

Pearson

AS History



Specification

Pearson Edexcel Level 3 Advanced Subsidiary GCE in History (8HI0)

First teaching from September 2015

First certification from 2016

Issue 5

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

References to third party materials made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Materials may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

ISBN 978 1 446 94997 9

All the material in this publication is copyright
© Pearson Education Limited 2026

Summary of changes in Pearson Edexcel Level 3 GCE Advanced Subsidiary in History Issue 5

Minor amendments have been made to the following topics	Page numbers
Minor stylistic changes have been made that do not affect teaching, including changes to capitalization and spelling changes.	Various
1A Theme 2 bp3: 'troubled' amended to 'problems of' 1A Theme 4 bp2: spelling of Zengi corrected 1A Interpretations bp4: spelling of Alexios corrected	8-9
2A.1 KT2 bp 2: 'Dealing with' removed	10
2A.2 KT2 bp1: reference to the Exchequer added.	12
2B.1 all KTs : content reorganized across all four KTs (details provided separately)	18-19
2B.2 KT3 bp2: reference added to 'siege' and date amended	21
1C Theme 1 bp1: date reference removed from start of bullet point 1C Theme 4 bp1: reference to EIC moved	24-25
2C.1 KT1 bp1: reference to the Estates amended	26
1D Theme 3 bp2: 'Development of' and 'from 1851' added 1D Interpretations bp4: 'slave resistance' amended to 'resistance by enslaved people'	33
2D.1 KT1 bp1: 'restored order' changed to 'conservative rule' 2D.1KT1 bp2/3: punctuation changed. 2D.1KT2 bp2: reference to <i>connubio</i> added 2D.1KT3 bp1: reference to the National Society added 2D.1KT3 bp2: reference to Villafranca added	34-35
2D.2 KT2 bp4: reference to Erfurt and Olmutz added	36
1E Theme 3 bp2: reference to Khrushchev/de-Stalinisation added 1E Theme 4 bp2: 'different groups' amended to 'lives' in relation to women.	41
2E.1 KT1 bp3: Date of Hundred Flowers campaign amended	42
1F Theme 2 bp3: 'Native' changed to 'Indigenous'	48
2G.1 KT1 bp2: reference to the Catholic Church moved and date amended 2G.1 KT3 bp4: Pope Pius's regnal number amended to Xi	58-59
1H Theme 3 bp2: reference to 'race'/'racial' amended to 'ethnic minorities' and 'immigration'	61
2H.1 KT2 bp1: punctuation amended 2H.1 KT4 bp2: date of Brown case amended to 1954-55	66-67
2H.2 KT2 bp4: punctuation amended 2H.2 KT2 bp4: 'Native' changed to Indigenous 2H.2 KT2 bp1: reference to Reaganomics added	68-69
Minor stylistic changes have been made that do not affect teaching, including changes to capitalization and spelling changes.	Various
1A Theme 2 bp3: 'troubled' amended to 'problems of' 1A Theme 4 bp2: spelling of Zengi corrected 1A Interpretations bp4: spelling of Alexios corrected	8-9
2A.1 KT2 bp 2: 'Dealing with' removed	10
2A.2 KT2 bp1: reference to the Exchequer added.	12

Previous issues show earlier changes.

If you need further information on these changes or what they mean, please contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

From Pearson's Expert Panel for World Class Qualifications

May 2014

"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

Professor Lee Sing Kong

Director, National Institute of Education, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz

Harvard Graduate School of Education

Dr Peter Hill

Former Chief Executive ACARA

All titles correct as of May 2014

Introduction

The Pearson Edexcel Level 3 Advanced Subsidiary GCE in History is designed for use in schools and colleges. It is part of a suite of GCE qualifications offered by Pearson.

Purpose of the specification

This specification sets out:

- the objectives of the qualification
- any other qualification that a student must have completed before taking the qualification
- any prior knowledge and skills that the student is required to have before taking the qualification
- any other requirements that a student must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge and understanding that will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria against which a student's level of attainment will be measured (such as assessment criteria).

Rationale

The Pearson Edexcel Level 3 Advanced Subsidiary GCE in History meets the following purposes, which fulfil those defined by the Office of Qualifications and Examinations Regulation (Ofqual) for Advanced GCE qualifications in their *GCE Qualification Level Conditions and Requirements* document, published in April 2014.

The purposes of this qualification are to:

- provide evidence of students' achievements in a robust and internationally comparable post-16 course of study that is a sub-set of Advanced GCE content
- enable students to broaden the range of subjects they study.

Qualification aims and objectives

The aims and objectives of the Pearson Edexcel Level 3 Advanced Subsidiary GCE 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; and
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles¹ 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 overseas
- consulting with key stakeholders on content and assessment, including learned bodies, subject associations, higher-education academics and teachers to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCE Qualification Level Conditions and Requirements* and *GCE Subject Level Conditions and Requirements for History*, published in April 2014.

The *GCE Subject Level Conditions and Requirements for History* require that awarding organisations provide a rationale which indicates how the criteria for content are addressed. This can be found in *Appendix 4: Rationale*.

¹ Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 1*.

Contents

Qualification at a glance	1
Permitted combinations of examined options: entry codes	3
Knowledge, skills and understanding: Papers 1 and 2	5
Route A: Conquest, control and resistance in the medieval world	7
Paper 1, Option 1A: The crusades, c1095–1204	8
Paper 2, Option 2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106	10
Paper 2, Option 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89	12
Route B: Religion and the state in early modern Europe	15
Paper 1, Option 1B: England, 1509–1603: authority, nation and religion	16
Paper 2, Option 2B.1: Luther and the German Reformation, c1515–55	18
Paper 2, Option 2B.2: The Dutch Revolt, c1563–1609	20
Route C: Revolutions in early modern and modern Europe	23
Paper 1, Option 1C: Britain, 1625–1701: conflict, revolution and settlement	24
Paper 2, Option 2C.1: France in revolution, 1774–99	26
Paper 2, Option 2C.2: Russia in revolution, 1894–1924	28
Route D: Challenges to the authority of the state in the late eighteenth and nineteenth centuries	31
Paper 1, Option 1D: Britain, c1785–c1870: democracy, protest and reform	32
Paper 2, Option 2D.1: The unification of Italy, c1830–70	34
Paper 2, Option 2D.2: The unification of Germany, c1840–71	36
Route E: Communist states in the twentieth century	39
Paper 1, Option 1E: Russia, 1917–91: from Lenin to Yeltsin	40
Paper 2, Option 2E.1: Mao's China, 1949–76	42
Paper 2, Option 2E.2: The German Democratic Republic, 1949–90	44
Route F: Searching for rights and freedoms in the twentieth century	47
Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96	48
Paper 2, Option 2F.1: India, c1914–48: the road to independence	50
Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'	52
Route G: Nationalism, dictatorship and democracy in twentieth-century Europe	55
Paper 1, Option 1G: Germany and West Germany, 1918–89	56
Paper 2, Option 2G.1: The rise and fall of fascism in Italy, c1911–46	58
Paper 2, Option 2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy	60
Route H: Democracies in change: Britain and the USA in the twentieth century	63
Paper 1, Option 1H: Britain transformed, 1918–97	64

Paper 2, Option 2H.1: The USA, c1920–55: boom, bust and recovery	66
Paper 2, Option 2H.2: The USA, 1955–92: conformity and challenge	68
Assessment	71
Assessment summary	71
Assessment Objectives and weightings	73
Breakdown of Assessment Objectives	73
Entry and assessment information	74
Student entry	74
Discount code and performance tables	74
Access arrangements, reasonable adjustments and special consideration	75
Malpractice	76
Equality Act 2010 and Pearson’s equality policy	77
Awarding and reporting	77
Language of assessment	77
Other information	79
Student recruitment	79
Prior learning and other requirements	79
Progression	79
Relationship between Advanced Subsidiary and Advanced GCEs	80
Progression from GCSE to Advanced Subsidiary GCE	80
Appendix 1: Transferable skills	83
Appendix 2: Level 3 Extended Project qualification	85
Appendix 3: Codes	89
Appendix 4: Rationale	91
Appendix 5: Knowledge, skills and understanding	93

Qualification at a glance

The Pearson Edexcel Level 3 Advanced Subsidiary GCE in History consists of two examination papers.

Students must complete all assessment in May/June in any single year.

Paper 1: Breadth study with interpretations *Paper codes: 8HI0/1A–1H

- Externally assessed.
- Availability: May/June.
- First assessment: 2016.

**60% of the
total
qualification**

Overview of content

Students take **one**** of the following options:

- 1A:** The crusades, c1095–1204
- 1B:** England, 1509–1603: authority, nation and religion
- 1C:** Britain, 1625–1701: conflict, revolution and settlement
- 1D:** Britain, c1785–c1870: democracy, protest and reform
- 1E:** Russia, 1917–91: from Lenin to Yeltsin
- 1F:** In search of the American Dream: the USA, c1917–96
- 1G:** Germany and West Germany, 1918–89
- 1H:** Britain transformed, 1918–97

Overview of assessment***

- Written examination, lasting 2 hours 15 minutes.
- Marks available: 60
- Students answer three questions: one from Section A, one from Section B and one from Section C.
- **Sections A and B** comprise a choice of essays that assess understanding of the period in breadth (AO1).
- **Section C** comprises one compulsory question that assesses the ability to analyse and evaluate historical interpretations (AO3).

* See *Appendix 3: Codes* for information about this code and all other codes relevant to this qualification.

** The choice of the option for Paper 1 will determine the options that may be taken for Paper 2. See the tables on *pages 3–4* for further information.

*** See *pages 70–72* for more information about assessment.

Paper 2: Depth study***Paper codes: 8HI0/2A–2H**

- Externally assessed.
- Availability: May/June.
- First assessment: 2016.

**40% of the
total
qualification****Overview of content**

Students take **one**** of the following options:

2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106

2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89

2B.1: Luther and the German Reformation, c1515–55

2B.2: The Dutch Revolt, c1563–1609

2C.1: France in revolution, 1774–99

2C.2: Russia in revolution, 1894–1924

2D.1: The unification of Italy, c1830–70

2D.2: The unification of Germany, c1840–71

2E.1: Mao's China, 1949–76

2E.2: The German Democratic Republic, 1949–90

2F.1: India, c1914–48: the road to independence

2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'

2G.1: The rise and fall of fascism in Italy, c1911–46

2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy

2H.1: The USA, c1920–55: boom, bust and recovery

2H.2: The USA, 1955–92: conformity and challenge

Overview of assessment***

- Written examination, lasting 1 hour 30 minutes.
- Marks available: 40
- Students answer two questions: one from Section A and one from Section B.
- **Section A** comprises one compulsory two-part question for the option studied, each part based on one source. It assesses source analysis and evaluation skills (AO2).
- **Section B** comprises a choice of essays that assess understanding of the period in depth (AO1).

* See *Appendix 3: Codes* for information about this code and all other codes relevant to this qualification.

** The availability of Paper 2 options depends on the option chosen for Paper 1. See the tables on *pages 3–4* for further information.

*** See *pages 70–72* for more information about assessment

Permitted combinations of examined options: entry codes

Papers 1 and 2

Papers 1 and 2 are grouped together in eight 'routes' in which options are linked by a common theme. Each of these routes comprises a **mandatory** Paper 1 and a **choice of two options** for Paper 2 of which students take only one.

Centres are not permitted to mix Paper 1 and Paper 2 options from different routes.

