

INTERNATIONAL ADVANCED LEVEL

History

SPECIFICATION

Pearson Edexcel International Advanced Subsidiary in History (XHI01)

Pearson Edexcel International Advanced Level in History (YHI01)

For first teaching in September 2015

First examination June 2016

Issue 3

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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About this specification

This Pearson Edexcel International Advanced Level in History is designed for use in schools and colleges outside the United Kingdom. It is part of a suite of International Advanced Level qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

This specification includes the following key features.

Structure: modular, consisting of four equally-weighted units.

Content: designed to be up to date, relevant and engaging for international centres and students.

Assessment: essay-based examination.

Approach: independent learning, critical thinking skills, application to historical contexts, themes and approaches to historical enquiry.

Specification updates

This specification is Issue 3 and is valid for the Pearson Edexcel International Advanced Subsidiary and International Advanced Level examination from 2015. If there are any significant changes to the specification, we will write to centres to let them know. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels.html

Using this specification

This specification has been designed to give guidance to teachers and encourage effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

Compulsory content: as a minimum, all the bullet points in the content must be taught. The word 'including' in unit content specifies the detail of what must be covered.

Examples: throughout the unit content, we have included examples of what could be covered or what might support teaching and learning. It is important to note that examples are for illustrative purposes only and that centres can use other examples. We have included examples that are easily understood and recognised by international centres.

Unit assessments use a range of material and are not limited to the examples given. Teachers should deliver the qualification using a good range of examples to support the assessment of the unit content.

Depth and breadth of content: teachers should use the full range of content and all the Assessment Objectives.

Abbreviations used in this specification

International Advanced Level – IAL

International Advanced Subsidiary – IAS

International A2 (the additional content required for an IAL) – IA2

Introduction

The Pearson Edexcel International Advanced Subsidiary in History and International Advanced Level in History meet the following purposes:

- to define and assess achievement of the knowledge, skills and understanding that will be needed by students planning to progress to undergraduate study at an international higher education establishment, particularly (although not only) in the same subject area
- to set out a robust and internationally comparable post-16 academic course of study to develop that knowledge, skills and understanding
- to enable international higher education institutes to accurately identify the level of attainment of students
- to provide a basis for school and college accountability measures at age 18
- to provide a benchmark of academic ability for employers.

Qualification aims and objectives

The aims and objectives of the Pearson Edexcel International Advanced Subsidiary in History and International Advanced Level in History are to enable 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 aspects such as social, cultural, religious and ethnic diversity, as appropriate
- 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 are 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.

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Qualification at a glance

The Pearson Edexcel International Advanced Subsidiary in History and International Advanced Level in History consist of four externally-examined units.

Unit overview

IAS Unit 1: Depth Study with Interpretations	Unit code WHI01*
<ul style="list-style-type: none">Externally assessedAvailability: January and JuneFirst assessment: June 2016	50% of total IAS 25% of total IAL
<p>Content summary</p> <p>Students may choose one of the following options:</p> <ul style="list-style-type: none">1A: France in Revolution, 1774–991B: Russia in Revolution, 1881–1917**1C: Germany, 1918–45***1D: Britain, 1964–90	
<p>Assessment</p> <ul style="list-style-type: none">Written examination, lasting 2 hours.Marks available: 50Students answer two questions from a choice of four.Essay questions assess understanding of the period in depth (AO1) and the ability to analyse and evaluate historical interpretations (AO3).	

* See *Appendix 4* for a description of this code and other codes relevant to this qualification

**Forbidden in combination with *Unit 2 paper 1C: Russia, 1917–91: From Lenin to Yeltsin*

***Forbidden in combination with *Unit 3 paper 1C: Germany, 1870–1990: United, Divided and Reunited*

IAS Unit 2: Breadth Study with Source Evaluation	Unit code WHI02*
<ul style="list-style-type: none"> • Externally assessed • Availability: January and June • First assessment: June 2016 	50% of total IAS 25% of total IAL
<p>Content summary</p> <p>Students may choose one of the following options:</p> <ul style="list-style-type: none"> • 1A: India, 1857–1948: The Raj to Partition • 1B: China, 1900–76 • 1C: Russia, 1917–91: From Lenin to Yeltsin** • 1D: South Africa, 1948–2014 	
<p>Assessment</p> <ul style="list-style-type: none"> • Written examination, lasting 2 hours. • Marks available: 50 • Students answer two questions: one from Section A and one from Section B. • Section A comprises one compulsory question in two parts, which assesses the ability to analyse and evaluate two sources (AO2). • Section B comprises a choice of three essays, which assess understanding of the period in depth (AO1). 	

*See *Appendix 4* for a description of this code and other codes relevant to this qualification

**Forbidden in combination with *Unit 1 paper 1A: Russia in revolution 1881–1917*

IAL Unit 3: Thematic Study with Source Evaluation	Unit code WHI03*
<ul style="list-style-type: none"> • Externally assessed • Availability: January and June • First assessment: January 2017 	25% of total IAL
<p>Content summary</p> <p>Students may choose one of the following options:</p> <ul style="list-style-type: none"> • 1A: The USA, Independence to Civil War, 1763–1865 • 1B: The British Experience of Warfare, 1803–1945** • 1C: Germany, 1870–1990: United, Divided and Reunited*** • 1D: Civil Rights and Race Relations in the USA, 1865–2009 	
<p>Assessment</p> <ul style="list-style-type: none"> • Written examination, lasting 2 hours. • Marks available: 50 • Students answer two questions: one from Section A and one from Section B. • Section A comprises one compulsory essay, which assesses source analysis and evaluation skills (AO2). • Section B comprises a choice of two essays, which assess the ability to evaluate the significance of historical explanations of the period in breadth (AO1). 	

*See *Appendix 4* for a description of this code and other codes relevant to this qualification

**Forbidden in combination with *Unit 4 paper 1A: The Making of Modern Europe 1805–71*

***Forbidden in combination with *Unit 1 paper 1C: Germany, 1918–45*

IAL Unit 4: International Study with Historical Interpretations	Unit code WHI04*
<ul style="list-style-type: none"> • Externally assessed • Availability: January and June • First assessment: June 2017 	25% of total IAL
<p>Content summary</p> <p>Students may choose one of the following options:</p> <ul style="list-style-type: none"> • 1A: The Making of Modern Europe 1805–71** • 1B: The World in Crisis 1879–1945 • 1C: The World Divided: Superpower Relations 1943–90 • 1D: The Cold War and Hot War in Asia, 1945–90 	
<p>Assessment</p> <ul style="list-style-type: none"> • Written examination, lasting 2 hours. • Marks available: 50 • Students answer two questions: one from Section A and one from Section B. • Section A comprises one compulsory question, which assesses the ability to evaluate contrasting interpretations of the period studied (AO1) and (AO3). • Section B comprises a choice of two essays, which assess understanding of the period in depth (AO1). 	

*See *Appendix 4* for a description of this code and other codes relevant to this qualification

**Forbidden in combination with *Unit 3 paper 1B: The British Experience of Warfare, 1803–1945*

History unit content

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Course structure

- The Pearson Edexcel International Advanced Level in History comprises four units and contains an International Advanced Subsidiary subset of two IAS units.
- The International Advanced Subsidiary is the first half of the International Advanced Level course and consists of Units 1 and 2. It may be awarded as a discrete qualification or can contribute 50 per cent of the total International Advanced Level marks.
- The full International Advanced Level award consists of the two IAS units (Units 1 and 2), plus two IA2 units (Units 3 and 4) which make up the other 50 per cent of the International Advanced Level. Students wishing to take the full International Advanced Level must, therefore, complete all four units.
- The structure of this qualification allows teachers to construct a course of study that can be taught and assessed either as:
 - distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
 - a linear course that is assessed in its entirety at the end.

Unit 1: Depth Study with Interpretations

IAL compulsory unit

Externally assessed

Unit introduction

The options in Unit 1 are focused on depth. They require detailed knowledge and understanding over a relatively short time period.

The content for each option is organised into four key topic areas, they focus on the progress of events during the period.

In addition to understanding the content, students will need to develop skills necessary to answer questions that target knowledge and understanding of the period (AO1) and questions that target the ability to analyse and evaluate different interpretations of the period (AO3).

Option 1A: France in Revolution, 1774–99

IAL compulsory unit

Externally assessed

Overview

This option comprises a study in depth of the causes and course of the French Revolution, 1774–99, a tumultuous period of change for the French people who became citizens instead of subjects in a maelstrom of revolutionary activity, war and constitutional experiment that would inspire revolutionary movements around the world.

Students will gain an in-depth understanding of the causes and onset of revolutionary activity in France, and the subsequent political, social and economic changes.

What students need to learn

- 1 The origins and onset of revolution, 1774–89**
- The ancien régime and its challenges in 1774: absolutism and court faction; the parlements; the three estates; rights of nobles and church privilege; the impact of the Enlightenment and the spread of new ideas.
 - Problems facing France in the 1780s: rural poverty and urban food prices; taxation and crown debt; corruption at court; impact of the American Revolution.
 - The failings of Louis XVI and his ministers: Louis' character; financial reforms of Turgot, Necker and Calonne; attitudes to Marie Antoinette; opposition in the Paris Parlement; the Assembly of Notables and the revolt of the aristocracy.
 - The onset of revolution 1789: summoning and breakdown of the Estates-General; declaration of the National Assembly; significance of the Tennis Court Oath; revolt in Paris and the significance of the storming of the Bastille.

2 Revolution and the failure of constitutional monarchy, 1789–93

- Attempts to create a constitution, 1789–91: the Great Fear and the abolition of feudalism; the Declaration of the Rights of Man; the October Days and the impact of the march on Versailles; the reforms of the National Assembly.
- The political environment, 1789–93: key political groups; the role of individuals, including Mirabeau, Brissot, Robespierre and Danton; popular protest and the sans-culottes; royalist support; revolutionary culture.
- Breakdown of relations with the king, 1791–92: flight to Varennes and counter-revolutionary activity; divisions in the Legislative Assembly; the emergence of Republicanism; the impact of war with Austria and Prussia.
- The revolution radicalised, 1792–93: the invasion of the Tuileries; the impact of the state of national emergency; the journée of 10 August; revolutionary government and the September massacres; the creation of the National Convention; the trial and execution of the king.

3 The National Convention, the Jacobins and The Terror, 1793–94

- Preconditions for 'terror': the significance of external threat; the impact of the Vendée revolt; economic pressures; political pressures, including the Girondin purge, Federalist revolt and Marat's death; the power of the sans-culottes and the Paris Commune.
- Organising The Terror: the Committee of General Security; the Revolutionary Tribunal; the Committee of Public Safety; representatives on mission; Watch Committees; the Laws of 19 March, Suspects and Frimaire.
- The Great Terror 1794: the purge of the Hébertists and Indulgents; religious radicalism; the legislation of terror and centralisation; the extent and nature of the Terror in Paris and the regions; the role of Robespierre and St-Just.
- The coup of Thermidor: growing economic and political fear; Robespierre under pressure; the arrest and execution of Robespierre and his supporters; Thermidorean government.

