objective 2(a) and approximately 25% to assessment objective 2(b).

In order to assist teachers in marking the assessments and to ensure that all the assessments are being carried out according to the same criteria, the following headings have been specified under which assessment is to be made. The total marks allocated to each heading are as follows:

AOs 1(a) and 1(b): 35 marks

- AO 1(a) recall, select and deploy historical knowledge appropriately, communicate knowledge and understanding of history (Quality of Written Communication) in a clear and effective manner by
- selecting and using a form and style of writing appropriate to the purpose and to complex subject matter
 - organising relevant information clearly and coherently using specialist vocabulary as appropriate
 - ensuring that the text is legible and spelling, grammar and punctuation are accurate so that meaning is clear

15 marks

- AO 1(b) demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of
- key concepts such as causation, consequence, continuity, change and significance within a historical context
 - the relationships between key features and characteristics of the periods studied

20 marks

AOs 2(a) and 2(b): 25 marks

- AO 2(a) analyse and evaluate a range of appropriate source material with discrimination

10 marks

- AO 2(b) analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways

15 marks

Total 60 marks

The mark scheme on which teachers must base their assessment is shown on the following pages. The mark scheme is intended to provide guidance to teachers when they assess their candidates. Candidates will produce a wide variety of Historical Enquiries and no mark scheme can provide in detail for all cases. Ultimately, therefore, teachers are required to make a judgement based on the guidance given in the mark scheme and on their unique knowledge of individual candidates.

The mark scheme requires teachers to assess the extent to which the assessment objectives have been met under levels of performance. For each level of performance for each of assessment objectives 1(a), 1(b), 2(a) and 2(b) a detailed description has been provided to illustrate the levels of performance in more detail.

Centres are required to standardise internal assessments made by different teachers and for different teaching groups to produce an order of merit for the centre as a whole, prior to submission of marks to AQA.

Teachers should keep records of their assessments during the course, in a format which facilitates the complete and accurate submission of the final assessments at the end of the course. Moderators are able to judge more effectively the reliability and consistency of the internal assessment if comments are as detailed and instructive as possible.

The final marks awarded under each of the assessment criteria must be entered on the Candidate Record Form. The Candidate Record Form can be downloaded from the AQA Website at

http://www.aqa.org.uk/admin/p_course.php

Submission of Historical Enquiry Outline Forms

Centres are advised to submit candidates' Historical Enquiry titles for consideration and approval by an AQA Coursework Adviser before candidates embark on their enquiries for two reasons:

1. To ensure there is no contravention of the GCE History Subject Criteria requirement that all candidates at A2 History must study the history of more than one country or state, or the history of more than one period. Additionally, that there is no significant repetition of material studied in their Units 1, 2 and 3 options and their Historical Enquiries.
2. To avoid candidates undertaking enquiries which a coursework moderator would regard as unsuitable.

In the first instance, centres should contact the AQA History Team to obtain the name of a Coursework Adviser.

Centres are advised to submit Outline Forms to the Coursework Adviser for approval as early in the course as possible, and no later than **15 February** in the year of examination.

Copies of the Historical Enquiry Outline Form can be downloaded from the AQA website **www.aqa.org.uk**.

Irrespective of whether or not centres request approval of Historical Enquiry titles, each candidate must complete a Historical Enquiry Outline Form for the supervising teacher and include it as the frontispiece for the completed Enquiry.

Details of a centre's Coursework Adviser are available from the History Subject Team at AQA.

Further information on Historical Enquiry administration and moderation is given in Sections 6 and 7 of this Specification.

Marking Criteria for HIS4X Historical Enquiry

The Historical Enquiry will be marked out of 60. Assessment objectives 1(a), 1(b), 2(a) and 2(b) are allocated 15, 20, 10 and 15 marks respectively. Marks must be recorded on the Candidate Record Form (CRF), which may be downloaded from AQA's website [**http://www.aqa.org.uk/admin/p_course.php**].