Route A: Conquest, control and resistance in the medieval world		Entry code
Paper 1 option	Paper 2 options	
1A: The crusades, c1095–1204	2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106 or 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89	A

Route B: Religion and the state in early modern Europe		Entry code
Paper 1 option	Paper 2 options	
1B: England, 1509–1603: authority, nation and religion	2B.1 Luther and the German Reformation, c1515–55 or 2B.2: The Dutch Revolt, c1563–1609	B

Route C: Revolutions in early modern and modern Europe		Entry code
Paper 1 option	Paper 2 options	
1C: Britain, 1625–1701: conflict, revolution and settlement	2C: France in revolution, 1774–99 or 2C.2: Russia in revolution, 1894–1924	C

Route D: Challenges to the authority of the state in the late eighteenth and nineteenth centuries		Entry code
Paper 1 option	Paper 2 options	
1D: Britain, c1785–c1870: democracy, protest and reform	2D.1: The unification of Italy, c1830–70 or 2D.2: The unification of Germany, c1840–71	D

Route E: Communist states in the twentieth century		Entry code
Paper 1 option	Paper 2 options	
1E: Russia, 1917–91: from Lenin to Yeltsin	2E.1: Mao's China, 1949–76 or 2E.2: The German Democratic Republic, 1949–90	E

Route F: Searching for rights and freedoms in the twentieth century		Entry code
Paper 1 option	Paper 2 options	
1F: In search of the American Dream: the USA, c1917–96	2F.1: India, c1914–48: the road to independence or 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'	F

Route G: Nationalism, dictatorship and democracy in twentieth-century Europe		Entry code
Paper 1 option	Paper 2 options	
1G: Germany and West Germany, 1918–89	2G.1: The rise and fall of fascism in Italy, c1911–46 or 2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy	G

Route H: Democracies in change: Britain and the USA in the twentieth century		Entry code
Paper 1 option	Paper 2 options	
1H: Britain transformed, 1918–97	2H.1: The USA, c1920–55: boom, bust and recovery or 2H.2: The USA, 1955–92: conformity and challenge	H

Knowledge, skills and understanding: Papers 1 and 2

Introduction to the Paper 1 options

The relevant pages of this section specify the substantive content that must be taught for the chosen option. All of the content for the option is mandatory.

Each Paper 1 option has two focuses: themes (breadth) and historical interpretations (depth).

The four *themes* focus on developments and changes over a broad timescale. As well as understanding the content, students will need to develop skills necessary to answer questions that target knowledge and understanding of the period (AO1).

In chronological terms, the *historical interpretations* section comes either at the end of the *themes* or runs parallel to them, depending on the option chosen. In either case, the themes provide context for the historical interpretations without duplicating content. As well as understanding the substantive content, students will need to develop skills necessary to answer questions that target the ability to analyse and evaluate historical interpretations (AO3).

Further information about the knowledge, skills and understanding to be assessed can be found in Appendix 5.

Introduction to the Paper 2 options

The Paper 2 option must be chosen from the same route as the Paper 1 option, and so these are grouped together.

The relevant pages of this section specify the substantive content that must be taught for the chosen option. All of the content for the option is mandatory.

Each Paper 2 option is focused on depth, requiring more detailed knowledge and understanding of the topic, and over a shorter time period, than Paper 1.

The content is organised into four *key topics*. As well as 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).

Further information about the knowledge, skills and understanding to be assessed can be found in Appendix 5.

Route A: Conquest, control and resistance in the medieval world

Overview

Students taking Route A will study:

- *Paper 1, Option 1A: The crusades, c1095–1204*

and **either**:

- *Paper 2, Option 2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106*

or:

- *Paper 2, Option 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89.*

The options in Route A are linked by the themes of attempts at conquest and control, which were manifested in different ways, such as invasion, coercion and administrative reforms. They are also linked by resistance to those attempts, for example by conquered peoples, powerful individuals and religious institutions.

Studying two distinct geographical areas will allow students to develop a greater appreciation of the nature of power and royal authority in the medieval world and of similarities and contrasts between them (although students will not be required to answer comparative questions that link the breadth and the chosen depth option).

Paper 1, Option 1A: The crusades, c1095–1204

Overview

This option comprises a study in breadth of the early crusading movement from the late eleventh to the early thirteenth century. It has continued relevance as, even today, the crusades exercise a powerful influence in many countries of the Near East, and their legacy continues to shape relations with Europe and the world.

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: 1095–1192. This option also contains a study in depth of historical interpretations on a broad question that is contextualised by, and runs on from, the themes: reasons for the failure of the Fourth Crusade.

Themes	Content
1 Reasons for the crusades, 1095–1192	- Religious motives: the concept of 'just war'; the impact of the papal reform movement on ideas of penance and remission of sins; guarantees of plenary indulgence; the aim of freeing Jerusalem; papal support for the crusades; the influence of preachers, including Bernard of Clairvaux. - Political motives: threats to the Byzantine Empire; Alexius I Comnenus's appeal to Urban II; the political ambitions of the Papacy; Urban's political problems in Germany and France; violence and growing disorder in Europe; the Second and Third Crusades and the defence of the crusader states. - The knights and the crusades: the nature of knighthood in the late eleventh century; the development of the concept of chivalry; protecting Christianity and pilgrims; settlement in the crusader states and the acquisition of wealth.
2 Leadership of the crusades, 1095–1192	- The First Crusade: the eight princes and their changing priorities; Baldwin's conquest of Edessa 1097; Bohemund's seizure of Antioch 1098; emergence of Godfrey of Bouillon as leader and the capture of Jerusalem 1099. - Louis VII, Conrad III and the Second Crusade: personal and political rivalries and tensions; their relationship with Manuel I; the failure to consult the leaders of the crusader states; failure at Damascus 1148 and the end of the crusade. - The problems of leadership of the Third Crusade: the significance of the death of Frederick Barbarossa; the rivalries of Richard I and Philip II; Richard's decision to attack Sicily and Cyprus; Philip's return to France. Richard's leadership at Acre and Jaffa and reasons for his decision not to attack Jerusalem.

Themes	Content
3 The crusader states of Outremer, 1100–92	• Geography and economy: Edessa, Tripoli, Antioch and the primacy of Jerusalem; the absence of natural boundaries to the east; the importance of the seaports for maintaining economic and military links with Europe; trade between Muslim and Christian cities; patterns of settlement and migration from Europe. • Defence: Baldwin I's consolidation of territory, 1100–18; adoption of local methods of fortification and the building of castles; the protection of the military orders of Templars and Hospitallers, including their control of border castles; financial support for the military orders by European nobles; lack of support for the states from Byzantium and Europe. • The government of the crusader states: the rule of Baldwin I and Baldwin II; Baldwin III and the conflict with Queen Melisende; the rule of the 'leper king' Baldwin IV; the importance of growing divisions within the ruling elite and the succession crisis of 1185; the significance of Raymond of Tripoli's truce with Saladin.
4 The changing Muslim response to the crusades, 1095–1192	• Muslim political and religious divisions: the split between the Sunni Seljuk Turks and the Shi'ah Fatimids of Egypt; the significance of Kilij Arslan's defeats at Nicaea and Dorylaeum 1097; the defeat of Kerbogha's forces at Antioch 1098; the fall of Jerusalem 1099. • The growth of Muslim power, 1144–69: Zengi and the seizure of Edessa 1144; Nur ad-Din's consolidation of power, 1146–54. Nur's growing rift with Saladin. • The power of Saladin, 1169–92: consolidation of Saladin's power in Egypt and Syria, 1169–84; the attack on Tiberias, the battle of Hattin and fall of Jerusalem to Saladin 1187; the siege of Acre and the battle of Arsuf, 1189–91; Saladin's success in keeping Muslim control of Jerusalem in 1192.

Historical interpretations	Content
What explains the failure of the Fourth Crusade?	• Innocent III's plans for the crusade and the significance of their failure. • The significance of the size and leadership of the crusading forces. • The impact of the role of Venice and of the priorities of the Doge Enrico Dandolo. • The significance of the failure of Prince Alexios and of the sack of Constantinople.

Paper 2, Option 2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106

Overview

This option comprises a study in depth of England and Normandy from the death of Earl Godwin in 1053, through the reigns of William I and William II to the re-establishment of the Anglo-Norman Kingdom by Henry I in 1107. These were dramatic years of change for England and would shape the course of its history for generations.

Students will gain an in-depth understanding of the nature and extent of change in government, society and the Church, and of the English people's resistance to changes.

Key topics	Content
1 Late Anglo-Saxon England, c1053–66	• Monarchy and government: the power of the English monarchy; the earldoms and shires; local government; the legal system. • The economy of England: the system of taxation; royal mints and the silver penny; coastal towns and overseas trade; urbanisation and the growth of trading centres. • The house of Godwin: Harold Godwinson's succession as Earl of Wessex; the power of the Godwin siblings; the campaign against the Welsh; Harold Godwinson's embassy to Normandy; the rising against Tostig and his exile. • Early threats to Harold's throne: Edward's death and the claimants to the throne; the witan and the coronation; Harald Hardrada's invasion; reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge 1066.
2 The Norman conquest of England and extension of control in Wales and Scotland, 1066–93	• William of Normandy's invasion: William's military experience; reasons for the Norman victory at Hastings, including the leadership skills of Harold and William, Norman and English troops and tactics. • Opposition to the Normans: the submission of the earls 1066; rebellions in the south, 1067–69; the Harrying of the North; the East Anglian Rebellion; the revolt of the earls 1075. The role of foreign intervention. • Wales and Scotland: the rising of Eadric the Wild; imposing Norman control in Wales, 1067–93; Malcolm III and the Northern Rebellion; William II and Scotland, 1091–93. • The founding of a military state: the operation of the feudal system, tenants-in-chief and knights; the nature of land tenure; the building of castles and their impact on Norman control and royal power.

Key topics	Content
3 State, church and society, 1066–1106	• Central and local government: the king's household and the chancery; the geld and the silver penny; the office of sheriff; codes of law and the local courts. • The end of the English aristocracy: changes in land tenure; the creation of new earldoms; a Norman aristocracy based on military and political service; the extent of Norman influence as revealed by the Domesday Survey 1086. • Changes in towns and villages: towns and trading patterns; village life, royal forests and the forest laws; the gradual disappearance of slavery. • The English Church: the deposition of Stigand; Lanfranc's reforms; Anselm's conflict with William II; Henry I, Anselm and the investiture controversy; the Norman kings and the Papacy.
4 Normandy, 1066–1106	• Reasons for William of Normandy's decision to invade England in 1066: his claim to the throne; the military power of Normandy; papal support for William's claim. • Problems in Normandy, 1066–87: conflict in Maine, 1069–73; William's defeat at the siege of Dol; resisting the demands of Robert Curthose, 1078–83; the division of the Anglo-Norman territories after William's death. • William Rufus and Robert Curthose: the position of Anglo-Norman nobles; the rebellion of 1088; William Rufus in Normandy 1091; the significance of Robert's decision to go on crusade. • Henry I and the restoration of the Anglo-Norman Kingdom, 1100–06: the defeat of Robert of Bellême; misrule in Normandy; Henry's campaign in Normandy and victory at Tinchebrai 1106; the significance of the restoration of the Anglo-Norman Kingdom.

Paper 2, Option 2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89

Overview

This option comprises a study in depth of Henry II's restoration of royal power in England and the Angevin territories in the years 1154–89, after the anarchy of the civil war had dramatically weakened the power of the Anglo-Norman Kingdom.