4 From the Directory to Brumaire, 1795–99

- Problems facing the Directory: political violence, including the White Terror; political divisions; economic and financial pressures; popular protest.
- The work of the Directory: the 1795 constitution; economic and financial reforms; martial law; attempts to control factionalism; Directorial terror; the extent of popularity and success.
- Dealing with internal and external threats: the Verona Declaration and the *émigrés*; Parisian unrest; revolt in the provinces and reaction to conscription; the significance of war for the domestic situation, 1795–99.
- The coup de Brumaire 1799: the Directory under threat; the role of Sieyès; the significance of the return of Bonaparte; the coup of November and establishment of the Consulship.

Option 1B: Russia in Revolution, 1881–1917

IAL compulsory unit

Externally assessed

Overview

This option comprises a study in depth of the causes and course of Revolution in Russia in 1905 and 1917, which had a momentous effect on 20th-century Russia and throughout the modern world.

Students will gain an in-depth understanding of the changes in Russia in the years 1881 to 1917, the response of successive governments to opposition to their rule, and the reasons for the successful seizure of power by Lenin and the Bolsheviks.

This option is forbidden in combination with *Unit 2 paper 1C: Russia, 1917–91: From Lenin to Yeltsin*.

What students need to learn

1 Political reaction and economic change – Alexander III and Nicholas II, 1881–1903

- The nature of autocratic rule: the Tsarist principles of autocracy, nationality and orthodoxy; the differing personalities of Alexander and Nicholas and the influence of Pobedonostev on both.
- Reaction: the reasons for the reversal of the 'liberal' trends under Alexander II, including the institution of Land Captains and their effect and press censorship; the oppression of nationalities; anti-Semitism; the role of the Okhrana.
- Economic change: the significance of Sergei Witte in promoting economic development 1891–1903; the growth of railways and their impact; the significance of foreign investment; the weakness of a commercial middle class; urbanisation and its impact.
- Opposition to Tsarism: unrest among peasants and workers; the nature of the middle class and its opposition, including the founding of Social Democrats 1898; the Socialist Revolutionaries 1901 and the 'Liberation' 1902; reasons for the lack of success of opposition groups.

2 The First Revolution and its impact, 1903–14

- The causes and impact of the 1905 Revolution: the impact of the Russo-Japanese war; Bloody Sunday; the spread of revolutionary activity among peasants, workers and national minorities; the St. Petersburg Soviet.
- Nicholas II's response: the failure of the August Manifesto; the October Manifesto and the response of opposition groups; the crushing of the Moscow Uprising; the extent of the recovery of Tsarist power.
- Change and continuity in government: the Fundamental Law; the radicalism of the first two Dumas; Nicholas II's relations with the dumas, 1906–14; the nature of Tsarist government and royal power in 1914.
- Repression and reform, 1906–14: the importance of Stolypin's repression and the restoration of stability; actions against revolutionary parties; reform of agricultural landholdings and emigration to Siberia; the significance of the Lena goldfields massacre 1912.

3 The end of Romanov rule, 1914–17

- The economic impact of the First World War: the significance of inflation and supplies for the cities; the consequences for the civilian population of the priority given to the army.
- The political impact of the First World War, including the prestige of the Tsar and the morale of the army; the role of the Empress and significance of Rasputin; growing frustration and opposition in the Duma, including the formation of the Progressive Bloc; the significance of Zemgor.
- The February Revolution: growth of unrest in towns and countryside; International Women's Day and the Petrograd general strike; the creation of the Provisional Committee and the Petrograd Soviet; the abdication of Nicholas II.
- The nature of dual power: the political complexion of the Provisional government; the extent of its power and support; the aims and membership of the Petrograd Soviet; early political reforms.

4 The Bolshevik seizure of power October 1917

- Opposition to the Provisional government: the significance of conflicting attitudes on the continuation of the war; the importance of Lenin's return to Russia and the April Theses; the Milyukov crisis and its impact; the significance of the June Offensive and the July Days.
- The second Provisional government, July–October: the role of Kerensky as Prime Minister; the membership of the new government; problems in industry and agriculture; the Kornilov affair and its impact on the government and the Bolsheviks.
- The October Revolution: Lenin's influence on the Central Committee; the significance of Trotsky and the Military Revolutionary Committee; the significance of the seizure of power in Petrograd and Moscow and the formation of the Bolshevik government.
- Holding power by a thread: the implications of Constituent Assembly elections; the significance of the Decrees on Land, Peace and Workers Control; the importance of the Armistice December 1917; the significance of the setting up of the Cheka, 1917.

Option 1C: Germany, 1918–45

IAL compulsory unit

Externally assessed

Overview

This option comprises a study in depth of the momentous years in Germany between the end of the First World War and the end of the Second World War. These events had a devastating effect on 20th-century Europe and throughout the modern world.

Students will gain an in-depth understanding of revolutionary change in Germany in 1918–19, the emergence of a functioning democracy and its transformation into a repressive tyranny, which was to threaten the peace of the world and cause misery to millions.

This option is forbidden in combination with *Unit 3 paper 1C: Germany, 1870–1990: United, Divided and Reunited*.

What students need to learn

- 1 The democratic experiment 1918–29**
- The collapse of the Second Reich and the creation of the Weimar Republic 1918–19: the reasons for and the impact of the transformation of Germany brought about by the revolutions from above and below in 1918; the significance of the Weimar constitution 1919; the nature and roles of the various political parties that contested for power under the Weimar constitution.
 - Crises and Survival 1919–24: the nature and impact of the treaty of Versailles; the reasons for, and the impact of, the challenges from the extreme left and the extreme right in Germany in these years; the reasons for, and the impact of, hyper-inflation in 1922–23; the reasons for the survival of the new constitutional arrangements.
 - The Golden Years 1924–29: the significance of Gustav Stresemann and Paul von Hindenburg; the reasons for the prosperity of this period; the significant social developments, including those affecting women and education; the extent of underlying political and social tensions and the economic weaknesses threatening Weimar prosperity, including the depression in agriculture.
 - Weimar culture: the significance of expressionism in art and the innovative achievements in film and theatre; the significance of the Bauhaus.

2 The rise of the Nazis, 1919–33

- The origins of the NSDAP to 1923: reasons for the origins and growth to 1921, including the 25-point programme; the role and ideas of Adolf Hitler; the significance of Ernst Röhm and the foundation of the SA; the significance of the Munich Putsch.
- Failure and survival 1924–28: the significance of Hitler’s trial and imprisonment and the writing of Mein Kampf; the significance of the conference in Bamberg in 1926 and the roles of Gregor Strasser and Joseph Goebbels; the development of national party organisation, including the SA, and the Reichstag election of 1928.
- Nazi breakthrough and Weimar collapse 1929–32: the significance of economic developments, including the withdrawal of US funds, growing unemployment and resulting social dislocation; the importance of the campaign against the Young Plan 1929 and the growing party membership, including the role of propaganda and intimidation; the reasons for, and impact of, Nazi success in elections 1930–32, including the significance of growing support for the Communists.
- Coming to power November 1932–March 1933: the significance of Schleicher, von Papen, von Hindenburg and Hugenberg; the reasons for Hitler’s appointment as Chancellor in January 1933; the importance of the deals with the army and big business in February; the significance of the Reichstag Fire, the Emergency Decrees and the election of March 1933.

3 Nazi Germany, 1933–39

- The Nazi dictatorship: the ways in which a dictatorship was established, 1933–34, including the Enabling Act, the abolition of other parties and trade unions and control of the federal states; the significance of the Night of the Long Knives and the death of Hindenburg; the nature of Nazi government, 1934–39, including the role of Hitler and his style in conducting government; the significance of the concept of the dual state.
- Repression and control: the extent of opposition and dissent in Nazi Germany, 1933–39; the importance of Goebbels and his use of propaganda; the significance of Himmler and the terror apparatus, including the camps, the SD and the Gestapo.
- Shaping society, the creation of the Volksgemeinschaft: the impact of welfare and the Kinder, Küche, Kirche policies on women; the importance of Robert Ley and DAF and its subordinate organisations; the significance of education and youth policies; the impact of racial theories and racial policies; the impact of the regime on the churches and religion.
- Economic policies: the significance of Schacht and Goering; the impact of policies on unemployment, trade and living standards; the impact of Nazi initiatives on agriculture; the significance of rearmament.

4 Germany at war, 1939–45

- Managing the war economy: the impact of shortages in manpower, raw materials and motor transport; the significance of German technological ingenuity; the roles of Goering, Todt and Speer.
- Controlling the civilian population: the impact of living standards and bombing; the significance of Goebbels in maintaining morale and of Himmler in repressing dissent; the nature and extent of opposition.
- The evolution of genocide: the role of Himmler in the Holocaust and his organisations; the impact of the conquest of Poland, the Baltic States and western Russia; the significance of the idea of the war as a racial war.
- Losing the war: the significance of the balance of resources; the impact of sea power; the impact of bombing on the Third Reich; the significance of strategic mistakes by Hitler and his high command.

Option 1D: Britain, 1964–90

IAL compulsory unit

Externally assessed

Overview

This option comprises a study in depth of the fascinating years in Britain between Wilson's slender victory in 1964 and the dramatic downfall of Thatcher in 1990. These years were vital in shaping contemporary Britain in many ways.

Students will gain an in-depth understanding of the seemingly intractable problems facing British governments in these years and the extensive changes brought about in the attempts to deal with these problems. The final section invites students to explore the notable changes to British society and culture between 1964 and 1990.

What students need to learn

1 Labour in power 1964–70: 'white hot heat'?

- The leadership of Harold Wilson: reasons for his electoral victories in 1964 and 1966; his skills in managing his cabinet colleagues; relations with the media; reasons for electoral defeat in 1970.
- The economy under a Labour government: the roles and significance of George Brown and the DEA; the problems of sterling and devaluation; the significance of Barbara Castle and 'In Place of Strife'; the significance of Roy Jenkins at the Exchequer.
- The birth of the permissive society: pressures for change; Roy Jenkins as Home Secretary and the significance of changes to the law on censorship, homosexuality, divorce and abortion.
- Britain and the world: the significance of the retreat from Empire and east of Suez; defence cuts and the bid to join Europe.

2 States of emergency, 1970–79

- The roles and significance of the party leaders, Heath, Wilson and Callaghan; the reasons for the election results of 1974; the significance of the Lib-Lab Pact.
- The problems of inflation and industrial relations for the British economy: the origins and impact of the Industrial Relations Act 1971; the significance of the miners' strikes of 1972 and 1974; the role of the Social Contract; the origin and impact of the Winter of Discontent 1979.
- The crisis in Northern Ireland: the origins of the crisis and the difficulties in finding a solution; the impact on mainland Britain.
- Britain and the world in the 1970s: the significance of Heath's successful bid to join the EEC; the origins and outcome of the 1975 referendum; the impact of the sterling crisis of 1976 and resort to the IMF; the extent of the belief in Britain as a country in terminal decline.