The completed CRFs are to be despatched to the Board's moderator, together with the pre-printed Coursework Mark List and the sample of Historical Enquiries (with Outline Forms attached) no later than **15 May** in the year of examination.

A01(a): Candidates recall, select and deploy historical knowledge appropriately and communicate knowledge and understanding of History in a clear and effective manner. **15 marks**

L1: A valid historical investigation has been undertaken and one or two suitable sources/reference materials used. The candidate has shown some ability to work independently but has needed considerable teacher direction. The study is structurally weak and limited in development. There are major weaknesses in the spelling, grammar, punctuation and style of writing. **1-3**

- L2:** A valid historical investigation has been undertaken and a limited range of relevant sources/reference materials found. The candidate has been able to work independently for the most part, although some teacher direction has been necessary. The candidate has shown some initiative in making limited refinements to the topic as appropriate. The study is coherent but structurally weak and fairly limited in development. There are some weaknesses in the spelling, grammar, punctuation and style of writing. **4–6**
- L3:** A valid and well defined historical investigation has been undertaken and a good range of relevant sources and reference materials found. The candidate has been able to work independently and limited teacher direction has been necessary. The candidate has understood the scope of the investigation and has shown initiative in making refinements to the topic as appropriate. The study is reasonably well organised and the material is presented in a clear and effective manner. The spelling, grammar, punctuation and style of writing are reasonably accurate, although there may be some errors. **7–9**
- L4:** A valid and well-defined historical investigation has been undertaken and a good range of relevant general and more specialised sources and reference materials found. The candidate has been able to work independently, with only minimal teacher direction. The candidate has understood the scope of the investigation and has shown initiative in refining the topic and exploring new areas or issues in the light of the evidence of the sources. The study is well organised, with an appropriate form and style of writing and complex subject matter is presented in a clear and effective way. The spelling, punctuation and grammar is largely accurate and there is some use of specialised vocabulary. **10–12**
- L5:** A valid and well-defined historical investigation has been undertaken and a very good range of relevant, specialised and suitably challenging sources and reference materials found. The candidate has been able to work independently and has not needed any specific teacher direction. The candidate has shown considerable initiative in refining the topic, exploring new areas or issues in the light of the evidence of the sources and taking appropriate decisions. The study is very well structured, with an appropriate form and style of writing. Complex subject matter is clearly and effectively addressed and specialised vocabulary is employed. The study is written in a fluent and sophisticated style with minimal, if any, mistakes in spelling, grammar and punctuation. **13–15**

A01(b): Candidates demonstrate their understanding of the past through explanation, analysis and arriving at a substantiated judgement of:

- key concepts such as causation, consequence, continuity, change and significance within an historical context
- the relationships between key features and characteristics of the period studied **20 marks**

L1: The candidate is able to demonstrate, by relevant selection of material, implicit understanding of the question. The study will be predominantly, or wholly, narrative. The study makes few, if any, references to a period of 100 years or more. There will be few, if any, synoptic links. **1–4**

L2: Either: The candidate demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such studies will show understanding of the analytical demands, but will lack weight and balance.

Or: The candidate demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. The study, while relevant, will lack both range and depth and will contain some assertion.

The study makes some, although not developed, references to a period of 100 years or more. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. **5–8**

L3: The candidate is able to demonstrate, by relevant selection of material, explicit understanding of the issues relevant to the study. Judgement, as demanded by the question posed, may be implicit or partial. The study shows an appropriate direct or contextual understanding of change and continuity with reference to a period of 100 years or more. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. **9–12**

L4: The candidate demonstrates, by a selection of a wide range of precisely selected material, explicit understanding of the demands of the question posed and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. There is a good understanding of concepts such as causation, consequence, continuity and change with reference to a period of 100 years or more. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. **13–16**

L5: Building on Level 4, but also the candidate demonstrates appropriate conceptual awareness, which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question posed. There is a very good understanding of concepts such as causation, consequence, continuity and change with reference to a period of 100 years or more. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. **17–20**

A02(a): Candidates analyse and evaluate a range of appropriate source material with discrimination.