Students will gain an in-depth understanding of the nature and extent of change in this period, and the ways in which Henry II restored, extended and maintained royal authority and power during his reign, and of the bitter rivalries that developed within the royal family.

Key topics	Content
1 The restoration and extension of royal authority, 1154–72	- England and the Angevin Empire in 1154: baronial power; declining royal revenues; the extent of Angevin lands overseas; the power of Eleanor of Aquitaine. - Henry II and the nobility: the destruction of illegal castles; the weakening of baronial power; the Cartae Baronum 1166; the Inquest of the Sheriffs 1170. - Wales, Scotland and Ireland: making peace in Wales; the submission of Malcolm IV; the submission of the Irish kings and bishops. - The Angevin lands in France: Henry's restoration of control in Normandy; acquisition and control of Brittany; relations and conflict with Louis VII of France; the significance of the peace of Montmirail.
2 Reforms in England, 1154–89	- Central institutions: the <i>Curia Regis</i> and the Exchequer. The justiciars and the Chancellor; the roles of significant individuals, including Richard of Lucy, Bishop Nigel and Thomas Becket. - Financial reforms: the revival of the <i>Danegeld</i>; restoration of royal lands; reform of the coinage in 1158 and 1180; the importance of Richard fitzNigel; the impact of financial reforms on increasing royal income. - Legal reforms: the Assizes of Clarendon and Northampton; the itinerant justices and the general eyre; the Court of King's Bench; <i>novel disseisin</i> and <i>mort d'ancestor</i>; the extent of changes to the system of royal justice under Henry II and their implications for the power of the monarchy. - The changing nature of kingship: growing political and economic power of the king; relations with leading barons; the importance of the itinerant kingship on maintaining royal power in England and the Angevin Empire.

Key topics	Content
3 Henry II and the English Church, 1154–74	- Henry's problems with the Church: papal influence; church courts; the Church's attitude towards moral offences; clerical interference in secular affairs. - Becket and the King, 1162–64: reasons for Becket's election as Archbishop of Canterbury; Henry's demands for reform; the Constitutions of Clarendon; Becket's attitude towards reform; conflict between the King and Archbishop; Becket's flight into exile. - The failure to compromise, 1169–70: the failure to reach a settlement; the diplomacy of Pope Alexander III; the coronation of the Young King in June 1170; Becket's return to England, his death and its significance, including its impact on the position of Henry II. - The settlements between King and Church, 1172–74: the agreement at Avranches; relations between Henry and the pope; Henry's penance at Canterbury in 1174; the extent of Henry's success.
4 Crises of the Angevin Empire, 1170–89	- Power and family rivalries: Henry's plans for his sons' inheritance; the division of Angevin lands between Henry's sons; the position of Eleanor of Aquitaine. - Causes of the Great Rebellion of 1173–74: the opposition of the English barons to Henry's reforms; Henry's failure to grant his sons a role in government and their flight to Paris; Eleanor's opposition to the King. - The defeat of the Great Rebellion: Henry's victories in England and the Angevin lands; the expulsion of invaders from Normandy; the capture of William the Lion; the short-term impact of Henry's victories on royal power, 1174–80. - Philip Augustus and the collapse of Henry's power, 1180–89: the deaths of the Young King and Geoffrey; Richard and John's ambitions and treachery; the alliance of Philip and Richard against Henry; Henry's defeat in 1189.

Route B: Religion and the state in early modern Europe

Overview

Students taking Route B will study:

- *Paper 1, Option 1B: England, 1509–1603: authority, nation and religion*

and **either**:

- *Paper 2, Option 2B.1: Luther and the German Reformation, c1515–55*

or:

- *Paper 2, Option 2B.2: The Dutch Revolt, c1563–1609.*

The options in Route B are linked by the twin themes of religion and the state. The religious unity of medieval Christendom disintegrated during the sixteenth century, with repercussions for the centuries that followed. It was also a time when the authority of the secular state evolved throughout Europe and would lead England, the Netherlands and the German states down very different paths.

Studying two different countries allows students to develop a greater appreciation of the nature of religion and state power in the early modern era and the similarities and contrasts between them (although students will not be required to answer comparative questions that link the breadth and the chosen depth option).

Paper 1, Option 1B: England, 1509–1603: authority, nation and religion

Overview

This option comprises a study in breadth in which students will learn about the key political, social and economic features of Tudor England from the accession of Henry VIII to the death of Elizabeth I, an era of decisive change for the English state and church.

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: 1509–1588. This option also contains a study in depth of historical interpretations on a broad question that is contextualised by, and runs on from, the themes: whether there was a general crisis of government in the last years of Elizabeth I's reign, 1589–1603.

Themes	Content
1 Monarchy and government, 1509–88	• The Tudor monarchs: personal and political qualities; popular attitudes towards the Tudors; the disputed successions and the significance of gender for Mary and Elizabeth. • The changing role of Parliament: Henry VIII's Parliaments before 1529; from 'King and Parliament' to 'King-in-Parliament'; the growing confidence of Parliament under Elizabeth. • The principal servants of the Crown: the powers exercised by leading ministers; the influence of Wolsey, Cromwell and Burghley. Changes to the structure of government.
2 Religious changes, 1509–88	• Tudor monarchs and religious change; Henry VIII and the end of papal power in England; religious changes under Edward and Mary; the Elizabethan compromise of 1558–63. • Catholicism and its survival: popular attitudes to Catholicism; the extent of religious changes, 1529–36; the survival of Catholicism in the regions; recusancy and Jesuit missions in Elizabeth's reign; the role of the Catholic nobility. • Protestantism and puritanism: Protestant influences in England, 1509–47, including the significance of Anne Boleyn; Protestantism under Edward VI; the growth and significance of puritanism during Elizabeth's reign.

Themes	Content
3 State control and popular resistance, 1509–88	- Tudor control of the country: the Marcher Council and the Council of the North; the role of the nobility in maintaining control; the growing power of the justices of the peace; the lords lieutenant under Elizabeth. - The state and the poor: reasons for the growth of poverty in Tudor England; punishments for beggars and vagrants; the importance of charities and local authorities in the provision of poor relief. - Resistance to Tudor rule: the significance of resistance to demands for subsidies and taxes; the nature of the threat posed by popular risings, 1536–69; reasons for the decline of popular resistance, 1570–88.
4 Economic, social and cultural change, 1509–88	- Patterns of domestic and foreign trade: the significance of the wool and cloth industries; the development of 'new draperies' from the 1560s; the impact of the migration of foreign textile workers; the role of London as a market for goods; the consequences of exploration for trade. - The changing structure of society: the increase in population; the impact of the closure of the monasteries; the spread of enclosure and its effects on the rural population; the impact of growing urbanisation; the growing professional classes. - Cultural change: the impact of the growth of grammar schools and universities; the impact of the printing press; the impact of religious change on culture; patronage and the development of drama, music and poetry; the significance of royal and noble patronage; developments in drama, music, poetry and architecture; the impact of the 'cult of Gloriana'.

Historical interpretations	Content
Was there a general crisis of government in the last years of Elizabeth I's reign, 1589–1603?	- The significance of threats to national security from Spain and Ireland. - The extent of faction at court and the succession issue. - The importance of growing conflicts with Parliament and the session of 1601. - The importance of harvest failures in the 1590s and the growth of social distress.

Paper 2, Option 2B.1: Luther and the German Reformation, c1515–55

Overview

This option comprises a study in depth of Luther's challenge to the Catholic Church, the development of a separate Lutheran Church within the German states, and the response of Empire and the Papacy to this challenge to 1555. This would cause a fracture in the religious unity of western Christianity, which would, in time, spread through Europe and beyond.

Students will gain an in-depth understanding of Luther's religious protests and the involvement of secular and religious leaders in driving, and resisting, religious and political change in the German states in this period.

Key topics	Content
1 Germany in c1515	• The Holy Roman Empire: the structure of central government; the seven electors; the respective powers of the Emperor and the princes. • The German economy: growing towns and cities; the state of agriculture and trade; trade and communications between the states. • The German Catholic Church: the religious and secular power of the bishops; the parish clergy; anticlericalism; the influence of humanism. • The Papacy and Germany: the corruption of the papal court; papal financial demands on Germany; the controversy over indulgences, including the role of Tetzl.
2 Luther's early challenge to the Catholic Church, 1517–21	• The influences on Luther's views; his views on corruption within the Catholic Church. • <i>The Ninety-Five Theses</i> 1517: Luther's rejection of indulgences; his aim of promoting academic debate; the publication of the <i>Ninety-Five Theses</i> and their impact; the importance of the printing press. • The shaping of Luther's beliefs: his protest to Albrecht of Mainz; the response of Leo X to Luther's early challenge; the debate with Cajetan in 1518; significance of the debate with Eck in 1519; Luther's acceptance of justification by faith alone. • Luther's excommunication: the significance of the imperial election 1519; the 1520 pamphlets addressed to the clergy, nobility and the German people; the Papal Bulls <i>Exsurge Domine</i> and <i>Decet Romanum Pontificem</i>.

Key topics	Content
3 The development of Lutheran beliefs and Luther's leadership of the Lutheran movement, 1521–46	• The Diet of Worms and its aftermath: Luther's condemnation as a heretic and an outlaw; the attitude of Charles V; the protection of Frederick the Wise at Wartburg Castle. • Luther's attitude to religious and political radicalism: his views on Carlstadt, the Zwickau Prophets and the Radical Reformation; his lack of support for the revolt of the Imperial Knights; the reasons for, and consequences of, his denunciation of the Peasants' War 1525; the effect of Luther's political conservatism on the German princes. • Lutheran beliefs and their influence: the importance of justification by faith; the German Mass; the doctrine of the Real Presence; Luther's translation of the Bible; the <i>Large Catechism</i> and <i>Small Catechism</i>; the growing popularity of Lutheranism within Germany. • Influences over Lutheranism: the influence of Melancthon on the development of Lutheranism, the Loci Communes 1521; the Augsburg Confession 1530 and its importance; Luther and the Philip of Hesse affair 1540.
4 The spread and survival of the Lutheran movement, 1521–55	• The failure of Lutheran-Catholic negotiations: growing divergence between Catholic and Lutheran beliefs; the Diets of Speyer 1526 and 1529; the Diet of Regensburg 1541. • The role of the German princes: Luther's protection by Frederick the Wise; the significance of the conversions of Albrecht of Hohenzollern, Philip of Hesse and John of Saxony; formation of the Schmalkaldic League 1531; the League's significance for the spread of Lutheranism. • Charles V and Lutheranism: his conflicting priorities in Spain, France and against the Ottomans; limited support for Charles from the Catholic princes; the significance of the Schmalkaldic War; the Peace of Passau 1552; the Peace of Augsburg 1555. • The Papacy and Lutheranism: the effectiveness of its response to Luther; Paul III and attempts at reform; the Consilium 1537; the summoning of the Council of Trent.

Paper 2, Option 2B.2: The Dutch Revolt, c1563–1609

Overview

This option comprises a study in depth of the successful challenge that the northern provinces of the Netherlands mounted against the power of the Spanish Empire in the years c1563–1609, a challenge that would contribute to a dramatic decline in Spain's power and produce one of the first republics of the era.

Students will gain an in-depth understanding of the challenges that the Dutch provinces overcame in securing their independence, the role of significant individuals, and the importance of religious differences between the northern and southern provinces in influencing the process of change.