3 'There is no alternative': the Thatcher response, 1979–90

- The significance of Margaret Thatcher as leader of the Conservative Party and Prime Minister: her political ideas and their appeal; the reasons for her electoral success in 1979, 1983 and 1987; the reasons why she fell from power in 1990.
- The economic and financial policies of 1979–90: the impact of cuts in government spending and changes in taxation, including riots, unemployment and economic growth 1984–88; the significance of privatisations.
- Relations with the unions; the significance of changes in trade union law; the origins and impact of the conflict with Arthur Scargill and the miners 1984–85.
- Thatcher and the wider world: the significance of the Falklands conflict 1982; Thatcher's relations with Reagan and her role in the last stages of the Cold War; relations with Europe, agreements over Zimbabwe 1979 and Hong Kong 1984.

4 A changing society, 1964–90

- The feminist revolution; the impact of the pill and the origins and consequences of the sexual revolution; the impact of changes in the law relating to equal pay (1975) and divorce and expanding educational and employment opportunities for women in the 1970s and 1980s.
- The transformation of education under Conservative and Labour administrations: reasons for and significance of the growth in comprehensive education, including the importance of Anthony Crosland as Education Secretary 1965–67; the significance of the expansion of higher education in the 1960s, including the Open University and participation rates, and changes in higher education during the 1970s and 1980s.
- Crime and punishment: causes and significance of the rising rates of crime; explanations and impacts of the changing patterns of punishment in the 1960s, including the impact of Roy Jenkins as Home Secretary 1965–67; the continuing debate over crime and punishment in the 1970s and 1980s.
- Culture and entertainment in the 1960s, 70s and 80s including the concept of the 'swinging sixties': the significance of the British popular music scene, including the Beatles and punk; the role of the BBC and commercial television; the role of satire; the grip of sport; the growing 'permissiveness' in culture and entertainment and the significance of the backlash against it, including the role of Mary Whitehouse to 1990.

Unit 2: Breadth Study with Source Evaluation

IAL compulsory unit

Externally assessed

Unit introduction

The options in Unit 2 are focused on breadth. They require broad knowledge and understanding over an extended timescale.

The content for each option is organised into four key topic areas, they cover the various significant developments of the period.

In addition to understanding the content, students will need to develop skills in answering questions that target knowledge and understanding of the period (AO1) and questions that target the ability to analyse and evaluate sources (AO2).

Option 1A: India, 1857–1948: The Raj to Partition

IAL compulsory unit

Externally assessed

Overview

This option comprises a study in breadth of the transition of the Indian sub-continent from a colony to independence.

Students will gain an understanding of the changing relationship between Britain and India, from the outbreak of the Indian mutiny to the achievement of independence for the Indian subcontinent, and of the reasons for this, with particular reference to Indian nationalism. This option also contains a study using two sources that relate to nominated areas of the specification content, shown in ***bold italics***.

What students need to learn

- 1 The British Raj: the government of India, 1857–1948**
 - India in 1857: the extent and nature of British control, including the role of the East India Company, the Indian Civil Service (ICS) and the role of Indian functionaries as junior civil servants and administrators; indirect rule and the princely states; Indian society and religion.
 - ***The changes brought about by the Indian Mutiny: the significance of the Royal Proclamation and the Government of India Act 1858, the Indian Councils Act 1861 and the Royal Titles Act 1876.***
 - Later significant changes: the reforms associated with Ripon and Ilbert 1880–84; ***the significance of Lord Curzon as Viceroy 1898–1905***; the Morley-Minto reforms 1905–10; the Montagu Declaration (1917) and the Government of India Act 1919; the Irwin Declaration 1929 and the Government of India Act 1935; the coming of independence and partition.
- 2 The economics of empire, 1857–1948**
 - The changing pattern of British trade with India, including exports to and imports from; India as a trading hub within the wider British Empire; the significance of changing tariffs and the decline and growth of Indian industry.
 - Investment and development: extent of British investment; ***growth of railways and their impact 1857–1914***; irrigation and drainage; port facilities and inland waterways.
 - Changes in living standards: population growth; ***famines 1876–78, 1899, 1943***; slow but rising living standards in the village economy; impact of taxation.

3 Resistance to British rule, 1857–1948

- The significance of the challenge to British rule in 1857: geographical and social extent of resistance; the importance of loyalists within both the Army and the Indian elite.
- The Growth of Nationalism to 1920: **reasons for and impact to 1914 of the formation of the National Congress 1885**; the significance of the division of Bengal 1905; the impact of the First World War on nationalism; the relations between Congress and the Muslim League; the growing significance of Gandhi and Jinnah.
- The campaigns against British Rule 1920–47: **Gandhi's aims, beliefs and role**; the importance of Nehru and the significance of Jinnah's beliefs and aims; the British response of control and concession; the varying reactions to the outbreak of the Second World War, including that of Bose; the failure of the Simla Conference 1945; the impact of Indian elections and the setting up of an interim government under Nehru in 1946.

4 Military power and its limits, 1857–1948

- The Mutiny and its impact: suppression and punishment; reorganisation of the Indian Army and its subsequent importance to Britain, including its use in Imperial defence and the First World War; loyalty and role during the Second World War.
- Repression in the later days of the Raj: reasons for and the impact of the Rowlatt Acts 1919; **the use of the army 1919–48, including the significance of General Dyer and the Amritsar Massacre 1919**; reliance on the police and avoidance of martial law in responding to later expressions of discontent in the 1920s and 30s; the response to the Quit India Campaign in 1942.
- Wavell's appointment as Viceroy (1943) and attempts at political settlement 1945–46: failure of the Cabinet Mission; the fears of disorder and the loss of control; **Mountbatten and the reasons for withdrawal, partition and independence 1947–48; the failure to prevent extensive communal violence.**

Option 1B: China, 1900–76

IAL compulsory unit

Externally assessed

Overview

This option comprises a study in breadth of China in a period of momentous change in the 20th century.

The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant period: 1900–76. This option also contains a study using two sources that relate to nominated areas of the specification content shown in **bold italics**.

What students need to learn

1 Order and disorder, 1900–76

- The downfall of the Qing and resulting chaos 1900–27: the impact of reformers and revolutionaries; the revolution of 1911–12; the failure of Yuan Shikai; the origins and impact of warlords; the significance of the May 4th Movement; the significance of Sun Yat-sen and the Guomindang in the 1920s.
- Chiang Kai-shek and the attempt to restore order 1927–49: the emergence of Chiang Kai-shek and the break with the Communists; **the significance of the Long March; the failure to crush the Communists and the emergence of Mao Zedong; the civil war and the reasons for its outcome 1946–49.**
- Mao and the new dynasty 1949–76: establishing communist control 1949–57; **the origins and consequences of the Hundred Flowers Campaign;** the Chairman and his critics and supporters 1962–76; the significance of Peng Dehuai, Liu Shaqui, Zhou En-lai, Deng Xiaoping, Lin Biao and Jiang Qing.

2 The impact of the world on China, 1900–76

- Weakness and humiliation 1900–19: **the Boxer Rising, its origins and impact;** British power and influence in Shanghai and the Yangtse Valley; the significance of Japan and the 21 Demands 1915 and the Treaty of Versailles.
- Japan's impact 1931–45: **the origins and impact on China of the Manchurian crisis 1931–33;** the origins and significance of the outbreak of full-scale conflict 1937; the reasons for the initial Japanese success and later stalemate; the role of the USA.
- The impact on China of the Cold War: the impact in China of the Korean War; the Soviet alliance and the importance of Soviet economic aid to China; the origins of the Sino-Soviet split and its impact on China, including the beginnings of detente with the West as illustrated by the visits of Western statesmen to China.

3 Economic changes, 1900–76

- Growth and development 1900–27: **the significance of improving communications – railways, telegraphy and river traffic**; the growth of a native textile industry and the development of Shanghai as an industrial centre.
- Economic performance 1927–49: the growth of industry in Japanese controlled Manchuria; the work of TV Soong and the China Development Finance Corporation; the negative impacts of war and civil strife.
- Forcing the pace 1949–76: Collectivisation and the Five Year Plans in the 1950s; **the Great Leap Forward and its consequences; recovery and chaos 1962–76**.

4 Social and cultural changes, 1900–76

- The changing status of women: the impact of Western ideas and education in the early 20th century – growing resistance to foot binding and arranged marriages; **the promotion of change by the new Communist regime 1949–66, including the Marriage Law of 1950**; the pattern of change and the differences between urban and rural lifestyles 1950–76.
- The changing pattern of education and health provision: the impact of missionaries and the spread of Western medicine and educational ideas in the early 20th century; the growth of literacy particularly after 1949; the impact of barefoot doctors and the successes and failures of healthcare reform under the Communist regime.
- The pattern of cultural and religious change: the significance of the spread of Christianity and Marxism in the first half of the 20th century; the rejection by the May the 4th generation of Confucian thought; the influence of American culture in the 1930s and 40s; the attacks of the Communist regime on all religions; **the Cultural Revolution 1966–76 and its significance**.

Option 1C: Russia, 1917–91: From Lenin to Yeltsin

IAL compulsory unit

Externally assessed

Overview

This option comprises a study in breadth in which students will learn about the key political, social and economic features of Communist rule in Russia during the 20th century, an era that saw its authority and influence rise to the status of a superpower, only to diminish and decline later in the century.

The focus of study is on developments and changes over a broad timescale, and so the content is presented as themes spanning a significant duration: 1917–91. This option also contains a study using two sources that relate to nominated areas of the specification content shown in **bold italics**.

This option is forbidden in combination with *Unit 1 paper 1A: Russia in revolution 1881–1917*.

What students need to learn

1 Communist government in the USSR, 1917–91

- Establishing Communist Party control 1917–24: the creation of a one-party state and the party congress of 1921; **the nature of government under Lenin; the growing centralisation of power.**
- Stalin in power 1928–53: the elimination of opponents in government and party; the purges of the 1930s; Stalin's power over party and state.
- Reform, stability, stagnation and collapse 1953–91: Khrushchev's attempts to reform government, including de-Stalinisation; the return to stability under Brezhnev 1964–82; growing political stagnation; the impact of Gorbachev and the policies of perestroika and glasnost; **the significance of Yeltsin's election in June 1991 and the failed coup of August.**

2 Industrial and agricultural change, 1917–91

- Towards a command economy 1917–28: the nationalisation of industry; War Communism and the New Economic Policy; state control of industry and agriculture.
- Industry and agriculture in the Stalin era: the Five-Year Plans and industrial change 1928–41; preparing for war; **agricultural collectivisation and its impact, including the destruction of the 'kulaks';** recovery from war after 1945.
- Changing priorities for industry and agriculture 1953–91: the promotion of light industry, chemicals and consumer goods; investment in agriculture and the Virgin Lands Scheme; the limited attempts at reform after 1964; **relative economic decline; the impact of Gorbachev's attempts at economic reform 1985–91.**

3 Control of the people, 1917–91

- Media, propaganda and religion: state control of mass media and propaganda; the personality cult of Stalin; the treatment of religion under Stalin and Khrushchev; Brezhnev's tightening of controls.
- The secret police: attacks on opponents of the government; the roles of Yagoda, Yezhov and Beria; **liberalisation under Khrushchev 1953–64**; suppression of dissidents 1965–82, including the significance of Andropov; the continued monitoring of popular discontent 1982–91.
- The state and cultural change: Proletkult, avant-garde and Socialist Realism, 1917–53; nonconformity from the 1950s; clashes between artists and the government to 1985; **the impact of the breakdown of traditional controls 1985–91**.