10 marks

L1: The candidate has provided some comment on one or two relevant sources. **1–2**

L2: The candidate has provided some comment on a limited range of relevant sources, with reference to their utility and reliability. **3–4**

L3: The candidate has provided some evaluation of a good range of relevant sources demonstrating an appreciation of their utility and reliability. There is some analysis of and discrimination between sources, although comments on their relative merits may not be highly developed or entirely convincing. **5–6**

L4: The candidate has provided a strong evaluation of a good range of relevant general and more specialised sources. The candidate has analysed the sources used and has discriminated effectively between them to provide a supported judgement on their relative merits. **7–8**

L5: The candidate has analysed a very good range of relevant, specialised and suitably challenging sources and has provided a strong and effective evaluation of their relative worth. The candidate displays an impressive understanding of source material and discriminates very effectively in order to provide some well-supported judgements. **9–10**

A02(b): Candidates analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

15 marks

L1: The candidate shows very little, if any, understanding of historical debate or interpretation with relation to the context of the topic. **1–3**

L2: The candidate shows some understanding of a limited range of historical debate or interpretation, with relation to the context of the topic. **4–6**

L3: The candidate demonstrates an understanding of the nature of historical debate and/or interpretation within the context of the topic and provides some evaluation of this. **7–9**

L4: The candidate demonstrates good understanding of the nature of historical debate and is able to appraise the relative value of interpretations within the context of the topic. **10–12**

L5: The candidate shows clear and consistent understanding of the nature of historical debate and displays a very good appreciation of how others have interpreted the past, within the context of the topic. The relative merits of differing interpretations are assessed and convincing and supported judgement is advanced. **13–15**

4 Scheme of Assessment

4.1 Aims

AS and A Level courses based on this specification should encourage students to:

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

4.2 Assessment Objectives (AOs)

The Assessment Objectives are common to AS and A Level. The assessment units will assess the following Assessment Objectives in the context of the content and skills set out in Section 3 (Subject Content) and the skills set out in this Section.

AO1a Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

AO1b Demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgements of:

- key concepts such as causation, consequence, continuity, change and significance within a historical context
- the relationships between key features and characteristics of the periods studied.

AO2a As part of a historical enquiry, analyse and evaluate a range of appropriate source material with discrimination

AO2b Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

The Assessment Objectives apply to the whole Specification.

Knowledge, Skills and Understanding AO1(a)

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

Knowledge and understanding of the past AO1(b)

A Level specifications should require students to:

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

Historical enquiry (AO2a)

A Level specifications should require students to:

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

Historical interpretation (AO2b)

A Level specifications should require students to:

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

Quality of Written Communication (QWC)

In GCE specifications which require candidates to produce written material in English, candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;

- select and use a form and style of writing appropriate to purpose and to complex subject matter;
- organise information clearly and coherently, using specialist vocabulary when appropriate.

The GCE History Subject Criteria require candidates to:

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

In this Specification QWC will be assessed in Units 1, 2, 3 and 4 through Assessment Objective 1(a).

The weightings of the two Assessment Objectives are such as to recognise that Assessment Objective 2 is more appropriately focused on A2. Thus, at AS, 30% of the assessment will test AO2, whilst at A2 40% of the assessment will test AO2.

Whilst mark schemes and levels of response will reflect both the weightings and the individual focus of Assessment Objectives, it should be recognised that there is a strong interrelationship between Assessment Objectives 1(a), 1(b) and 2(b) in particular.

Weighting of Assessment Objectives for AS

The table below shows the approximate weighting of each of the Assessment Objectives in the AS units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1	Unit 2	
AO1(a)	25	8	70
AO1(b)	17	20	
AO2(a)	–	13	30
AO2(b)	8	9	
Overall weighting of units (%)	50	50	100

Weighting of Assessment Objectives for A Level

The table below shows the approximate weighting of each of the Assessment Objectives in the AS and A2 units.