Key topics	Content
1 Origins of the Dutch Revolt, c1563–67	• The Habsburg Netherlands: the 17 provinces; the extent of local autonomy; the traditional rights of the Dutch grandees. • The situation c1563: Philip II's policy towards the Netherlands and the lack of regard for established traditions; the regency of Margaret of Parma; the influence of Granvelle. • Opposition of the Dutch grandees: the alliance of Orange, Hoorn and Egmont; resistance to the reform of the bishoprics; the removal of Granvelle; Margaret and the heresy laws; the Confederacy of Noblemen; the Compromise of 1566; the 'Beggars'. • The impact of Calvinism: the Huguenot migration from France; hedge preaching; the revolt (Iconoclastic Fury) of 1566; the restoration of order; the effects of Calvinism on the Netherlands.
2 Alva and Orange, 1567–73	• Alva's rule: the replacement of Margaret of Parma; the execution of Egmont and Hoorn; the Council of Troubles and the attacks on heresy; reasons for the introduction of the Tenth Penny tax; growing opposition to the tax. • Orange's failure: his power and influence in the northern provinces; the invasions of 1568; the rebels' victory at Heiligerlee; disintegration of rebel forces and Alva's triumph. • The role of the Sea Beggars: Louis of Nassau and the privateers; the closing of English ports to the Sea Beggars by Elizabeth I of England 1572; the seizure of Brill and Flushing; development of a general revolt in the province of Holland. • Orange's triumph: the invasion of 1572; establishing control over Holland and Zeeland; Alva's failure to reconquer the northern provinces.

Key topics	Content
3 Spain and the reconquest, 1573–85	• The failure of Requesens, 1573–76: his inability to defeat the northern provinces or to pay his troops; mutinies within the Spanish forces; the Spanish Fury of 1576; the Pacification of Ghent 1576; the advance of Calvinism in the southern provinces. • Reasons for the success of Parma, 1584–85: re-establishing Spanish rule in the south; the Union of Arras 1579 and its religious and political significance; Parma's diplomacy, military tactics and strategy; the siege and fall of Antwerp 1584–85. • Foreign intervention in the Netherlands: Orange's decision to seek foreign help; the invitation to the Duke of Anjou 1578; the Duke's unpopularity and his withdrawal in 1583. • The growing independence of the northern provinces: the Union of Utrecht 1579; the Act of Abjuration 1581 and the establishing of the Republic of the United Provinces; the declining influence of Orange; his assassination in 1584.
4 Securing the independence of the United Provinces, 1585–1609	• Maurice of Nassau: his military reforms and changes in strategy and tactics; siege warfare against fortresses and border towns; the victories at Turnhout 1597 and Nieuwpoort 1600; Maurice as Stadtholder. • Reasons for Spanish failures: support for the United Provinces by Elizabeth I of England; the Treaty of Nonsuch 1585; the diversion of Parma's troops to support the Spanish Armada 1588; intervention in France 1589. • The growing power of the United Provinces: Oldenbarnevelt's reforms; the Dutch East India Company and the development of overseas trade; the growing divergence of north and south; Oldenbarnevelt's success in curbing Calvinist excesses. • The declining power of Spain in the Netherlands: Spain's inability to pay its troops; the armistice of 1607; the Truce of Antwerp 1609; Spain's <i>de facto</i> recognition of the independence of the United Provinces.

Route C: Revolutions in early modern and modern Europe

Overview

Students taking Route C will study:

- *Paper 1, Option 1C: Britain, 1625–1701: conflict, revolution and settlement*

and **either**:

- *Paper 2, Option 2C.1: France in revolution, 1774–99*

or:

- *Paper 2, Option 2C.2: Russia in revolution, 1894–1924.*

The options in Route C are linked by the theme of revolutions that span the early modern and modern periods. While the revolutionary upheavals in each country involved the overthrow of existing monarchies, the causes and the consequences of these revolutions differed in important ways. Students will study the causes and course of their chosen revolutions, and the outcome for the people of Britain and either France or Russia.

Studying two different countries allows students to develop a greater appreciation of the nature of revolutions and the similarities and contrasts between them (although students will not be required to answer comparative questions that link the breadth and the chosen depth option).

Paper 1, Option 1C: Britain, 1625–1701: conflict, revolution and settlement

Overview

This option comprises a study in breadth, in which students will learn about key features of monarchical and republican rule in Britain in the seventeenth century, set within the context of broader social, economic and religious change. The events of this period saw a decisive shift in the balance of power between crown and Parliament.

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: 1625–88. This option also contains a study in depth of historical interpretations on a broad question that is contextualised by, and runs on from, the themes: how revolutionary, in the years to 1701, was the Glorious Revolution of 1688–89?

Themes	Content
1 The quest for political stability, 1625–88	• The failure of monarchical government: Charles I and Parliament, 1625–29; personal rule and its failure, 1629–40 and the failure to compromise, 1640–49. • Republican rule, 1649–60: reasons for the failure of Republican attempts to provide stable government; the role of Cromwell. • From restoration to revolution, 1660–88: the Restoration Settlement, 1660–64; conflicts between king and Parliaments, 1665–81; personal rule and the collapse of royal power, 1681–88.
2 Religion: conflict and dissent, 1625–88	• The Church of England: Laud's policies and religious uniformity; Parliament's reordering of the Church, 1640–60; the restoration of Anglicanism, 1660–62 and its dominant position in religious life. • The growth of religious nonconformity: Puritanism under Charles I; Presbyterians and religious radicalism; the persecution of dissenters under Charles II and James II. • The Catholic question: Catholic influence within Charles I's court; the exclusion of Catholics from religious toleration; anti-Catholic sentiment, 1660–88.

Themes	Content
3 Social and intellectual challenge, 1625–88	- Population: reasons for the increase in population; the impact of population growth on urban development and rural change; growth of poverty; the Poor Laws and actions against beggars and vagrants. - The changing structure of society: the power of the nobility; the changing gentry class; urbanisation and the growth of the professional and merchant classes; the impact of religious and legal changes on the status of women. - A ferment of ideas: radical political ideas, including the Levellers and the Diggers; the end of divine right monarchy and a confessional state; the significance of the ideas of Hobbes and Locke; the scientific revolution, including Francis Bacon and the experimental method; the significance of the Royal Society.
4 Economy, trade and empire, 1625–88	- Agriculture: changes in agricultural techniques; the development of specialised farming and the growth of employment; capital investment in agriculture; the development of national markets. - Changing domestic trade patterns: the changing cloth trade, including 'new draperies' and the impact of Protestant refugees; the growth of London and its impact on economic development; the growth of banking and insurance. - The impact of imperial expansion: the significance of North America and Jamaica; the Navigation Acts and the development of mercantilism; effects of Anglo-Dutch commercial rivalry. Changing trade patterns, including the role of the East India Company and significance of British control of the triangular trade.

Historical interpretations	Content
How revolutionary, in the years to 1701, was the Glorious Revolution of 1688–89?	- The significance of revolutionary ideals in the establishment of a constitutional monarchy. - The impact of the Toleration Act 1689 and the end of Anglican supremacy. - The significance of the Triennial Act 1694 and the growth of parliamentary power. - The importance of William III's wars in the development of a financial revolution.

Paper 2, Option 2C.1: France in revolution, 1774–99

Overview

This option comprises a study in depth of the causes and course of the French Revolution, 1774–1799, a tumultuous period of change for the French people as they evolved from subjects to citizens in a maelstrom of revolutionary activity, war and constitutional experiment, and one 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.

Key topics	Content
1 The origins and onset of revolution, 1774–89	• The <i>ancien régime</i> and its challenges in 1774: absolutism and court faction; the <i>parlements</i>; the First, Second and Third Estates: their rights, privileges and duties; 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 <i>Parlement</i>; 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 <i>sans-culottes</i>; 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 <i>Journée</i> of 10 August; revolutionary government and the September Massacres; the creation of the National Convention; the trial and execution of the King.

Key topics	Content
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 <i>sans-culottes</i> 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 established.
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.

Paper 2, Option 2C.2: Russia in revolution, 1894–1924

Overview

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

Students will gain an in-depth understanding of revolutionary activity in Russia in the years 1894 to 1917, the response of successive governments to opposition to their rule, and the reasons for the successful consolidation of the revolution of October 1917 under Lenin and the Bolsheviks.

Key topics	Content
1 The rule of Nicholas II, 1894–1905	- The nature of autocratic rule: the Tsarist principles of autocracy, nationality and orthodoxy; the oppression of nationalities; antisemitism; the <i>Okhrana</i>. - Opposition to Tsarism: unrest among peasants and workers; middle-class opposition and the League of Liberation; the Socialist Revolutionaries and the Social Democrats; reasons for the lack of success of opposition groups. - 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.
2 The end of Romanov rule, 1906–17	- Change and continuity in government: the Fundamental Law; the radicalism of the first two <i>dumas</i>; Nicholas II's relations with the <i>dumas</i>, 1906–14; the nature of Tsarist government and royal power in 1914. - Repression and reform, 1906–14: Stolypin's repression and the restoration of stability; actions against revolutionary parties; reform of agricultural landholdings and emigration to Siberia; the Lena goldfields massacre 1912. - The impact of the First World War: the state of the armed forces in 1914; economic problems including inflation and supplies for cities. The roles of Nicholas, Alexandra and Rasputin; the Progressive Bloc and 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.

Key topics	Content
3 The Provisional Government and its opponents, February–October 1917	• 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. • Opposition to the Provisional Government: conflicting attitudes on the continuation of the war; Lenin's return to Russia and the April Theses; the Milyukov crisis; the June Offensive and the July Days. • The second Provisional Government, July–October: 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 Constituent Assembly elections; Trotsky and the Military Revolutionary Committee; the events of 24–26 October; the formation of the Bolshevik government.
4 Defending the Bolshevik Revolution, October 1917–24	• Consolidating Bolshevik power: the closing of the Constituent Assembly; making peace at Brest-Litovsk; the formation of the Cheka; attacks on Bolshevik opponents; the Red Terror. • Bolshevik economic policies: state capitalism; War Communism; the Tambov Rising and the Kronstadt Mutiny; economic and political results of the New Economic Policy; the ban on factions 1921. • Defeat of domestic enemies: the Social Revolutionaries, national minorities and the Whites; Trotsky and the Red Army; the geography of the Russian Civil War; the defeat of Kolchak, Denikin and Yudenich. • Foreign intervention in Russia: reasons, nature and extent of intervention; the impact of war weariness and the lack of support in the West for intervention; the end of intervention.

Route D: Challenges to the authority of the state in the late eighteenth and nineteenth centuries

Overview

Students taking Route D will study:

- *Paper 1, Option 1D: Britain, c1785–c1870: democracy, protest and reform*

and **either**:

- *Paper 2, Option 2D.1: The unification of Italy, c1830–70*

or:

- *Paper 2, Option 2D.2: The unification of Germany, c1840–71.*

The options in Route D are linked by the theme of challenges to the authority of the state, which was manifested in different ways such as protests and the growth of nationalist sentiment. This period was one in which ordinary people, often with strong leadership, were instrumental in changing the nature of government in their respective countries. It was also a time of major political developments, when state authority in Britain, Italy and Germany was changed dramatically.

Studying two different countries allows students to develop a greater appreciation of the nature of power and authority in the given period, and to understand the similarities and contrasts between them (although students will not be required to answer comparative questions that link the breadth and the chosen depth option).