4 Social developments, 1917–91

- Social security: full employment, housing and social benefits 1917–53; Khrushchev, Brezhnev and the promotion of a stable society 1953–85; the impact of social reform 1985–91.
- Women and the family: **the changing status of women under Lenin and Stalin**; contrasting lifestyles of women in town and country; the impact of the Second World War; changing government attitudes and policies towards the family as a social unit since 1953.
- Education and young people: **the changing approaches to education in the 1920s and 30s**; the reduction of illiteracy to 1941; state control of the curriculum and the role of Marxist ideology in shaping educational changes post-1945; the growth and achievements of Soviet higher education to 1991.

Option 1D: South Africa, 1948–2014

IAL compulsory unit

Externally assessed

Overview

This option comprises a study in breadth of the transition of South Africa from the apartheid state, born in 1948, to the 'rainbow nation'. Students will gain an understanding of the changing relationship between the races of South Africa and South Africa's relationship and position in the world. This option also contains a study using two sources that relate to nominated areas of the specification content shown in ***bold italics***.

What students need to learn

1 Governing South Africa, c1948–2014

- South Africa 1948–61: the nature of the political system and the franchise; the significance of race, segregation and discrimination and the influence of competing traditions in the Afrikaner and British communities; ***reasons for, and impact of, the National Party victory in 1948, including the implementation of apartheid 1948–59 and the Afrikanerisation of state institutions***; the significance of Verwoerd and the creation of a republic.
- The rule of the National Party 1961–94: the roles of JP Vorster, PW Botha and FW de Klerk; the impact and extent of repressive laws from the suppression of Communism Act 1950 to the Internal Security Act 1976 and the working of the Pass Laws; the significance of the police and defence forces and the courts; the significance of the long and difficult process of concession and negotiation 1985–94.
- The new republic: the significance of the elections of April 1994 and Nelson Mandela's ascent to the presidency in May; the nature of the new constitution, including the provincial governments; the significance of the domination of the ANC; the importance of the courts; ***the significance of the Truth and Reconciliation Commission, including the role of Desmond Tutu***; the roles of Thabo Mbeki and Jacob Zuma; the reasons for, and impact of, the problems of corruption.

2 Opposing the government of South Africa, c1948–2014

- The development of resistance to apartheid 1948–64: the revival and significance of the ANC, including the election of Mandela and other young activists to the National Executive in 1949; the importance of trade unions, including COSATU; the significance of the Freedom Charter and the Pan African Congress (PAC); **the role of white opponents, including Helen Suzman**; the impact of the government response to resistance, including the Sharpeville massacre of 1960.
- Violent struggle 1960–94: the significance of black consciousness, including the Soweto uprising, the South African Students Organisation (SASO) and Steve Biko; **the increasing effectiveness of protest and resistance in the late 1970s and 1980s, including the founding of the United Democratic Front (UDF) in 1983 and the impact of strikes**; the importance of Mandela, including his role in moderating violent backlash in the early 1990s.
- Opposition since 1994: the role of opposition parties, including the setting up of the Democratic Alliance in 2000; the impact of Eugene Terreblanche and the AWB; the significance of Joseph Malema and the setting up of the Economic Freedom Fighters (EFF); the significance of violence and assassinations in political life.

3 Economy and society, c1948–2014

- Demographic changes: the impact of the growth in population and the differential growth between blacks and whites; the impact of urbanisation. The establishment, development and significance of the 'homelands'/'Bantustans' 1959–1994.
- Changes in the economy: the importance of the mining and extractive industries and the dependence on foreign investment and the import of oil and manufactured goods; **changes in living standards for both whites (English speaking and Afrikaners) and non-whites, 1973–94 and 1994–2014.**
- Health and crime: the significance of differential healthcare under apartheid, including child mortality; **the impact of attempts to improve healthcare in the 1990s; the significance of AIDS c1990–2014**; the pattern of crime under the apartheid regime and since 1994.

4 Relations with the outside world, c1948–2014

- Relations with Britain: the importance of links with the United Kingdom, including immigration, trade, investment and defence links; the reason for decline in importance in the 1960s and 1970s, including leaving the Commonwealth and the rise of the United States as an economic partner for South Africa.
 - External pressures and problems for the National Party: the significance of UN opposition to apartheid; the impact of the collapse of the Portuguese Empire in the 1970s and increasing South African involvement in Angola; **the increasing impact of economic sanctions, including those by the USA 1985–86, and cultural and sporting boycotts.**
 - South Africa and the world since 1994: **the significance of Mandela as a world icon and his defence of human rights and liberal values, including the world's response to his death in 2014**; the role of Mbeki and his importance in continental African affairs, including his relations with Zimbabwe; the significance of China's growing influence in South Africa; the impact of Zuma on South Africa's standing in the world.
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Unit 3: Thematic Study with Source Evaluation

IA2 compulsory unit

Externally assessed

Unit introduction

The options in Unit 3 are focused on breadth, requiring broad knowledge and understanding of developments and changes over an extended timescale.

The content for each option is organised into five key topic areas, they cover the various significant developments of the period. Themes that span the period are also given.

In addition to understanding the content, students will need to develop skills necessary to answer questions that target knowledge and understanding of the period (AO1) and questions that target the ability to analyse and evaluate sources (AO2).

Option 1A: The USA, Independence to Civil War, 1763–1865

IA2 compulsory unit

Externally assessed

Overview

This option comprises a study of the young United States, through five key topics, each centred on crucial developments in the history of the new nation. Certain key themes run through the key topics, namely:

- 1 The relationship of the separate states to the whole
- 2 The issue of slavery
- 3 The problems posed by governing a democracy
- 4 The role of political leadership and the presidency
- 5 The significance of financial and economic problems.

What students need to learn

- 1 'A New Nation', 1763–83**
 - The reasons for the breach with Britain: the 13 colonies and their differing identities and their response to the removal of the French threat and its cost 1763; the colonies' response to the British attempts to tax them, including the Stamp Act (1765), Declaratory Act (1766), Townshend Acts (1767) and the Tea Act (1773); the significance of the Boston Massacre (1770), Gaspee incident (1772) and Boston Tea Party (1773); the reasons for, and impact of, the Coercive Acts of 1774; the significance of the meeting of a Continental Congress 1774; the outbreak of war 1775.
 - Organising a new nation, including the relationship of the states to the whole; the roles of George Washington, Thomas Jefferson, Benjamin Franklin, Samuel and John Adams and Thomas Paine; the significance of the Articles of Confederation 1777 and their defects; the importance of the contradictions between the rhetoric of freedom and the presence of slavery.
 - The reasons for British defeat, including the extent of difficulties facing the British; the impact of military errors by Generals Gage, Burgoyne and Cornwallis; the significance of French and Spanish intervention.

- 2 'A More Perfect Union', 1786–91**
- Unity and disunity: problems with debts, funding and trade; the impact of Shay's rebellion; the significance of Madison and Hamilton in urging and facilitating change.
 - The Constitutional Convention May to September 1787: the significance of the theory of 'separation of the powers'; the clash between the 'big states' model and the 'little states' model and the significance of the compromise of 16th July; the clash over slavery and its resolution through compromise.
 - Ratification by the states and the debate between Federalists and Anti-Federalists, including what this revealed about the strengths and weaknesses of the new constitution: the roles of Washington, Madison and Hamilton in securing New York and Virginia's approval; the importance of the Bill of Rights; the significance of Washington's election in 1789 and final approval by all 13 states by 1791.
- 3 'Jacksonian Democracy', 1828–37**
- The reasons for and significance of the election of Andrew Jackson 1828: the importance of the enlarged franchise; the personality and ideas of Andrew Jackson; the significance of political organisation and populist policies.
 - Jackson's opponents and problems faced throughout his presidency: the significance of John C Calhoun's states' rights and nullification, Henry Clay and Whiggery and Nicholas Biddle and the Bank of the United States; the problem of slavery, including the rise of abolitionism and Nat Turner's Rising.
 - Jackson's legacy in American politics, including the emergence of the Democratic Party; the enhanced power and prestige of the presidency and Jackson's relationship with Congress and the Supreme Court.
- 4 'A House Divided', 1850–61**
- The clash of economic interests between the northern and southern states. The Compromise of 1850 and its consequences: the operation of the Fugitive Slave Act and its impact in the north and south; the significance of the formation of the Republican Party 1854.
 - Growing tensions between the states 1854–58: the lack of effective and unifying national leadership; the importance of bleeding Sumner and bleeding Kansas; the impact of the Dred Scott decision 1857; the significance of the Lincoln-Douglas debates 1858.
 - The drift to war: the significance of John Brown and Harpers Ferry 1859; the significance of the presidential election of 1860 and Lincoln's victory; the secessions of the southern states and their impact 1861.

5 War and the end of slavery, 1863–65

- The North's road to victory: the significance of Northern victories at Gettysburg and Vicksburg; the importance of the political leadership of Lincoln, including the Gettysburg Address; the significance of the New York City draft riot July 1863; the significance of the military leadership of Grant.
- The crumbling South: the significance of the inferiority of the Confederation in terms of economic power and development; the political leadership of Jefferson Davis and the problems he faced in co-ordinating the different southern states to the war effort of the South; the reasons for Lee's surrender.
- The end of slavery and the restoration of the union, including the significance of the Emancipation Proclamation of January 1863; the significance of Lincoln's Proclamation of Amnesty and Reconstruction December 1863; the reasons for and significance of the passage of the 13th Amendment in 1865.

Option 1B: The British Experience of Warfare, 1803–1945

IA2 compulsory unit

Externally assessed

Overview

This option explores the British experience of war through five key topics, each a different major overseas conflict in which governments attempted to create effective fighting machines and ensure the cooperation and support of the British. Certain key themes run through the key topics, namely:

- 1 The political leadership and the mobilisation of support
- 2 The military leadership and the conduct of battle
- 3 The problems and importance of financing war
- 4 The changing technology of war and its impact
- 5 The public attitudes and opposition to war and its impact.

What students need to learn

1 Britain and the Napoleonic Wars, 1803–15

- Fighting the French: the significance of Nelson and the Royal Navy, including the Battle of Trafalgar; the impact of technology on sea power, including carronades and copper bottoms; the significance of Wellington as a general in both the Peninsular War and the Waterloo campaign; the nature and impact of the growing skills of the British Army in Spain and Portugal.
- Organising the nation for victory: the roles of Pitt and Castlereagh; the significance of the ability to raise money for war, including the subsidising of allies; the role of the government machine in organising and supplying the fleet and army.
- Opposition to war: the impact of economic strains of war; the significance of French sympathisers and radical critics of war.