Assessment Objectives	Unit Weightings (%)				Overall Weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1(a)	12.5	4	9	5	65
AO1(b)	8.5	10	9	7	
AO2(a)	–	6.5	–	3	35
AO2(b)	4	4.5	12	5	
Overall weighting of units (%)	25	25	30	20	100

4.3 National Criteria

This specification complies with the following.

- The Subject Criteria for History
- The Code of Practice for GCE
- The GCE AS and A Level Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria

4.4 Prior Learning

There are no prior learning requirements. We recommend that candidates should have acquired

the skills and knowledge associated with a GCSE History course or equivalent.

4.5 Synoptic Assessment and Stretch and Challenge

The GCE History Subject Criteria state that all the Specifications must include synoptic assessment at A2. The synoptic element will be assessed through all Assessment Objectives and is defined in the context of History as follows: the drawing together of knowledge and skills in order to demonstrate overall historical understanding. It involves the explicit assessment of understanding of the connections between the essential characteristics of historical study including at least two of the following perspectives and/or concepts.

- a minimum of 25%, and coherent element of, British History and/or the history of England, Scotland, Ireland or Wales;
- change and/or development over a period of time sufficient to demonstrate understanding of the process of change, both long term (at least 100 years) and short term;
- comprehend, analyse and evaluate how the past has been interpreted and represented in different ways.

The requirement that Synoptic Assessment is included at A2 is met in Unit 3 by means of the 45 mark essays, which require candidates to draw upon the knowledge and skills obtained at AS and draw links across a range of historical perspectives. The requirement is also met by the Unit 4 Historical Enquiry, which requires candidates to investigate/evaluate a valid historical issue (over 100 years).

The requirement that Stretch and Challenge is included at A2 is met in Unit 3 by means of the 45 mark essays which test candidates' understanding in both breadth and depth. The questions will enable candidates of differing abilities to be challenged at their own level and allow the most able to show the breadth and depth of their knowledge and understanding. The requirement is also met by requiring candidates to complete a Historical Enquiry in Unit 4 which tests historical understanding over a 100 year period and develops skills which will facilitate progression to Higher Education. The descriptor for the highest Levels of Response in the mark scheme will ensure that the most able are stretched in a sustained application of their knowledge and skills.

4.6 Access to Assessment for Disabled Students

AS/A Levels often require assessment of a broader range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all the competences had been addressed. This will be kept under review and may be amended in the future.

5 Administration

5.1 Availability of Assessment Units and Certification

After June 2013, examinations and certification for this specification are available in June only.

5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 - HIS1A–HIS1N	} See Section 2 for individual option codes
Unit 2 - HIS2A–HIS2S	
Unit 3 - HIS3A–HIS3N	
Unit 4 - HIS4X	

AS certification - 1041

A Level certification - 2041

5.3 Private Candidates

This specification is available to private candidates. As we are no longer providing supplementary guidance in hard copy, see our website for guidance and information on taking exams and assessments as a private candidate:

www.aqa.org.uk/exams-administration/entries/private-candidates

5.4 Access Arrangements and Special Consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

Access Arrangements and Reasonable Adjustments

We can make arrangements so that candidates with disabilities can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

Special Consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

5.5 Language of Examinations

We will provide units in English only.

5.6 Qualification Titles

Qualifications based on this specification are:

- AQA Advanced Subsidiary GCE in History, and
- AQA Advanced Level GCE in History

5.7 Awarding Grades and Reporting Results

The AS qualification will be graded on a five-point scale: A, B, C, D and E. The full A Level qualification will be graded on a six-point scale: A*, A, B, C, D and E. To be awarded an A*, candidates will need to achieve a grade A on the full A Level qualification and an A* on the aggregate of the A2 units.

For AS and A Level, candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate. Individual assessment unit results will be certificated.