Paper 1, Option 1D: Britain, c1785–c1870: democracy, protest and reform

Overview

This option comprises a study in breadth, in which students will learn about the process of change in Britain in the given period, and the extent to which popular pressure, protest and cooperation were responsible for political, economic and social change.

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: c1785–c1870. This option also contains a study in depth of historical interpretations on a broad question that is contextualised by, and runs parallel to, the themes: reasons for the abolition of the slave trade at the end of the period, c1785–1807.

Themes	Content
1 The growth of parliamentary democracy, c1785–c1870	• The unreformed Parliament and its critics, c1785–1820: the pre-reform electorate, parliamentary seats and elections; demands for reform; the political demands of the manufacturing interest. • Pressure for change and reform, 1820–52: economic and social distress, and popular pressure, 1820–32; reasons for the passing of the Great Reform Act 1832 and its significance; Chartist demands and the failure of Chartism; change and continuity in the new electoral landscape. • Further parliamentary reform, 1852–70; the significance of the National Reform Union and the Reform League; changing political attitudes in the 1860s and the impact of the Reform Act 1867.
2 Industrialisation and protest, c1785–c1870	• The impact of industrialisation: the growth of banking, investment and a new industrial middle class; the diversity of economic regions; the growth of industrial towns and cities. Government attitudes towards industrial development. • Working conditions in factories, mines and foundries; female and child labour; living conditions in urban areas. • Industrialisation, protest and reform: the changing nature and effectiveness of industrial protest, 1785–1870; the significance of Luddism, and the Swing Riots; the Ten-Hour Movement; support for, opposition to, and the impact of factory reform, 1833–70, including the importance of the Factory Act 1833 and factory reforms of 1844–64; reforms affecting living conditions, 1848–70.

Themes	Content
3 Unionism and cooperation, c1785–c1870	• Unions and their opponents, c1785–1834: trade societies and knobsticks; reasons for, and impact of, the growth of trade unions; government response to trade unions. • The development of new model unionism 1835–70, including the significance of the Amalgamated Society of Engineers from 1851, the founding of the Trades Union Congress 1868, and the government response to new unionism. • The growth of cooperative activities: New Lanark and cooperative activities; the Rochdale Pioneers and cooperative economics; the growth of the friendly societies.
4 Poverty and pauperism, c1785–c1870	• The old Poor Law and pressure for change: the implementation and effectiveness of poor relief before 1834, attitudes towards the poor and the influence of utilitarianism; financial and ideological pressures for change. • The impact and effectiveness of the Poor Law Amendment Act 1834: the workhouse regime, less eligibility and the continuation of outdoor relief; nature and extent of opposition to the Poor Law. • Changing attitudes towards the poor and pauperism, 1834–70: the impact of the Andover workhouse scandal on national opinion; the growth of charity and self-help; the significance of key individuals, including Dickens and Smiles, in challenging attitudes.

Historical interpretations	Content
What explains the abolition of the slave trade at the end of the period, c1785–1807?	• The importance of humanitarian campaigns and the influence of religion. • The significance of economic and financial factors. • The significance of individuals, including Thomas Clarkson, William Wilberforce, Olaudah Equiano. • The changing political climate, including the fear of resistance by enslaved people.

Paper 2, Option 2D.1: The unification of Italy, c1830–70

Overview

This option comprises a study in depth of the Italian states from the 1830 revolutions, through the growing economic and political dominance of Piedmont, to the creation and consolidation of the Kingdom of Italy in the years 1861–70.

Students will gain an in-depth understanding of the nature and extent of change within the Italian states, and the extent to which unity within Italy was established by its leaders rather than by the growth of Italian nationalism.

Key topics	Content
1 Challenges to the restored order and the failure of revolution, c1830–49	- Challenges to conservative rule, 1830–1847: political geography in 1830; the failure of the 1830–32 revolutions; the cultural challenge of the <i>Risorgimento</i>; political ideas and secret societies; economic divisions and social problems. - Nationalist influences, 1830–47; Mazzini and Young Italy; Balbo and the rule of Charles Albert in Piedmont; Gioberti and the Papacy. The reforms of Pope Pius IX. - Revolutions of 1848–49: short-term causes; outbreak of revolution in the Italian states; counter-revolutions; the Roman Republic, 1848–49. The situation in Piedmont. The First Italian War of Independence. - Reasons for failure of revolutions: Austrian and French intervention; reaction of the Papacy; Piedmont's weaknesses; lack of revolutionary unity and popular support; lack of international support.
2 The rise of Piedmont, 1849–56	- Legacy of the 1848–49 revolutions: Victor Emmanuel II and the <i>Statuto</i>; the impact on Austrian dominance; the impact on the Papacy; the French occupation of Rome; the failure of Mazzini; developments in liberalism and nationalism. - Political developments in Piedmont: the rule of Victor Emmanuel II; the appointment of Cavour 1852 and its impact, including the <i>connubio</i>; anticlericalism; policies to create political stability; liberal and nationalist influences. - Economic developments in Piedmont: commercial and industrial growth; the significance of trade agreements and the impact of the development of railways; government investment in infrastructure; the significance of Cavour. - Developments in diplomacy: relationship with Austria 1849; the significance of the Crimean War and Congress of Paris; relations with Britain and France; the significance of Cavour.

Key topics	Content
3 The creation of the Kingdom of Italy, 1856–61	- Causes of the Second Italian War of Independence, and its outbreak: support from Piedmont for nationalists, including the National Society; relations with Napoleon III; significance of the Orsini Affair and Pact of Plombières; the preparation for and outbreak of war with Austria. - Impact of war with Austria, 1859–60: significance of Magenta and Solferino; the nature of the peace settlement, including Villafranca. Cavour's resignation and its significance; annexation of central Italian states; loss of Nice and Savoy. - Garibaldi's takeover of the south in 1860: Garibaldi's aims and objectives; Garibaldi's relationship with Cavour and Victor Emmanuel II; expedition to and success in Sicily; invasion and takeover of Naples. - The north and south unite, 1860–61: Garibaldi's decision to take Rome and the response of Piedmont; the significance of the meeting at Teano; plebiscites in the south and papal territories. The Kingdom of Italy established.
4 Consolidating the Kingdom of Italy, 1861–70	- Obstacles to unity after 1861: Austrian and French influence; the Papacy; the reaction to 'Piedmontisation', including the 'Brigands' war', 1861–65; the economic and social impact of the north-south divide. - Solving the 'Venetian question', 1861–66: failure of Garibaldi, 1862–64; aims of Victor Emmanuel; diplomacy with Prussia and war with Austria 1866; union with Venetia. - Solving the problem of Rome, 1861–70: the Papacy and French occupation; the failure of Garibaldi and diplomacy, 1862–67; the impact of the Franco-Prussian war; the Italian takeover of Rome. - Unity in 1870: factors promoting unity, including the constitutional monarchy and national institutions; the divisive effects of social and economic problems, papal opposition, political disunity and continued <i>irredenta</i>.

Paper 2, Option 2D.2:

The unification of Germany, c1840–71

Overview

This option comprises a study in depth of the German states in the 1840s, through the failure of the revolutions of 1848–49, to the decline of Austrian power and the creation of a new German state under the leadership of Prussia in the years to 1871.

Students will gain an in-depth understanding of the nature and extent of change in this period, nationalist challenges and conservative resistance, and how Prussia used its economic and military power to remove Austrian influence within Germany and establish itself as the dominant German power by 1871.

Key topics	Content
1 Popular pressure and causes of revolution, 1840–48	• The political situation in the 1840s: political geography of the German Confederation; the dominance of Austria; the growth of nationalism, including the 1840 crisis; growth of liberalism; Prussia under Frederick William IV. • Economic and social developments in the 1840s: economic divisions; economic dominance of Prussia; significance of railway building and the <i>Zollverein</i>; impact of urbanisation and industrialisation on social classes. • Short-term causes of revolution, 1846–48: economic crisis, 1846–47; growing popular unrest; middle-class nationalism and liberalism; constitutional crisis in Baden; impact of revolution in France. • Outbreak of revolution in 1848; revolution in the German states and response of the German rulers; reasons for initial success; situation in Austrian Empire.
2 Failure of revolution, 1848–51	• The Frankfurt Parliament, 1848–49: <i>Vorparlament</i>; the nature and work of the Frankfurt Assembly, including disagreements and the Fifty Articles; the collapse of the Assembly; significance of weaknesses and political divisions. • Revolution in Prussia, 1848–49: events in Berlin and the response of Frederick William IV; liberal government, conservative reaction and counter-revolution; the Prussian Constitution. • Reasons for failure of the revolutions: counter-revolution and the strength of conservative forces across Germany; the revival of Habsburg power in Austria; weaknesses of, and divisions amongst, revolutionaries. • The political impact of the German revolutions: the ambitions of Prussia and Austria, 1849–51, including the Erfurt Union and the Declaration of Olmütz; re-establishment of the German Confederation; significance of revolutionary failure for German nationalism and liberalism.

Key topics	Content
3 Austro-Prussian rivalry, 1852–66	• Austrian strengths and weaknesses: political influence in Germany; economic and financial problems; rejection from the <i>Zollverein</i>; international setbacks. • Economic developments in Prussia: development of the <i>Zollverein</i>; financial strength; increased industrial production and agricultural reform; expansion of railways and state investment. • Political developments in Prussia: Manteuffel's reforms; liberal-nationalism and the <i>Nationalverein</i>; regency and accession of William I; reform of the Army; constitutional crisis, 1860–62; the impact of Bismarck's appointment. • Prussia's victory over Austria, 1862–1866: Bismarck's aims; Austrian attempts to reform the Confederation; significance of the Polish Revolt and Austro-Prussian intervention in Denmark; Bismarck's preparations for war; the significance of the Seven Weeks' War.
4 Prussia and the <i>Klein-deutschland</i> solution, 1866–71	• Prussia's role in Germany, 1866–67; the Treaty of Prague; the annexation of north German states; the North German Confederation; Prussia's relationship with south German states; creation of the <i>Zollparlament</i>; Bismarck and the National Liberals. • Prussia's relations with France, 1866–70: Napoleon III and Bismarck; significance of the Luxemburg Crisis, the Hohenzollern candidature and the Ems Telegram; outbreak of war; significance of the international situation 1870. • The significance of the Franco-Prussian War, including increased support for German nationalism, strengthening of Bismarck's position and the creation of a German Empire; the significance of the Treaty of Frankfurt 1871. • Reasons for Prussia's success, including the role of Bismarck, military strength, economic factors, German nationalism and the international situation.

Route E: Communist states in the twentieth century

Overview

Students taking Route E will study:

- *Paper 1, Option 1E: Russia, 1917–91: from Lenin to Yeltsin* and **either**:

- *Paper 2, Option 2E.1: Mao's China, 1949–76*

or:

- *Paper 2, Option 2E.2: The German Democratic Republic, 1949–90.*

The options in Route E are linked by the theme of communism, one of the most significant ideologies of the twentieth century. Communism directly affected the lives of millions of people who lived under communist rule, but it also had indirect effects on countless others around the world.

Studying two different countries allows students to develop a greater understanding of the nature of communist rule and the similarities and contrasts between them (although students will not be required to answer comparative questions that link the breadth and the chosen depth option).

Paper 1, Option 1E: Russia, 1917–91: from Lenin to Yeltsin

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 twentieth 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: 1917–85. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: reasons for the fall of the USSR, c1985–91.