2 The Crimean War, 1854–56

- Fighting the Russians: the limited size and importance of the British force; the military leadership of Lord Raglan during the Battles of the Alma, Balaclava and the siege of Sevastopol; the role of new technologies, including the railway for supply; attempts to solve the problems of the health and welfare and morale of the troops in the Crimea.
- The political roles of Aberdeen and Palmerston and the role of the government machine in organising and supplying the fleet and army; the methods adopted of financing the war.
- Changing attitudes of the public in Britain to the war and the conduct of the war, including the impact of the photography of Roger Fenton and the reportage of William Russell; the significance of the opposition of John Bright.

3 The second Boer War, 1899–1902

- Fighting the Boers: the quality of British military leadership as illustrated by Field Marshalls Roberts and Kitchener, and General Sir Redvers Buller; the significance of new technologies and the need to adjust, including smokeless powder and improved artillery; the significance of Black Week and initial defeats, the victorious drive to Pretoria and the long campaign against Boer guerrillas; the problems of the health and welfare of the troops.
- The role of Joseph Chamberlain in orchestrating support for the war and the role of the government machine in organising, transporting and supplying an army at such distance; the methods adopted of financing the war.
- Attitudes of the public in Britain to the conflict, including the impact of the reportage and the work of Emily Hobhouse; the roles of Lloyd George and Campbell Bannerman as critics of government policy.

4 Trench warfare on the Western Front, 1914–18

- Fighting the Germans: the quality of British military leadership as illustrated by Field Marshals Kitchener, French and Haig; the significance of creating a mass army and its conduct in the Battles of the Somme and the Last Hundred Days Campaign; the impact of the application of new technologies; the significance of the attempts to solve the problems of health, welfare and morale of the troops.
- The roles, as political leaders, of Asquith and Lloyd George and the development of the government machine in raising, organising and supplying an army of such size; the significance of the female contribution to the war effort; the significance and impact of the methods adopted to finance the war.
- British public perception of, and attitudes to, the war on the Western Front; government attempts to restrict and direct reportage by journalists from the Western Front; the extent of opposition to the war.

5 Britain and the struggle with Nazi Germany, 1939–45

- Fighting the Germans: the quality of British military leadership as illustrated by Field Marshal Montgomery and Air Chief Marshall-Harris; the significance of the application of science and technology to war on land, sea and air, and intelligence gathering.
- The significance of Churchill as a political leader, including his relationship with Alanbrooke. The role of the government in creating and maintaining a vast war machine for fighting on land, sea and in the air across the world; the significance of the female contribution to the war effort; the economic impact of the war, including increased taxation, damage and the benefits of innovation.
- British public perception of, and attitudes to the war; the significance of civilian morale and government attempts to maintain it and the threats posed to it by enemy bombing; the extent of opposition to the war.

Option 1C: Germany: United, Divided and Reunited, 1870–1990

IA2 compulsory unit

Externally assessed

Overview

This option explores, through five key topics, the ways in which Germany evolved as a new state in Europe undergoing dramatic changes of fortune. Certain key themes run through the key topics, namely:

- 1 Relations with and influence of Germany's neighbours
- 2 Economic pressures and influences
- 3 Authority and leadership
- 4 Protest, dissent and workers' organisations
- 5 Ideologies and political parties.

This option is forbidden in combination with *Unit 1 paper 1C: Germany, 1918–45*.

What students need to learn

1 The birth and early years of the Second Reich, 1870–79

- War and the birth of the Second Reich: the significance of Bismarck and the impact of war with France; the importance of the Zollverein; the importance of negotiations between Prussia and the South German States; the proclamation of the new Reich.
- Impact of the new Germany's constitution: trying to reconcile unity and division; the federal government, including the role of the Chancellor, the Kaiser, and the Länder; the importance of the Reichstag and the parties: the impact of regional and social divisions.
- Attempts to consolidate the new Germany: Bismarck's cooperation and, eventual break with the National Liberals; the Kulturkampf; the appeal to nationalism to achieve unity; the War in Sight crisis; the reason for and the impact of the Anti-Socialist Law 1878.

2 The birth and early years of democratic Germany, 1917–24

- Strains of war and its impact 1917–18: the significance of the military dictatorship of Hindenburg and Ludendorff; the importance of strikes and workers' protests; the significance of Erzberger's Peace Resolution and the emergence of the Independent Socialist Party; constitutional reforms from above 1918 and the role of Prince Max of Baden.
- The end of the Second Reich and the new republic: the impact of defeat and revolution 1918–19, including the roles of the Kaiser, Ebert, Scheidemann and Rosa Luxemburg; the importance of the Weimar Constitution, including its salient features and its strengths and potential weaknesses for achieving freedom and stability.
- The Weimar Republic challenged but surviving 1919–24: the impact of the peace treaties, including reparations and the French occupation of the Ruhr; the significance of violent political challenges from left and right; the impact of inflation and hyper-inflation; the reasons for the survival of the Weimar Republic in this period.

3 The birth and development of the Third Reich, 1930–39

- The rise of the Nazis 1930–33: the impact of the economic crisis and the reasons for their growing electoral popularity; the roles of Brüning, von Papen, von Schleicher and von Hindenburg; the impact of growing communist support; the significance of Hitler's appointment as Chancellor.
- Gleichschaltung 1933–34 and the creating of a totalitarian state: the Reichstag Fire and the emergency decrees; the significance of the Enabling Act; the abolition of political parties and trade unions; the establishment of DAF; the 'co-ordination' of regional and local government; the impact of the Night of the Long Knives.
- The nature and policies of the new Nazi state 1934–39: Hitler's role as Führer, including his approach to government; racial policy and attempts to create a Volksgemeinschaft; the attempts to overthrow Versailles, including rearmament, the reoccupation of the Rhineland and the Anschluss; Himmler and the suppression of dissent; Goebbels' attempts to shape thought and attitudes.

4 Establishing and ruling the new Federal Republic, 1949–60

- The creation of the FRG and the GDR: the importance of Adenauer and the CDU; the roles of the Western allies and the USSR; the importance of economic factors. The nature of the East German state.
- The shaping of the FRG: the impact of the new Constitution; changes in the nature of the SPD and their significance for the shaping of the Federal Republic; the significance of Erhard and economic success, including the role of trades unions in the FRG.
- Dealing with the past: the process and significance of de-Nazification; the importance of reconciliation with neighbours, including the setting up of the Coal and Steel Community and accession to the Treaty of Rome; the importance of a European identity.

5 The last years of the German Democratic Republic and reunification, 1985–90

- The role of Erich Honecker; the significance of different levels of prosperity in GDR and FRG; the significance of the Stasi and the political monopoly of the Communist Party; the role and importance of the churches; dissent and repression.
- The revolution in the GDR 1989 and its impact on the FRG: the influence of events in Russia and the role of Gorbachev; reasons for the flood of refugees from the GDR in 1989; the significance of Kohl's Ten Point Plan.
- The reasons for reunification, including the impact of continued migration from GDR and the crumbling of the GDR state. The process and problems of reunification and reasons for its acceptance by the Four Powers.

Option 1D: Civil Rights and Race Relations in the USA, 1865–2009

IA2 compulsory unit

Externally assessed

Overview

This option explores developments that have shaped contemporary America and remain a fundamental issue in US society: the changing pattern of race relations between black and white Americans over a period that began with millions of black Americans in slavery and ended with Barack Obama as President. The five key topics are linked by certain key themes, namely:

- 1 The role of Congress, the presidency and the Supreme Court, in changing race relations
- 2 The pressure groups and individuals campaigning for enhanced civil rights
- 3 The forces resisting enhanced civil rights
- 4 The changing economic and educational opportunities for black Americans
- 5 The changing pattern of settlement and housing for black Americans.

What students need to learn

1 'Free at last', 1865–77

- Reasons for, and impact of, the Thirteenth Amendment 1865–77: the significance of the changed economic position of ex-slaves and the development of sharecropping; freedom of movement; the significance of the social and educational opportunities of freedom and increased social tensions; the need for a political settlement and President Andrew Johnson's response.
- Northern radicals and 'Radical Reconstruction' 1867–77: the impact of military rule in the south; the significance of the Fourteenth and Fifteenth Amendments and the Civil Rights Act 1875; significance of the presence of black representatives in federal and state legislatures.
- The backlash: the impact of the Ku Klux Klan and White League, including the incidence of lynching; the impact of the restoration of Democrat control in the south and the end of Reconstruction 1877.

2 The triumph of 'Jim Crow', 1883–c1900

- The role of the Supreme Court: impact of the civil rights cases 1883; the impact of *Plessy v Ferguson* 1896, *Mississippi v Wilkinson* 1898 and *Cumming v the Board of Education* 1899.
- The spread of Jim Crow Laws and the impact of pressure groups in the south: changes to rail travel in Florida 1887; extension of segregation to other social areas and other states; the impact of new laws on educational and economic opportunities for black Americans, including the drift to the north and west. Booker T Washington and the black response to segregation.
- Excluding black voters: the impact of discrimination in Mississippi from 1890; the impact of Louisiana's Grandfather Clause 1898; the general impact on voting opportunities in the south of similar discriminations by the early 20th century.

3 Roosevelt and race relations, 1933–45

- The pattern of black settlement: the changed pattern of black settlement in the USA by 1933 and the reasons for further changes 1933–45 and their social impact; the significance of changes in black voting patterns; the impact of pressure groups, including the NAACP.
- The significance of the influence of southern whites in the Democrat Party and the failure of congress to address black grievances, including the continuation of Jim Crow Laws, exclusion of black voters and the defeat of federal attempts at introducing anti-lynching legislation; the effects of the AAA on black farmers; the impact of segregation in the CCC and differential wages in the NRA; the position of black combatants during the war.
- The positive impact of the New Deal: the importance of increased welfare benefits to black workers and their families; the significance of the work of Eleanor Roosevelt and the increase in jobs in the federal bureaucracy for black Americans; the significance of federal government policies on race during the war years.

4 'I have a dream', 1954–68

- Pressure for change in civil rights 1954–65: the significance of the NAACP and the case of *Brown v the Board of Education*, including the role of Earl Warren; the impact of victory in Montgomery; the work and impact of Martin Luther King, SCLC, SNCC and CORE 1957–65; the impact of the media; the significance of the improving economic and educational opportunities for black Americans; the continuation of ghettos; the white backlash.
- Landmark legislation: the significance of the Civil Rights Acts 1964 and 1968 and the Voting Rights Act 1965; the role of Lyndon Johnson.
- Increasing divisions in the civil rights movement, including the rise of black power; the significance of the expulsion of whites from SNCC and CORE and the growth of the Black Panthers; the role of Malcolm X; the significance of King's stance on the Vietnam War and his assassination.