5.8 Re-sits and Shelf-life of Unit Results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Each unit is available in June only. Candidates may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification. Candidates

who wish to repeat a qualification may do so by re-taking one or more units. The appropriate subject award entry, as well as the unit entry/entries, must be submitted in order to be awarded a new subject grade.

Candidates will be graded on the basis of the work submitted for assessment.

6 Coursework Administration

The Head of Centre is responsible to AQA for ensuring that coursework/portfolio work is conducted in accordance with AQA's instructions and JCQ instructions.

6.1 Supervision and Authentication of Coursework

In order to meet the regulators' Code of Practice for GCE, AQA requires:

- **candidates** to sign the Candidate Record Form (CRF) to confirm that the work submitted is their own, and
- **teachers/assessors** to confirm on the CRF that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification.

The completed CRF for each candidate must be attached to his/her work. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication. Failure to sign the authentication statement may delay the processing of the candidates' results.

The teacher should be sufficiently aware of the candidate's standard and level of work to appreciate if the coursework submitted is beyond the talents of the candidate.

In most centres teachers are familiar with candidates' work through class and homework assignments. Where this is not the case, teachers should make sure that **all** coursework is completed under direct supervision.

In all cases, some direct supervision is necessary to ensure that the coursework submitted can be confidently authenticated as the candidate's own.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form.
- If the teacher/assessor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

6.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own;
- lend work to other candidates;
- allow other candidates access to, or the use of, their own independently-sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research);
- include work copied directly from books, the internet or other sources without acknowledgement or an attribution;
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (eg disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in coursework/portfolio is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in coursework/portfolios discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the coursework/portfolio cover sheet or other appropriate place.

6.3 Teacher Standardisation

We will hold annual standardising meetings for teachers, usually in the autumn term, for the coursework units. At these meetings we will provide support in developing appropriate coursework tasks and using the marking criteria.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an estimate of entry or by contacting the subject team, we will contact you to invite you to a meeting.

We will also contact centres if

- the moderation of coursework from the previous year has identified a serious misinterpretation of the coursework requirements
- inappropriate tasks have been set, or
- a significant adjustment has been made to a centre's marks.

In these cases, centres will be expected to send a representative to one of the meetings. For all other centres, attendance is optional. If you are unable to attend and would like a copy of the materials used at the meeting, please contact the subject team at **history@aqa.org.uk**.

6.4 Internal Standardisation of Marking

Centres must standardise marking within the centre to make sure that all candidates at the centre have been marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some trial pieces of work and identifying differences in marking standards;

- discussing any differences in marking at a training meeting for all teachers involved in the assessment;
- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings;

but other valid approaches are permissible.

6.5 Annotation of Coursework

The Code of Practice for GCE states that the awarding body must require internal assessors to show clearly how the marks have been awarded in relation to the marking criteria defined in the specification and that the awarding body must provide guidance on how this is to be done.

The annotation will help the moderator to see as precisely as possible where the teacher considers that the candidates have met the criteria in the specification.

Work could be annotated by either of the following methods:

- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text;
- summative comments on the work, referencing precise sections in the work.

6.6 Submitting Marks and Sample Work for Moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided or by Electronic Data Interchange (EDI) by

the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.

6.7 Factors Affecting Individual Candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Candidate Services of the circumstances. Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the CRF so that such help can be taken into account when moderation takes place (see Section 6.1).

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

6.8 Retaining Evidence and Re-using Marks

The centre must retain the work of all candidates, with CRFs attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned

to candidates after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

7 Moderation

7.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and to the moderator by the specified deadline (see <http://www.aqa.org.uk/deadlines.php>). We will let centres know which candidates' work will be required in the sample to be submitted for moderation.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is

needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates in the centre. In order to meet this possible request, centres must retain under secure conditions and have available the coursework and the CRF of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, we reserve the right to alter the order of merit.

7.2 Post-moderation Procedures

On publication of the AS/A level results, we will provide centres with details of the final marks for the coursework unit.