Themes	Content
1 Communist government in the USSR, 1917–85	- 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. - Government, 1953–85: changes in leaders' control of the state across the period; Khrushchev's attempts to reform government including de-Stalinisation; the return to stability under Brezhnev, 1964–82; growing political stagnation, 1982–85.
2 Industrial and agricultural change, 1917–85	- 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; agricultural collectivisation and its impact; recovery from war after 1945. - Changes in industry and agriculture, 1953–85, including: the promotion of light industry, chemicals and consumer goods; investment in agriculture and the Virgin Lands Scheme; the limited attempts at reform after 1964; economic decline.

Themes	Content
3 Control of the people, 1917–85	- Media, propaganda and religion: state control of mass media and propaganda; attacks on religious beliefs and practices. The personality cults of Stalin, Khrushchev and Brezhnev. - The secret police: attacks on opponents of the government; the roles of Yagoda, Yezhov and Beria; Khrushchev and de-Stalinisation; Andropov's suppression of dissidents, 1967–82; the continued monitoring of popular discontent, 1982–85. - The state and cultural change: <i>Proletkult</i>, <i>avant-garde</i> and Socialist Realism, 1917–53; nonconformity from the 1950s; clashes between artists and the government to 1985.
4 Social developments, 1917–85	- Social security: full employment, housing and social benefits, 1917–53. Khrushchev, Brezhnev and the promotion of a stable society, 1953–85. - Women and the family: the changing status of women; lives of women in towns and the countryside; changing government attitudes towards the family as a social unit. - Education and young people: the growth of primary, secondary and higher education; the reduction of illiteracy; state control of the curriculum.

Historical interpretations	Content
What explains the fall of the USSR, c1985–91?	- The significance of the economic weaknesses of the USSR and the failure of reform. - The effects of Gorbachev's failure to reform the Communist Party and the Soviet government. - The impact of the nationalist resurgence in the late 1980s in the Soviet republics and in the communist states of Eastern Europe. - How far Gorbachev and Yeltsin can be seen as responsible for the collapse of the USSR in 1991.

Paper 2, Option 2E.1: Mao's China, 1949–76

Overview

This option comprises a study in depth of the transformation of communist China in the years 1949–76. The aftershocks of these changes are still being felt today as China emerges as a great economic and political power on the world stage.

Students will gain an in-depth understanding of the nature and extent of change in this period, the effects of Mao Zedong's policies on the lives of the Chinese people, and Mao's role in driving dramatic political, social and economic changes.

Key topics	Content
1 Establishing communist rule	- China in 1949: the aftermath of the civil war of 1946–49; the state of China's industry, agriculture and national infrastructure. - The new power structure; the different roles of the CCP, the government, the bureaucracy and the People's Liberation Army (PLA); Mao's dominant position within government; the growth of democratic centralism. - Defeating the CCP's opponents: the 'three antis' and 'five antis' movements; the use of terror against opponents of Communist rule; the reunification campaigns in Tibet, Xinjiang and Guangdong; the development of the Laogai system. The Hundred Flowers campaign 1956–57 and aftermath to 1965. - China and the Korean War: its role in enhancing CCP control, suppressing opposition, and promoting national unity; the human and financial costs of intervention in Korea; China's enhanced international prestige.
2 Agriculture and industry, 1949–65	- Early changes in agriculture, 1949–57: attacks on landlordism; the redistribution of land; moves towards agricultural cooperation; the change from voluntary to enforced collectivisation. - The communes and their organisation; communal living; the abolition of private farming; Lysenkoism; the Great Famine of 1958–62; the restoration of private farming by Liu Shaoqi and Deng Xiaoping. - The First Five-Year Plan, 1952–56: the USSR's financial and technical support; the plan's targets, successes and failures. - The Second Five-Year Plan (the Great Leap Forward), 1958–62: Mao's reasons for launching it; state-owned enterprises; the successes and failures of the second Plan. The Lushan Conference 1959. Liu, Deng and economic reform, 1962–65.

Key topics	Content
3 The Cultural Revolution and its aftermath, 1966–76	• Mao's reasons for launching the Cultural Revolution: divisions within the CCP between ideologues and pragmatists; the quest for permanent revolution; attacks on the bureaucracy; the divisions within the CCP between supporters and opponents of Mao's policies. • The Red Guards and Red Terror: Mao's hold on young people; the mass rallies of 1966; Red Guard attacks on the 'four olds' (culture, customs, habits, ideas); the growth of anarchy and the use of terror; cultural destruction. • Attacks on Mao's political and class enemies: Liu Shaoqi and Deng Xiaoping; Lin Biao; the purging of the CCP membership; 'capitalist roaders' and foreigners living in China. • Winding down the Cultural Revolution, 1968–76: restoration of order by the PLA; 'up to the mountains and down to the villages' campaign; the return to power of Deng Xiaoping and Zhou Enlai; reining in the Gang of Four. The death of Mao.
4 Social and cultural changes, 1949–76	• The changing status of women: foot binding; the Marriage Law 1950; the impact of collectivisation and the communes on women's lives; women and the family; the nature and extent of change; the problem of changing traditional views, especially in the countryside. • Education and health provision: the growth of literacy; Pinyin; the collapse of education after 1966; the barefoot doctors; successes and failures of healthcare reform. • Cultural change: attacks on traditional culture in towns and countryside; the role of Jiang Qing; the imposition of revolutionary art and culture. • Religion: attacks on Buddhism, Confucianism, Christianity, Islam and ancestor worship.

Paper 2, Option 2E.2: The German Democratic Republic, 1949–90

Overview

This option comprises a study in depth of the creation, development, decline and collapse of the communist East German state, 1949–90. For the whole of its existence, East Germany was a key focus of world attention as it lay on the frontline of the Cold War, where contrasts between East and West could be seen at their starkest.

Students will gain an in-depth understanding of the political, economic and social policies of the East German government in this period, and their effects on the lives of its people.

Key topics	Content
1 Establishing and consolidating communist rule in the GDR, c1949–61	- The post-war division of Germany; the Soviet zone; creation of the Socialist Unity Party (SED) 1946; growing divisions among the victor powers; formation of the GDR 1949. - The system of government: the head of state; the <i>Volkskammer</i>; the <i>Länderkammer</i>; the dominance of the SED and its General Secretary, Ulbricht. - Economic developments, 1949–61: the USSR's seizure of reparations from 1945; socialist economics and planning; industrial developments; agricultural collectivisation; opposition to socialist economics. The rising of June 1953. The impact of socialist economics on the GDR. - Defending the GDR, 1949–61: emigration in the 1950s and its impact on the country; reasons for the crisis of 1960–61; the building of the Berlin Wall and its importance; the influence of Khrushchev.
2 The development of the East German state, 1961–85	- Economic situation after 1961: the end of mass emigration; the New Economic System, 1963–68 and the Economic System of Socialism, 1968–71; increased economic production, including consumer goods; membership of COMECON and its importance. - Honecker and the development of a GDR identity; mass media; the importance of sport, especially Olympic successes and women's sports. - Relations with West Germany: <i>Ostpolitik</i>; the agreements of 1970–72; the relaxation of travel restrictions and the growth of communications with the Federal Republic. The impact of <i>Ostpolitik</i> on the GDR's economy and standard of living. - The growing international prestige of the GDR: international recognition of the GDR; state visits; relations with COMECON and the Warsaw Pact countries. The attitude of the Soviet government towards the GDR.

Key topics	Content
3 Life in East Germany, 1949–85	• Social change and welfare programmes: housing; education; the changing status and role of women; the development of an extensive social welfare programme. • Repression and control: the Ministry of State Security (the Stasi), its methods and activities; control of young people through the Free German Youth (FDJ); propaganda and censorship. Extent of popular support for the GDR. • The SED and the Protestant Church: attacks on religious beliefs and practices; education and Protestant youth groups; the establishment of a dialogue between church and state. • Western influences on the GDR, including the impact of <i>Ostpolitik</i> on travel between the two German states; the influence of radio, television, films and popular music.
4 Growing crises and the collapse of communist rule in the GDR	• Economic situation in the 1980s: the growing national debt; high spending on health and welfare; the poor quality of consumer and other goods; economic relations with West Germany. • Gorbachev's influence: the impact of <i>perestroika</i> and <i>glasnost</i> on the GDR's government and people. The pressure for reform; the role of Protestant opposition groups; the declining authority of the SED government. • The events of 1989, including the opening of Hungary's border with Austria, emigration from the GDR, Gorbachev's visit to East Berlin in October, the decline of Honecker's influence and his dismissal, Krenz and the opening of the Berlin Wall. • The end of the GDR, 1989-90: the collapse of the SED government 1989 and the elections of March 1990; the reunification of East and West Germany, March–October 1990; the attitudes of Kohl, Britain, the USA and the USSR; the accession of the eastern territories to West Germany.

Route F: Searching for rights and freedoms in the twentieth century

Overview

Students taking Route F will study:

- *Paper 1, Option 1F: In search of the American Dream: the USA, 1917–96*

and **either**:

- *Paper 2, Option 2F.1: India, c1914–48: the road to independence*

or:

- *Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'.*

The options in Route F are linked by the common theme of a search for rights, freedoms and greater equality during the twentieth century. In the USA, the quest for political, social and economic advancement looked mainly to reform existing structures. In India and South Africa, this quest led to more radical outcomes, bringing an end to imperial rule in India and the apartheid regime in South Africa.

Studying two different countries allows students to develop a greater understanding of both similarities and differences in the search for greater rights, freedoms and equality in the twentieth century world (although students will not be required to answer comparative questions that link the breadth and the chosen depth option).

Paper 1, Option 1F: In search of the American Dream: the USA, c1917–96

Overview

This option comprises a study in breadth, in which students will learn about the dramatic political, economic and social transformation of the USA in the twentieth century, an era that saw the USA challenged by the consequences of political, economic and social inequalities at home and of its involvement in international conflict.

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: 1917–80. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: what impact the Reagan presidency had on the USA in the years 1981–96.

Themes	Content
1 The changing political environment, 1917–80	• A changing presidency: the rise and decline of Republicanism to 1933; the influence of Roosevelt; changing styles of presidential leadership, 1945–72; a decline in confidence, 1968–80. • Influences on the political landscape: from rugged individualism to New Deal ideas in the 1920s and 30s; the Red Scares and anti-communism, 1917–80; liberalism, counter-culture and the conservative reaction, c1960–80. • The impact of war on domestic politics: the reasons for a return to 'normalcy' and a commitment to isolationism, 1917–41; US emergence as a Cold War superpower from 1941; the impact of involvement in Korea and Vietnam.
2 The quest for civil rights, 1917–80	• Black American civil rights, c1917–55: life in the South and the impact of northern migration, 1917–32; the impact of the New Deal, the Second World War and the Truman presidency; from legal challenge to direct action, 1917–55. • Black American civil rights, c1955–80: changing patterns and approaches, 1955–68, including southern-based campaigning, the emergence of Black Power and King's northern strategy; the impact of civil rights legislation: achievements and limits to success, 1955–80. • The search for minority rights, 1960–80: the reasons for, and nature of, Indigenous American and Hispanic American campaigns; the emergence of the gay rights movement; achievements, and limits to success, of minority campaigns.