5 Race relations and Obama's campaign for the presidency, c2000–09

- Black voters and black politicians at the turn of the century: the significance of the numbers and geographical distribution of black voters; the significance of the increase in black Americans holding political offices and the growth of a black middle class; continuing areas of racial tension, including policing.
 - The political career of Barack Obama: the importance of his career to 2006, including his election as Senator for Illinois in 2004; the reasons for his success in gaining the Democratic nomination for the presidency, including his personality, rhetorical abilities, the nature of the opposition, new election strategies and policies.
 - The reasons for victory in November 2008; the significance of his victory and the response to it from black and white Americans.
-

Unit 4: International Study with Historical Interpretations

IA2 compulsory unit

Externally assessed

Unit introduction

The options in Unit 4 are focused on the interpretation of events in history. They require detailed knowledge and understanding of a broad historical period.

The content for each option is organised into four key topic areas, they cover the various significant developments of the period.

In addition to understanding the content, students will need to develop skills to answer questions that target knowledge and understanding of the period (AO1) and questions that target the ability to analyse and evaluate different interpretations of the period (AO3).

Option 1A: The Making of Modern Europe, 1805–71

IA2 compulsory unit

Externally assessed

Overview

This option contains a study in depth of historical interpretations on a broad question, namely the reasons for the downfall of the Napoleonic Empire. This is contextualised by, and overlaps with, a study of European international relations in the years 1815–71, where the two main themes are the significant developments in Germany and the Italian peninsula, which culminate in the unifications of Germany and Italy.

What students need to learn

- 1 Historical interpretations: What explains the downfall of the Napoleonic Empire, c1805–14?**
- The importance of Britain’s role, including sea power and its economic and financial strength; the role of Castlereagh.
 - The significance of the Peninsular War 1808–14, the invasion of Russia in 1812, the conflict in Germany and France 1813–14.
 - The significance of military reform in Austria and Prussia.
 - The significance of Napoleon’s role as a political and military leader, including the implementation of the Continental System.

2 'Trying to put Humpty-Dumpty together again': the Treaty of Vienna and its aftermath, 1815–48

- The peace settlement of 1815 and the search for security: the significance of the perceived threats of French and Russian power and revolutionary ideas; strengthening Prussia and turning it westwards; strengthening Austria and turning it east and south; the significance of the new German bund and the distribution of power in Italy.
- The roots and growth of nationalism in Italy: the significance of economic divisions and social problems; secret societies and failed revolutions; the significance of Austrian military power, including intervention in Naples and Piedmont 1821 and repression in Central Italy 1831; the influence of Mazzini and Young Italy from 1831 and the rule of Charles Albert in Piedmont; the role of art and culture in the Risorgimento; the significance of the reforms of Pope Pius IX.
- The roots and growth of German nationalism: the influence and importance of Metternich, including the Karlsbad decrees 1819; the significance of the Hambach Festival 1832; the growing importance of Prussia, including the Zollverein of 1833, the mobilisation and confrontation with France in 1840 and the issue of railways and the meeting of the United Diet in 1847; the significance of the Schleswig-Holstein issue.
- The changing pattern of European diplomacy and the interplay between ideology and power politics: the significance of the Greek revolt and independence and the Belgian revolt and independence; the significance of the Münchengrätz Agreement of 1833 and the Quadruple Alliance 1834; the impact of the Near Eastern crisis of 1839–40 on the relations between the great powers of Europe.

3 The rise of Piedmont and the unification of Italy, 1848–70

- The revolutions of 1848–49: reasons for, and their geographical range and impact, including the Roman Republic, 1848–49; Piedmont's role in the First Italian War of Independence; reasons for the failure of revolutions, including the Austrian and French intervention.
- Significant developments in Piedmont 1849–59: the rule of Victor Emmanuel II and the appointment of Cavour (1852) and the impact, including anticlericalism and economic developments in Piedmont; developments in diplomacy, including the significance of the Crimean War and subsequent relations with Britain and France.
- The Second Italian War of Independence: reasons for and impact in north and central Italy; Garibaldi's takeover of the south in 1860 and the subsequent unification of north and south 1860–61; Garibaldi and Rome and its impact; conflict and repression in the south.
- The completion of unification: the war of 1866 and the takeover of Venice; the question of Rome and its resolution 1870; the influence of developments outside Italy in achieving unification and the legacy of this for Italian nationalism.

4 Prussia and the creation of the Second Reich, 1848–71

- The revolutions of 1848–49 in Germany and the Austrian Empire; reasons for and their immediate impact; the role of Russia and the suppression of revolt in the Austrian Empire; the Frankfurt Parliament and its importance and the reasons for its failure; the role of the Prussian Army in restoring order throughout Germany.
- Germany in the 1850s and the seeds of unification: the Erfurt Union and the Austrian triumph at Olmutz 1850; economic developments in Austria and Prussia and the importance of the Zollverein; the diplomatic results of the Crimean War for Austria and Prussia.
- The new rulers of Prussia, Wilhelm I, Bismarck and Von Moltke 1861–64: the character of the new king and the attempts to reform the army; the significance of Bismarck's appointment in 1862 and improving relations with Russia; the significance of the war with Denmark 1864.
- Unification without Austria: the reasons for, and impact, of the war with Austria in 1866, including the reasons for the rapid Prussian triumph; the reasons for the growing tensions with France 1867–70 and France's diplomatic isolation; the immediate reasons for the Franco-Prussian War, including the Hohenzollern candidature and the Ems Telegram; reasons for victory and the significance of the establishment of the Second Reich.

Option 1B: The World in Crisis, 1879–1945

IA2 compulsory unit

Externally assessed

Overview

This option contains a study in depth of historical interpretations on a broad question, namely the reasons for the outbreak of war in Europe in August 1914. This is contextualised by, and overlaps with, a study of international relations in the years 1914–45, where the two main themes are the attempts to achieve and maintain peace and the attempts to achieve victory in war.

What students need to learn

- 1 Historical interpretations: what explains the outbreak of war in Europe between the great powers in August 1914?**
- Great power rivalries and the significance of the making of alliances 1879–1914.
 - Military planning and the arms race, and their effects on international relations c1900–14.
 - The significance of diplomatic crises and confrontations 1905–13.
 - Decision making in 1914 and in particular during the final crisis of June/July and the outbreak of a general war in August.

2 Trying to achieve victory and making peace and trying to keep it, 1914–33

- Diplomacy during the First World War: the significance of the Sykes-Picot Pact and the Balfour Declaration for the Middle East; the significance of Britain's and France's successes in gaining the support of Italy, Romania and the USA; the significance of Germany's success in defeating Russia in 1917 and imposing the Treaty of Brest Litovsk in 1918.
- Making peace 1919–23 and its aftermath: the significance of the Treaties of Versailles, St Germain, Trianon, Neuilly and Lausanne; the significance of subsequent treaties and agreements, including the modifications to reparations in 1924 and 1929 under the Dawes and Young Plans, the Locarno Treaties 1925 and the Kellogg-Briand Pact of 1928.
- The League of Nations: the significance of its constitution, machinery and changing membership; the significance of the special commissions and associated organisations, including the ILO; its impact on international disputes in the years 1920–33.
- Disarmament: the significance of the Washington Naval Conferences of 1921–22 and 1930; the significance of the Geneva Disarmament Conference of 1932–34.

3 The drift to renewed conflict, 1933–41

- Mussolini and Italy: the role of Mussolini and the ideas shaping his conduct of Italian foreign policy 1933–41; the impact of increased defence spending; the significance of the attack on Abyssinia 1935–36; the significance of Italy's intervention in the Spanish Civil War 1936–39; the significance of the Anti-Comintern Pact 1937 and the Pact of Steel 1939.
- Hitler and Germany: the role of Hitler and the ideas shaping his conduct of German foreign policy; the significance of rearmament and the reoccupation of the Rhineland 1934–36; the significance of intervention in the Spanish Civil War: the significance of the crises over Austria and Czechoslovakia 1938; the significance of Hitler's decisions to attack Poland in 1939, invade France in 1940 and Russia in 1941.
- Japan and aggression in the Far East: the significance of the successful establishment of Manchukuo and the Treaty of Tanggu 1933; the reasons for, and impact to 1940 of, the outbreak of war between Japan and China in July/August 1937; the significance of Japanese clashes with the Soviet Army 1939 and the occupation of French Indo-China (1940); the significance of growing tensions with the USA and the decision to attack Pearl Harbour 1941.
- Reluctant warriors, Britain, France and the USA: the significance of appeasement of Germany and Italy by Britain and France 1936–38; the significance of the pace of rearmament by Britain and France; the reasons for the decision to confront Germany over Poland in 1939 and its impact to 1941; the role of the USA in the European war in 1939–41 and the reasons for the policies adopted.

4 The world in flames, 1941–45

- The war in Eastern Europe: the reasons for initial German success and failure before Moscow 1941; the significance of the advance to Stalingrad and German defeat there; the reasons for Russian victory 1943–45, including war production, US help, German tactical mistakes and diversion of resources to the west.
- The war in the Mediterranean: the reasons for Italian defeats 1940; the significance of the struggle in North Africa 1941–43; the impact of the invasion of Italy and the reasons why the campaign lasted so long.
- The British and American assault on Nazi Germany: the impact of the bombing offensive 1942–45; the significance of victory in the Atlantic 1943; the significance of the D-Day landings and the liberation of France 1944; the reasons for the final collapse of Germany.
- The war in the Pacific: the significance of Pearl Harbour and the rapid Japanese conquests of 1942; the significance of the Battle of Midway; the reasons for the slow wearing down of Japan 1943–45; the significance of bombing, including the use of nuclear weapons.

Option 1C: The World Divided: Superpower Relations, 1943–90

IA2 compulsory unit

Externally assessed

Overview

This option contains a study in depth of historical interpretations on a broad question, namely the reasons for the outbreak and development of the Cold War in the years 1943–53. This is contextualised by, and overlaps with, a study of superpower relations (USA, USSR and China) in the years 1953–90. The two main themes are confrontation and the threat of war on the one hand, and Détente and the resolution of conflict on the other.

What students need to learn

- 1 Historical interpretations: What explains the outbreak and development of the Cold War in the years 1943–53?**
- The significance of the clash and role of personalities, including Stalin, Molotov, Roosevelt, Truman, Churchill, Bevin and Mao.
 - The significance of rival ideologies throughout the world: policy and propaganda – the battle for hearts and minds.
 - The significance of superpower economic issues and interests.
 - The significance of the pursuit of hegemony and national security, including military and geopolitical considerations.

2 Conciliation and confrontation, 1953–64

- The role of personalities in shaping relations, including Eisenhower, Dulles, Kennedy, Khrushchev, Mao and Macmillan; the impact of summits and official visits; the significance of the doctrine of peaceful co-existence.
- Developments along the European Iron Curtain: the reasons for, and impact of, the Soviet withdrawal from Austria; the significance of the Hungarian Rising of 1956; the significance of the crisis in Berlin and the building of the Berlin Wall 1958–61.
- The shadow of the bomb: the significance of developments in nuclear weapons and their delivery systems; the significance of the Cuban Missile Crisis 1962; the significance of the Test Ban Treaty, the Washington-Moscow 'hot-line' and China's first nuclear test.
- The beginnings of the Sino-Soviet split: reasons for the split and its impact on East-West relations.