The candidates' work will be returned to the centre after moderation has taken place. The centre will receive a report with, or soon after, the despatch of published results giving feedback on

the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

We reserve the right to retain some candidates' work for archive or standardising purposes.

Appendices

A Performance Descriptions

These performance descriptions show the level of attainment characteristic of the grade boundaries at A Level. They give a general indication of the required learning outcomes at the A/B and E/U boundaries at AS and A2. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives (see Section 4) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

AS Performance Descriptions – History

	Assessment Objective 1	Assessment Objective 2
A/B boundary performance descriptions	Candidates characteristically: <ol style="list-style-type: none"> recall, select and deploy accurate, relevant and detailed historical knowledge appropriately show evidence of understanding through analysis and explanation, and reach appropriate judgements about key concepts show evidence of understanding through analysis and explanation. and reach appropriate judgements about the relationships between key features / characteristics of the historical period communicate clearly and fluently, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar. 	Candidates characteristically: <ol style="list-style-type: none"> analyse and evaluate source material in its historical context with a degree of discrimination use the sources appropriately to support arguments show an understanding of, and comment on, how in relation to the historical context aspects of the past have been interpreted and represented in different ways.
E/U boundary performance descriptions	Candidates characteristically: <ol style="list-style-type: none"> recall and select some relevant historical knowledge appropriately show some evidence of understanding through analysis and/or explanation and attempt some judgements about key concepts show evidence of some understanding through analysis and/or explanation and attempt limited judgements about the relationships between key features / characteristics of the historical period convey meaning clearly, although powers of expression may be limited and there will be errors in spelling, punctuation and grammar. 	Candidates characteristically: <ol style="list-style-type: none"> comprehend, identify and extract some information from a range of sources. Offer limited analysis and evaluation of source material use some sources as evidence to support limited arguments show some awareness of different interpretations and representations of historical issues, events and/or individuals.

A2 Performance Descriptions – History

	Assessment Objective 1	Assessment Objective 2
A/B boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) recall, select and deploy accurate, relevant and precise historical knowledge appropriately b) show understanding through analysis and explanation, and reach substantiated and mostly sustained judgements about key concepts c) show understanding through analysis and explanation, and reach substantiated and mostly sustained judgements about the relationships between key features / characteristics of the historical period d) communicate accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) analyse and evaluate source material in its historical context with insight and discrimination b) use the sources appropriately to substantiate arguments c) analyse and evaluate how, in relation to the historical context, aspects of the past have been interpreted and represented in different ways.
E/U boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) recall, select and deploy some relevant historical knowledge appropriately b) show evidence of understanding through limited analysis and explanation and reach some judgements about key concepts c) show evidence of understanding through explanation and analysis and offer some judgements about the relationships between key features / characteristics of the historical period d) convey meaning clearly and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) comprehend, identify and select information from a range of sources. Offer limited analysis and evaluation of the source material making tentative links to the historical context b) use a range of sources as evidence to support arguments, although these may be limited in places c) show awareness that aspects of the past have been interpreted and represented in different ways and offer limited analyses and evaluation of these.

B Spiritual, Moral, Ethical, Social and other Issues

European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report "Environmental Responsibility: An Agenda for

Further and Higher Education" 1993 in preparing this specification and associated specimen units.

Avoidance of Bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

C Overlaps with other Qualifications

Candidates entering for AQA GCE History are prohibited from entering any other GCE History Specification in the same examination series.

D Key Skills

Key Skills qualifications have been phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010.



GCE History (2040) For exams from June 2014 onwards

Qualification Accreditation Number: AS 500/2539/9 - A Level 500/2538/7

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<http://www.aqa.org.uk/help-and-contacts/ask-aqa>

For information on courses and events please visit:

<http://www.aqa.org.uk/professional-development>

Every specification is assigned a discounting code indicating the subject area to which it belongs for performance measure purposes.

The discount codes for this specification are:

AS DB

A Level 4010

The definitive version of our specification will always be the one on our website, this may differ from printed versions.

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