Themes	Content
3 Society and culture in change, 1917–80	- The changing position of women, 1917–80: impact of the Roaring Twenties, Great Depression and New Deal on women; impact of the Second World War and suburban life, 1941–60; emergence of the women’s liberation movement and its achievements; extent of women’s advancement, 1961–80. - The impact of immigration, 1917–80: the nature of, and response to, immigration in the 1920s; the impact on urban life, 1919–41; the impact of the Second World War, government policy and its consequences, 1941–80. - The influence of popular culture and news media: the social impact of cinema, popular music and radio, 1917–50; the social impact of television from the 1950s; the influence of broadcast news, 1920–80.
4 The changing quality of life, 1917–80	- Economic influences: impact of boom, bust and recovery, 1917–41; the impact of the Second World War, post-war affluence and growth, 1941–69; the challenges of the 1970s. - Changing living standards: fluctuations in the standard of living, 1917–41; the impact of the Second World War and the growth of a consumer society, 1941–60; living standards, 1961–80, including the impact of anti-poverty policies and economic divisions. - Leisure and travel: the reasons for, and the impact of, increased leisure time, 1917–80; the growth of spectator sports; the development, and influence, of a car-owning culture and improved air travel.

Historical interpretations	Content
What impact did the Reagan presidency (1981–89) have on the USA in the years 1981–96?	- The effect of Reagan’s economic policies. - The extent to which ‘big government’ was reduced. - The nature and extent of social change. - The extent to which the presidency and US politics were revitalised.

Paper 2, Option 2F.1: India, c1914–48: the road to independence

Overview

This option comprises a study in depth of the transition of the Indian sub-continent from a colony to independence. The gaining of Indian independence influenced both the nature of civil rights campaigning and the search for national self-determination throughout the world.

Students will gain an in-depth understanding of the changing relationship between Britain and India from the outbreak of the First World War to the achievement of independence for the Indian sub-continent, and of the reasons for this, with particular reference to Indian nationalism.

Key topics	Content
1 The First World War and its impact on British India, 1914–20	- India in 1914: political geography; the British Raj; Indian society and religion; importance of India to Britain; British and Indian attitudes towards each other; Indian nationalism. - India and the First World War: response to the outbreak of war; Indian military and economic contribution; economic impact in India and consequences for British rule. - Effects of war on British rule: the impact on the Raj; the Montagu Declaration; the Rowlatt Acts. The Amritsar Massacre and political aftermath; the Montagu-Chelmsford Report and the Government of India Act; significance of 1919 for British rule. - The growth of nationalism: impact of war; the Indian National Congress and emergence of Gandhi; the Lucknow Pact and role of Jinnah; Home Rule Leagues; response to British legislation and the significance of Amritsar, 1919–20.
2 Changing political relationships, 1920–30	- Gandhi and civil disobedience, 1920–22: Gandhi's aims and beliefs; his becoming leader of Congress 1920; the non-cooperation campaign; significance of his imprisonment. - Congress reorganised, 1922–30: membership and organisation; political participation and 'back to basics'; the 'young hooligans'; the Nehru Report; the Lahore Congress and <i>Purna Swaraj</i>; the salt <i>satyagraha</i> and consequences of civil disobedience. - The Muslim League: the <i>Khilafat</i> movement; re-emergence of Muslim values; the concept of separateness; breakdown of relations with Congress; Jinnah's beliefs and aims; the significance of failed attempts to reunite with Congress. - British response: control and concession; reasons for and reception of the Simon Commission; the Labour government and the significance of the Irwin Declaration.

Key topics	Content
3 Consultation and confrontation, 1930–42	• Failure of the Round Table Conferences, 1930–32: the First, Second and Third Conferences; reasons for failure, including the role of Congress, the situation in Britain and divisions over separate elections. • Political developments, 1932–35: Indian reaction to the failure of consultation; the Communal Award and Gandhi's response; the Yeravda Pact; support and opposition in Britain for constitutional change. • Government of India Act and its impact, 1935–39: partial implementation; nationalist response. Outcome of the 1937 elections; rejuvenation of the Muslim League; divisions within Congress; attitudes towards the British Raj. • Reaction to outbreak of the Second World War: Congress and Muslim League responses to the declaration of war; the Lahore Resolution; nationalist reaction to the August Offer; Bose and the Axis Powers.
4 The road to independence, 1942–48	• Impact of the Second World War on Indian politics: threat of invasion; the Cripps Mission; the 'Quit India Campaign' and its repercussions; Wavell's appointment as Viceroy; the Bengal Famine; the failure of the Simla Conference 1945. • The changing relationship between Britain and India, 1942–45: impact of war on British rule and Indian nationalism; the influence of the USA; the Labour government's Indian policy. • Attempts at political settlement, 1945–46, including the impact of Indian elections; failure of the Cabinet Mission; Direct Action; interim government under Nehru. • Withdrawal, partition and independence, 1947–48: Mountbatten and the decision to withdraw; reasons for partition and the nationalist response; the partition plan; the Boundary Commission; independence for India and Pakistan. British withdrawal and communal violence.

Paper 2, Option 2F.2: South Africa, 1948–94: from apartheid state to 'rainbow nation'

Overview

This option comprises a study in depth of South Africa during its transition from White minority rule to the free elections of 1994, a long, and at times, dramatic process in which South Africa changed from an apartheid state into a multi-racial democracy. Students will gain an in-depth understanding of the creation and consolidation of the apartheid regime by the National Party and the response and methods used by their political opponents in the struggle to overthrow apartheid, as well social, economic and cultural changes that accompanied this process.

Key topics	Content
1 The response to apartheid, c1948–59	- Life in South Africa c1948: race, segregation and discrimination; urbanisation and industrialisation, including township life; rural society; Afrikaner culture and politics; the influence of Britain. - Reasons for the National Party victory 1948, including the impact of the Second World War, the growth of Afrikaner nationalism, and international pressures for change. - Codifying and implementing apartheid, 1948–59: strengthening the National Party; apartheid laws; pass laws and education; the Tomlinson Report and Bantustans; political suppression and the Treason Trial. - African nationalism, 1948–59: political opposition in 1948; the revival of the African National Congress (ANC); the Youth League and the Defiance Campaign; rural resistance; the Freedom Charter; the Pan-Africanist Congress (PAC).
2 Radicalisation of resistance and the consolidation of National Party power, 1960–68	- Resistance to apartheid and government reaction, 1960–61: peaceful protest; the Sharpeville Massacre and its significance; the banning of political parties and the state of emergency. - Creating a republic, 1960–61: Verwoerd's aims; the significance of Macmillan's 'wind of change' speech; a republic established, 1960–61; leaving the Commonwealth. - African nationalist radicalisation, 1961–68: moves to armed struggle; the ANC and Umkhonto we Sizwe; the PAC and Poqo; the Rivonia Trial and significance for Nelson Mandela; the impact of exile and imprisonment on the ANC and PAC. - Strengthening 'separate development', 1961–68: economic recovery, including international investment; developing the Bantustans; diplomatic ties; Vorster's use of police powers and defence forces.

Key topics	Content
3 Redefining resistance and challenges to National Party power, 1968–83	• Black Consciousness and the Soweto uprising, including: Steve Biko and the South African Students' Organisation (SASO); the mobilisation of school children; the Soweto Uprising, its significance and suppression. The impact of the death of Steve Biko 1977. • The ANC re-strengthened: decline in the early 70s; internal reorganisation and external legitimacy; the role of Oliver Tambo; the global anti-apartheid movement. • Domestic challenges to National Party power, 1974–83, including political unrest, problems in the Bantustans, National Party division and scandal, economic pressures and the cost of defence commitments. • External pressures on National Party power, 1974–83, including political change in southern Africa, international condemnation and calls for economic sanctions, cultural and sporting boycotts.
4 The end of apartheid and the creation of the 'rainbow nation', 1984–94	• Revolt in the townships, 1984–87: the United Democratic Front and grassroots organisation; protest strategies; communal and government violence; government suppression. • Reasons for Botha's decision to negotiate, 1985–89, including the failure of Botha's 'total strategy', economic problems and the impact of international isolation, the effect of the state of emergency. • Negotiation and compromise, 1989–91: de Klerk's new course; the significance of Mandela's release; the unbanning of political parties; the impact of unrest and violence; the dismantling of apartheid; CODESA 1991. • A new political settlement, 1992–94: CODESA negotiations; nationalist divisions and communal violence; constitutional agreement and elections; the Government of National Unity; international recognition.

Route G: Nationalism, dictatorship and democracy in twentieth-century Europe

Overview

Students taking Route G will study:

- *Paper 1, Option 1G: Germany and West Germany, 1918-89*
- and **either**:

- *Paper 2, Option 2G.1: The rise and fall of fascism in Italy, c1911-46*

or:

- *Paper 2, Option 2G.2: Spain, 1930-78: republicanism, Francoism and the re-establishment of democracy.*

The options in Route G are linked by the themes of nationalism and dictatorship and their links with democracy. In Germany, Italy and Spain, a similar pattern of political change occurred that saw unstable democracies replaced by nationalist dictatorships, with significant impacts on the wider history of Europe, before returning to democratic forms of government.

Studying two different countries allows students to develop a greater understanding of the ways in which nationalism, dictatorship and then the transition to democracy were manifested, and of the contrasts and similarities in the nations studied (although students will not be required to answer comparative questions that link the breadth and the chosen depth option).

Paper 1, Option 1G: Germany and West Germany, 1918–89

Overview

This option comprises a study in breadth, in which students will learn about key political changes experienced in a unified Germany and then in West Germany after the Second World War, and the impact of these changes on German economic, social and cultural developments.

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: 1918–89. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs parallel to, the themes: how far Hitler's foreign policy was responsible for the Second World War.

Themes	Content
1 Political and governmental change, 1918–89	• Creation and collapse of the Weimar Republic, 1918–33: creation of a republic, 1918–19; overcoming challenges to the democratic constitution, 1918–29; collapse of democracy, 1930–33. • Nazi dictatorship, 1933–45: establishing a dictatorship, 1933–34; nature of Nazi government, 1934–39; government in wartime, 1939–45. • Return to democratic government, 1945–89: creation of the Federal Republic of Germany (FRG), 1945–49; consolidation under Adenauer and Erhard, 1949–65; maintaining political stability under Brandt, Schmidt and Kohl, 1965–89.
2 Opposition, control and consent, 1918–89	• Opposition to government, 1918–89: the impact of Versailles, political extremism and crises, 1918–33; opposition and dissent in Nazi Germany, 1933–45; political dissent and active challenge, 1949–89. • Controlling the people, 1918–89: attempts to control extremism, 1918–32; censorship, repression and propaganda, 1933–45; the de-Nazification policies of the western allies, 1945–49; the constitutional and legal response to political extremism, 1949–89. • Popular support, 1919–89: the nature of support for the Weimar government, 1919–32; support for the Nazi regime, 1933–45; the nature of support for democracy 1945–89.

Themes	Content
3 Economic development and policies, 1918–89	- Reacting to economic challenges, 1918–32: economic crises and government response, 1918–23; policies for recovery, 1924–28; impact of, and response to, the Great Depression, 1929–32; changing living standards, 1918–32. - Controlling the economy, 1933–45: attempting economic recovery, 1933–36; creating a command economy, 1936–39; changing living standards 1933–39; impact of war, 1939–45. - Creating a social market economy, 1945–89: economic recovery, 1945–55; the 'economic miracle', 1955–66; surviving economic challenges, 1966–1989. Integration into the European economy, 1949–89; changing living standards, 1945–89.
4 Aspects of life in Germany and West Germany, 1918–89	- Attitudes towards women, 1918–89; the role and status of women, 1918–1932; the impact of the <i>Kinder, Küche, Kirche</i> policies and the Second World War on women's lives, 1933–45; the role and status of women in the FRG. - Education and cultural developments, 1918–89: education in the Weimar Republic; cultural experimentation, 1918–32; Nazi education and cultural policies, 1933–45; education in the FRG, including post-war re-education policies; cultural and generational tensions in the FRG. - The position of ethnic minorities, 1918–89: the status of, and attitudes towards, ethnic minorities, 1918–32; Nazi racial policies, including the 'Final Solution'; the status of, and attitudes towards, ethnic minorities in the FRG.