3 Stalemate and Détente, 1964–79

- The role of personalities in shaping superpower relations, including Brezhnev, Gromyko, Mao, Nixon and Kissinger: the impact of summits and official visits.
- The balance of terror: the significance of the expansion of the Soviet navy and nuclear warheads and the growing sophistication of US technology; the impact of MAD (Mutually Assured Destruction) and the 'hot-line'.
- War by proxy: the significance of conflicts in Africa and the Middle East; the US fear of Marxist influence in South and Central America.
- Détente and greater stability: reasons for, including the Vietnam conflict, the Sino-Soviet conflict, discontent in Eastern Europe and the need for Soviet food imports; its impact during the 1970s, including SALT I and II.

4 Renewed confrontation and resolution, 1980–90

- The role of personalities in shaping superpower relations, including Andropov, Gromyko, Gorbachev, Deng Xiaoping, Reagan, Thatcher and Pope John Paul II; the impact of summits and official visits.
- Heightened tensions in the early 1980s: the significance of the Soviet invasion of Afghanistan and the deployment of new missile systems in Europe; the significance of Solidarity and the challenge to communist rule in Poland; the impact of Reagan and SDI.
- The economics of the Cold War in the 1980s: the significance of technological developments in the USA and the growing economic problems within the USSR.
- The significance of the breakdown of the USSR and Soviet control of Eastern Europe for superpower relations: growing nationalism in the USSR, including Georgia and the Baltic states; loss of communist control in Hungary, Czechoslovakia and East Germany; the reunification of Germany.

Option 1D: The Cold War and Hot War in Asia, 1945–90

IA2 compulsory unit

Externally assessed

Overview

This option contains a study in depth of historical interpretations on a broad question, namely the origins, conduct and impact of the Korean War. This is contextualised by, and runs alongside, a study of rivalries and conflict in South-East Asia between 1945 and 1990. The two main themes are ideological rivalry and the significance of intervention in South-East Asia.

What students need to learn

- 1 Historical interpretations: What explains the outbreak, course and impact of the Korean War in the period 1950–53?**
- The reasons why North Korea invaded South Korea in June 1950 and why the USA went to the aid of South Korea with the support of its allies and the United Nations.
 - The significance of General MacArthur and the reasons why he was such a controversial figure during the war and the reasons why he was dismissed by President Truman in April 1951.
 - The reasons why China openly intervened in the conflict and the results for the course of the war and China's standing in the world.
 - The impact of the war on Korea, the USA and Japan.

2 The emergence of the Cold War in South East Asia, 1945–60

- The origins of the conflict: Japanese occupation and the destruction of French colonial rule; the significance of Ho Chi Minh and the Viet Minh, including the proclamation of Vietnam's independence in 1945; reasons for the outbreak of fighting between the French and Viet Minh in 1946.
- The struggle becomes part of the Cold War 1949–50: the significance of Communist victory in China and the beginning of Chinese aid to the Viet Minh; the significance of the French appointment of Bao Dai as Emperor and the concession of partial independence; reasons for, and impact of, increasing US aid to France; the impact of Viet Minh's guerrilla tactics on the French and the significance of General Giap; the significance of the Battle of Dien Bien Phu.
- US policy under Dulles and Eisenhower 1954–60: the ending of the First Vietnam War 1954: the Geneva Conference and the terms of the Geneva Accords; the roles played by the USA, Britain, Russia and China: the significance of the setting up of S.E.A.T.O. and the impact of the 'domino theory'; the significance of M.A.A.G. and increasing US support for the government of South Vietnam under Diem; the reasons for, and impact of, the failure of the 1956 elections.
- The British and the 'Emergency' in Malaysia 1948–60: the significance of the two communities, Chinese and Malay, and the reasons for the outbreak of a Communist guerrilla movement in 1948; the economic and ideological reasons for the British response; the significance of General Sir Gerald Templar; reasons for the defeat of the Communist guerrillas; the significance of the granting of independence to Malaya and Singapore.

3 War in Indo-China, 1961–73

- Kennedy and Johnson and the drift to war 1961–65: the significance of the situation in Laos and the setting up of the NLF in South Vietnam 1960–61; the role and ideas of President Kennedy regarding Vietnam; the reasons for, and impact of, the growing support for South Vietnam 1961–63; the significance of the downfall of Diem in 1963; the significance of growing North Vietnamese support for the NLF in the South; the role of Johnson and the reasons for his acceptance of greater involvement; the significance of the Tonkin incident and the Tonkin Gulf Resolution 1964.
- Fighting the Vietcong under Johnson 1965–68: reasons for, and impact of, the steady escalation of boots on the ground; the role and impact of air power; the impact of Soviet and Chinese support for North Vietnam and North Vietnam's support for the Vietcong; the balance of US success and failure by December 1967; the significance of the Tet Offensive 1968; the changing pattern of public support for the conflict and its impact on US policies.
- The war under President Nixon 1969–72: the significance of changes in tactics, including the Phoenix Programme and incursions into Cambodia; the impact of Vietnamisation; the use and impact of air power.
- Making peace 1971–73: the roles and ideas of Henry Kissinger and Nixon, including Détente with the USSR and exploitation of the Sino-Soviet split; the significance of the Paris negotiations with North Vietnam, including sticking points; the role of force and concessions in achieving a ceasefire.

4 South-East Asia without the West: the fading of the Cold War, 1973–90

- The triumph of North Vietnam 1973–76: the impact of the scaling down of US support and involvement; the reasons for the growing economic crisis in South Vietnam; the reasons for, and the significance of, the sudden fall of the Thieu regime in 1975.
- The tragedy of Cambodia: the social and political nature of Cambodia in the 1950s and 60s, including the role of Prince Sihanouk; impact of US intervention in 1970; the reasons for the growth and triumph of the Khmer Rouge to 1975, including the importance of Chinese support; the impact of the Khmer Rouge on Cambodia, including the significance of Pol Pot (Saloth Sar); the reasons for, and consequences of, the Vietnamese invasion of 1979.
- Traditional tensions reappear: the historical relationship between China and Vietnam; the reasons for the conflict in February–March 1979 and the results; the significance of relations between the two countries in the 1980s.
- The economic development of South-East Asia in the 1980s: the reasons for and extent of growth in Singapore, Malaysia and Thailand; the reasons for the failure of economic development in Vietnam.

Assessment

Assessment information

Assessment requirements

Unit number and unit title	Level	Assessment information	Number of raw marks allocated in the unit
Unit 1: Depth Study with Interpretations	IAS	Written examination. The assessment is 2 hours. The assessment consists of 50 marks. Students must answer two 25-mark essay questions from a choice of four.	50
Unit 2: Breadth Study With Source Evaluation	IAS	Written examination. The assessment is 2 hours. The assessment consists of 50 marks. Section A: Students must answer a two-part question of 10 and 15 marks. Section B: Students must answer one 25-mark essay question from a choice of three. A sources booklet will be provided with two sources given for analysis in Section A.	50
Unit 3: Thematic Study	IAL	Written examination. The assessment is 2 hours. The assessment consists of 50 marks. Section A: Students must answer a 25-mark essay question. Section B: Students must answer one 25-mark essay question from a choice of two. A sources booklet will be provided with two sources given for analysis in Section A.	50
Unit 4: International Study With Historical Interpretations	IAL	Written examination. The assessment is 2 hours. The assessment consists of 50 marks. Section A: Students must answer a 25-mark essay question. Section B: Students must answer one 25-mark essay question from a choice of two. An extracts booklet will be provided with two extracts given for analysis in Section A.	50

Assessment Objectives and weightings

		% in IAS	% in IA2	% in IAL
AO1	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance	45	55	50
AO2	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context	25	25	25
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	30	20	25

Relationship of Assessment Objectives to units

Unit number	Assessment Objective		
	AO1	AO2	AO3
Unit 1	20%	0%	30%
Unit 2	25%	25%	0%
Unit 3	25%	25%	0%
Unit 4	30%	0%	20%
Total for International Advanced Level	50%	25%	25%

Assessment availability and first award

Unit	June 2016	January 2017	June 2017
1	✓	✓	✓
2	✓	✓	✓
3	x	✓	✓
4	x	x	✓
IAS award	✓	✓	✓
IAL award	x	x	✓

From June 2017 IAS and IAL will be awarded in both January and June.

Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and is available on our website at qualifications.pearson.com

Resitting of units

Students can resit any unit irrespective of whether the qualification is to be cashed in. Only the better of the two most recent non-absent attempts at an IAL unit will be available for aggregation to a qualification grade. Please refer to the Entry, Aggregation and Certification document on the Pearson website: qualifications.pearson.com/IAL-entry-certification-procedures

Forbidden combinations

Students should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two A levels. Students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification is only available in English. All student work must be in English.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website www.jcq.org.uk

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ M1 Form* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ M2(a) Form* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments*, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

The IAS qualification will be graded on a five-grade scale from A to E. The full International Advanced Level will be graded on a six-point scale A* to E. Individual unit results will be reported. Only Units 1 and 2 will contribute to the IAS grade. All four units will contribute to the IAL grade.

A pass in an International Advanced Subsidiary subject is indicated by one of the five grades A, B, C, D, E of which grade A is the highest and grade E the lowest. A pass in an International Advanced Level subject is indicated by one of the six grades A*, A, B, C, D, E of which grade A* is the highest and grade E the lowest. To be awarded an A* students will need to achieve an A on the full International Advanced Level qualification and an A* aggregate of the IA2 units. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Unit results

Unit grades are calculated using a uniform mark scale of 100 marks. The raw marks for a unit are aligned to the uniform mark scale.

An A is 80% of the maximum uniform mark, a B is 70% of that maximum, a C is 60% of that maximum, a D is 50% and E is 40% A.

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

Units 1–4

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

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

Qualification results

The minimum uniform marks required for each grade:

International Advanced Subsidiary cash-in code XHI01

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

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

International Advanced Level cash-in code YHI01

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

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

To be awarded an A* students will need to achieve an A on the full International Advanced Level qualification and an A* aggregate (at least 180 UMS) of the IA2 units.

Support, training and resources

Support

Pearson aim to provide the most comprehensive support for our qualifications. Here are just a few of the support services we offer.

- Subject Advisor – subject experts are on-hand to offer their expertise to answer any questions you may have on delivering the qualification and assessment.
- Subject Page – written by our Subject Advisors, the subject pages keep you up to date with the latest information on your subject.
- Subject Communities – exchange views and share information about your subject with other teachers.
- Training – see below for details.

For full details of all the teacher and student support provided by Pearson to help you deliver our qualifications, please visit qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels.html

Training

Our programme of professional development and training courses, covering various aspects of the specification and examinations, is arranged each year on a regional basis. Pearson training is designed to fit you, with an option of face-to-face, online or customised training so you can choose where, when and how you want to be trained.

Face-to-face training

Our programmes of face-to-face training have been designed to help anyone who is interested in, or currently teaching, a Pearson qualification. We run a schedule of events throughout the academic year to support you and help you to deliver our qualifications.

Online training

Online training is available for international centres who are interested in, or currently delivering our qualifications. This delivery method helps us run training courses more frequently to a wider audience.

To find out more information or to book a place please visit qualifications.pearson.com/en/support/training-from-pearson-uk.html

Alternatively, email internationaltfp@pearson.com or telephone +44 (0) 44 844 576 0025

Resources

Pearson is committed to ensuring that teachers and students have a choice of resources to support their teaching and study.

For Pearson GCE resources, Pearson IAL resources, and endorsed resources from other publishers, please visit our website.

Specifications, sample assessment materials and teacher support materials

Specifications, sample assessment materials (SAMs) and teacher support materials (TSMs) can be downloaded from the International Advanced Level subject pages.

To find a complete list of supporting documents, including the specification, SAMs and TSMs, please visit:

qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels.html

Appendices

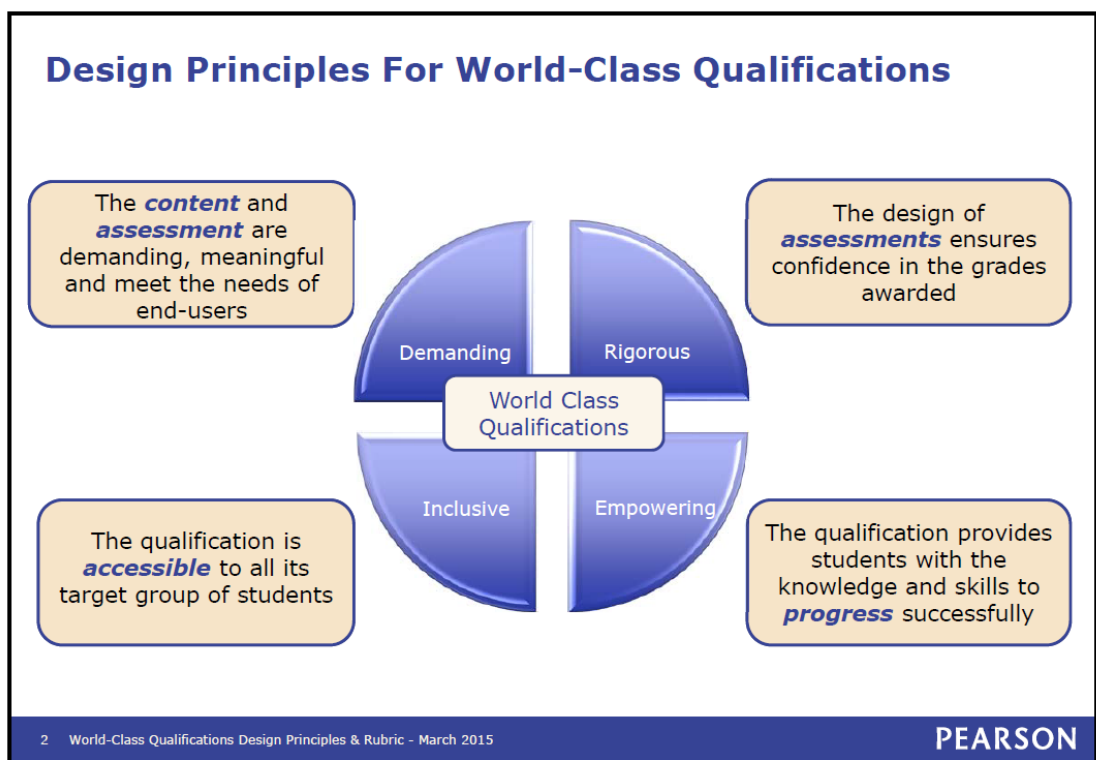
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Appendix 1: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions internationally
- consulting with key stakeholders on content and assessment, including higher-education academics, teachers and employers to ensure this qualification is suitable for international context.



From Pearson’s Expert Panel for World Class Qualifications

‘The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an ‘Expert Panel’ that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- Extensive international comparability of subject content against the highest-performing jurisdictions in the world
- Benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- Establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- Subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an ‘Efficacy Framework’, meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner’s success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice.’

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Bahram Bekhradnia

President, Higher Education Policy Institute

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Dr Peter Hill

Former Chief Executive, ACARA

Professor Sing Kong Lee

Director, National Institute of Education, Singapore

Professor Jonathan Osborne

Stanford University

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Bob Schwartz

Harvard Graduate School of Education

Appendix 2: Level 3 Extended Project qualification

What is the Extended Project?

The Extended Project is a stand-alone qualification that can be taken alongside IALs. It supports the development of independent learning skills and helps to prepare students for their next step – whether that be university study or employment. The qualification:

- is recognised by universities for the skills it develops
- is worth half an IAL qualification at grades A*–E
- carries UCAS points for university entry.

The Extended Project encourages students to develop skills in the following areas: research, critical thinking, extended writing and project management. Students identify and agree a topic area of their choice (which may or may not be related to an IAL subject they are already studying), guided by their teacher.

Students can choose from one of four approaches to produce:

- a dissertation (for example an investigation based on predominately secondary research)
- an investigation/field study (for example a practical experiment)
- a performance (for example in music, drama or sport)
- an artefact (for example creating a sculpture in response to a client brief or solving an engineering problem).

The qualification is coursework based and students are assessed on the skills of managing, planning and evaluating their project. Students will research their topic, develop skills to review and evaluate the information, and then present the final outcome of their project.

Students: what they need to do

The Extended Project qualification requires students to:

- select a topic of interest for an in-depth study and negotiate the scope of the project with their teacher
- identify and draft an objective for their project (for example in the form of a question, hypothesis, challenge, outline of proposed performance, issue to be investigated or commission for a client) and provide a rationale for their choice
- produce a plan for how they will deliver their intended objective
- conduct research as required by the project brief, using appropriate techniques
- carry out the project using tools and techniques safely
- share the outcome of the project using appropriate communication methods, including a presentation.

Teachers: key information

- The Extended Project has 120 guided learning hours (GLH) consisting of:
 - a taught 40-GLH element that includes teaching the technical skills (for example research skills)
 - a guided 80-GLH element that includes mentoring students through the project work.
- Group work is acceptable, however it is important that each student provides evidence of their own contribution and produces their own report.
- 100% externally moderated.
- Four assessment objectives: manage, use resources, develop and realise, review.
- Can be run over 1, 1½ or 2 years.
- Can be submitted in January or June.

How to link the Extended Project with History

The Extended Project creates the opportunity to develop transferable skills for progression to higher education and to the workplace through the exploration of an area of personal interest or a topic of interest from within the History qualification content.

Skills developed

Through the Extended Project, students will develop skills in the following areas:

- independent research skills, including skills in primary research and the selection of appropriate methods for data collection
- extended reading and academic writing, including reading academic articles
- planning/project management, including the refining of research questions
- evaluation of arguments and processes, including evaluation of the research process
- critical thinking.

In the context of the Extended Project, critical thinking refers to the ability to identify and develop arguments for a point of view or hypothesis and to consider and respond to alternative arguments.

The Extended Project is an ideal vehicle to develop the transferable skills identified in *Appendix 3*.

Using the Extended Project to support breadth and depth

Students are not expected to study specified material in the Extended Project. They are assessed on the quality of the work they produce and the skills they develop and demonstrate through completing work on the Extended Project. Students should demonstrate that they have extended themselves in some significant way by means of their Extended Project. It is important that they show, at the outset, how their work involves significant extension beyond what they have been studying in history.

Students can use the Extended Project to demonstrate extension in one or more dimensions:

- deepening understanding: where a student explores a topic in greater depth than in the qualification content. A student could choose to conduct a deeper analytic study about a topic, or exploration of a concept such as revolution
- widening perspectives: where the student's project spans different subjects.
- cross-curricular exploration that involves examining, for example the political, social, philosophical or psychological aspects of a topic.

Choosing topics and narrowing down to a question

Topics or titles linked to the themes from the history course could inspire a choice of Extended Project topics.

As an example of a history-related project, consider a student with an interest in the link between history and politics. A student studying Russia in the 20th century could write a dissertation on the changing influence of Marxist ideas in Russia or its different influences on Leninism and Maoism.

Investigation/field studies can be carried out on topics studied in history. The investigation/field study unit involves collection of data through primary research and data analysis, for example a study of primary historical data derived from archives.

There is also scope for history-based performance or artefact projects. For example, students might perform a play exploring an aspect of social history or real historical events, or create an artefact inspired by a topic studied in history.

Appendix 3: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves^[2]:

Cognitive skills

Non-routine problem solving – expert thinking, metacognition, creativity.

Systems thinking – decision making and reasoning.

Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.

ICT literacy – access, manage, integrate, evaluate, construct and communicate^[3].

Interpersonal skills

Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.

Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.

Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

^[1] OECD, *Better Skills, Better Jobs, Better Lives* (2012):
<http://skills.oecd.org/documents/OECDskillsStrategyFINALENG.pdf>

^[2] Koenig, J A *Assessing 21st Century Skills: Summary of a Workshop* (National Research Council, 2011)

^[3] *The PISA Framework for Assessment of ICT Literacy* (PISA, 2011)

Intrapersonal skills

Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.

Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

Appendix 4: Codes

Type of code	Use of code	Code
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	International AS – XHI01 International A Level – YHI01
Unit codes	These codes are provided for unit entry. Students must be entered for individual components.	Unit 1: WHI01 Unit 2: WHI02 Unit 3: WHI03 Unit 4: WHI04

Appendix 5: Glossary

Term	Definition
Assessment objectives	The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination.
External assessment	An examination that is held at the same time and place in a global region.
JCQ	Joint Council for Qualifications. This is a group of UK exam boards who develop policy related to the administration of examinations.
Linear	Qualifications that are linear have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.
Modular	Qualifications that are modular contain units of assessment. These units can be taken during the course of study. The final qualification grade is worked out from the combined unit results.
NEA	Non-examination assessment. This is any assessment that is not sat in examination conditions at a fixed time and place. Non-examination assessment includes coursework, oral examinations and practical examinations.
Performance description	This is a statement of the expected performance of a student for selected grades. Usually for IAL, performance descriptions are provided for grades A and E.
Raw marks	Raw marks are the actual marks that students achieve when taking an assessment. When calculating an overall grade raw marks often need to be converted so that it is possible to see the proportionate achievement of a student across all units of study.
UMS	Uniform Mark Scale. Student actual marks (or raw marks) will be converted into a UMS mark so that it is possible to see the proportionate result of a student. Two units may each be worth 25% of a total qualification. The raw marks for each unit may differ, but the Uniform Mark will be the same.
Unit	A modular qualification will be divided into a number of units. Each unit will have its own assessment.

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