Historical interpretations	Content
How far was Hitler's foreign policy responsible for the Second World War?	- The influence of German history on Nazi foreign policy. - Hitler's ideas and his role in the shaping of Nazi foreign policy. - The reasons for the German invasion of Poland in 1939. - The contribution of other nations to the outbreak of war.

Paper 2, Option 2G.1: The rise and fall of fascism in Italy, c1911–46

Overview

This option comprises a study in depth of the turbulent years in Italy that saw the collapse of the liberal state, the creation of a fascist dictatorship and a return to democracy in the aftermath of the Second World War.

Students will gain an in-depth understanding of the extent and nature of the profound political, economic and social changes experienced by the Italian people in the years c1911–1946 and how the failure to create a stable, democratic Italian state in the early twentieth century led to the rise of a new political ideology and a personal dictatorship.

Key topics	Content
1 The liberal state, c1911–18	- Italy in the early twentieth century: the political system; economic and social problems; the north-south divide; Italy as a 'great power'. - Giolitti's government in 1911: the influence of Giolitti; relations with socialists and nationalists; foreign policy. Relations with the Catholic Church, 1911–14. - Growing instability, 1912–14: impact of invasion of Libya; impact of the franchise extension of 1912; growth of nationalism and socialism; resignation of Giolitti; the declaration of neutrality 1914. - Impact of the First World War: intervention crisis; military stalemate, 1915–16; defeat at Caporetto; socialist responses to war; the war economy and cost of war; the significance of victory.
2 The rise of Mussolini and the creation of a fascist dictatorship, 1919–26	- Challenges to the Liberal State: 'mutilated victory'; occupation of Fiume; post-war economic crisis; social discontent; political reforms; growth of a Socialist Party and Catholic Party; result and impact of elections 1919. - Mussolini and the development of fascism, 1919–22: foundation of <i>Fasci di Combattimento</i> and party programme; <i>squadristo</i> and the move to the right; political legitimacy, the PNF and the 'New Programme'; nature and extent of fascist support. - Mussolini gains power, 1920–22: taking advantage of political unrest; establishing a dual policy; the March on Rome and its significance; the role of Victor Emmanuel III; Mussolini's appointment as prime minister. - The creation of a fascist dictatorship, 1922–26: parliamentary compromise and coercion; controlling the PNF; the Acerbo Law and the Matteotti crisis; repression in 1925 and constitutional amendments, 1925–26.

Key topics	Content
3 The fascist state, 1925–40	• Consent and control: indoctrination of education and youth; <i>Opera Nazionale Dopolavoro</i>; press control and censorship; propaganda; the cult of <i>il Duce</i>; the influence of fascist culture; repression and terror; antisemitic decrees. • Relationship with political and economic interests: monarchy and conservative elites; central and local government; PNF and Nationalists; economic interest groups. • Economic policies: early policies and the shift towards fascist economics; the Corporate State; response to the Depression; autarky, the 'battle for births' and the 'battle for grain'; agricultural policies; successes and failures. • Relationship with the Catholic Church: the move away from anticlerical views; Pope Pius XI; the impact of the Lateran Pacts; church support for the regime; church-state tensions in the 1930s.
4 Challenges to, and the fall of, the fascist state, c1935–46	• Italy's international standing in 1935: Mussolini's foreign policy aims; the impact of foreign policy success and failure before 1934; relations with Britain, France and Germany; the Stresa Front 1935. • Foreign policy, 1935–40: invasion of Abyssinia and its consequences; intervention in the Spanish Civil War and its consequences; diplomatic breakdown of Stresa Front and the move towards Germany; domestic tensions; Pact of Steel; Italian neutrality, 1939–40. • Impact of the Second World War, 1940–43: failures in France, North Africa, the Mediterranean; disaster in Greece; war economy and military weaknesses; political tensions 1943; Allied invasion of Sicily; Mussolini deposed. • Democracy restored, 1943–46: the Allied invasion, the Republic of Saló and the government in the south; German surrender and Mussolini's death; the outcomes of the referendum and elections 1946.

Paper 2, Option 2G.2: Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy

Overview

This option comprises a study in depth of Spain in the years 1930–78, a dramatic period for Spaniards which spanned years of democracy, dictatorship and then democracy again, and led to the creation of the modern Spanish state.

Students will gain an in-depth understanding of the changing politics and society of a nation that underwent the turbulence of the Second Republic and civil war followed by a period of right-wing dictatorship from which a modern democracy emerged.

Key topics	Content
1 Creation and destabilisation of the Second Republic, 1930–36	- Spain, 1930–31: impact of political events, 1930–31 and the creation of the Second Republic; forces of conservatism, including landowners, church, army; political unrest; economic and social problems. - Years of reform, 1931–33: Provisional Government reform of the Army and the Church; tackling agricultural problems; reforms under Azana; responses from both left and right; unrest and repression. - Years of reaction, 1933–36: creation of CEDA; impact of the 1933 elections; undoing the reforms of 1931–33; the Asturias rising and its consequences; formation of the Popular Front. - The failure of the Popular Front 1936: election of February 1936; political instability and social unrest; the significance of Sotelo's assassination; the attempted coup July 1936.
2 The Spanish Civil War, 1936–39	- Spain at the outbreak of war July–August 1936: Nationalist and Republican leadership, support and relative military strength; the geographical division of the country; the significance of the international response; the situation by the end of August. - The course of the war: the main campaigns and stages of the Nationalist advance; the impact of Republican political divisions; the impact of atrocities by both sides; the fall of Barcelona and Madrid in 1939. - Life during the war: the variety of experiences in the Republican zones; life in the Nationalist zone; attitudes towards women; the use of political terror. - Reasons for Nationalist victory: Republican weaknesses; Nationalist strengths; the role of Franco; the role of foreign intervention and the impact of non-intervention.

Key topics	Content
3 Establishing Franco's dictatorship, 1938–56	• Creation of the 'New State': establishing control in the Nationalist zone 1938; initial policies; the influence of the <i>Falange</i>; managing Nationalist rivalries; the establishment and survival of a fascist dictatorship under Franco. • Controlling society: the legacy of the civil war; political terror and repression; censorship; the role of the Church; propaganda; cult of personality; education policies; attitudes towards women. • Economic development: economic problems and the impact of the civil war; the development of corporatism; the implementation of autarky; successes and failures. • The dictatorship and foreign relations, 1939–56: maintaining neutrality, 1939–45; creating international relationships in the Cold War environment, 1945–56.
4 Dictatorship remodelled and the transition to democracy, 1956–78	• Economic and social change, 1956–75: economic problems, the decline of the <i>Falange</i> and rise of the technocrats in the late 1950s; the 'economic miracle', 1960–75 and impact of the growth of tourism; social developments and tensions. • Political developments, 1956–75: the reasons for, and nature of, political change, 1956–70; the changing influence of the Church; the reasons for, and nature of, increased opposition to Franco's rule; the growth of regional nationalism; government reaction, 1970–75; developments in international relations. • Planning and managing succession: the Law of Leadership Succession 1947; the decision to return to monarchy 1969; reaction to the decision from reformers and conservatives; the role of Juan Carlos, 1969–74; the death of Franco 1975. • Transition to democracy: the role of Juan Carlos; immediate steps towards democracy; conservative obstacles; agreeing a democratic constitution in 1978.

Route H: Democracies in change: Britain and the USA in the twentieth century

Overview

Students taking Route H will study:

- *Paper 1, Option 1H: Britain transformed, 1918–97*

and **either**:

- *Paper 2, Option 2H.1: The USA, c1920–55: boom, bust and recovery*

or:

- *Paper 2, Option 2H.2: The USA, 1955–92: conformity and challenge.*

In the twentieth century, liberal democracies came under increasing challenge from both within and without. The options in Route H allow students to understand the nature, and effectiveness, of the response to these challenges.

Studying two different countries allows students to develop a greater understanding of the challenges experienced by Britain and the USA, and of the contrasts and similarities in the responses (although students will not be required to answer comparative questions that link the breadth and the chosen depth option).

Paper 1, Option 1H: Britain transformed, 1918–97

Overview

This option comprises a study in breadth, in which students will learn about the extent to which Britain was transformed politically, socially, economically and culturally in the years 1918–79. They will consider responses to the challenges of war, fluctuations in the economy, technological advancement and the desire for greater social equality.

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: 1918–79. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: what impact Thatcher’s governments had on Britain, 1979–97.

Themes	Content
1 A changing political and economic environment, 1918–79	• A changing political landscape: changing party fortunes, 1918–31; the National Government, 1931–45; Labour government, the rise of consensus politics and political challenge, 1945–79. • Economic challenges in 1918 and post-war boom, crisis and recovery, 1918–39; creating a managed economy, 1939–51; the response to economic challenges, 1951–79. • Change and challenge in the workplace: the reasons for, and consequences of, industrial change and changing industrial relations, 1918–39; changing working opportunities and conditions, 1939–79; industrial relations, 1939–1979, and the reason for their breakdown in the 1960s and 70s.
2 Creating a welfare state, 1918–79	• Providing social welfare: the extent, and nature of, social welfare provision, 1918–39; the impact of the Second World War, the Labour government and consensus, 1939–64; the reasons for increasing challenges to state welfare provision, 1964–79. • Public health: health provision, 1918–45; the creation and impact of the National Health Service (NHS), 1945–79, and the challenge of medical advances. • Education and widening opportunities: education policy, 1918–43; the significance of the ‘Butler Act’ 1944, and the development of comprehensive education to 1979; the growth and social impact of university education, 1918–79.

Themes	Content
3 Society in transition, 1918–79	- Class and social values: class, social change and the impact of wars, 1918–51; the emergence of the 'liberal society', and its opponents, 1951–79. - The changing role and status of women: the right to vote and political advancement, 1918–79; changes in family life and the quest for personal freedoms, 1918–79. - Immigration and ethnic minorities: immigration policies and attitudes towards ethnic minorities, 1918–39; the impact of the Second World War and new Commonwealth immigration; controversy over immigration and the impact of government policies on race relations and immigration, 1958–79.
4 The changing quality of life, 1918–79	- Changing living standards: the impact of boom, crisis and recovery, and the significance of regional differences, 1918–39; the effects of 'total war' and austerity, 1939–51; the growth of a consumer society, 1951–79. - Popular culture and entertainment: the impact of mass popular culture, including cinema, radio and music, 1918–79; the influence of television from the 1950s and youth culture, 1955–79. - Leisure and travel: the growth of spectator sports from the 1920s; increased leisure time and the development of mass tourism from the 1930s; the impact of car ownership and travel developments, 1918–79.

Historical interpretations	Content
What impact did Thatcher's governments (1979–90) have on Britain, 1979–97?	- The effect of Thatcher's economic policies. - The extent to which state intervention and the public sector were 'rolled-back'. - The extent of political and social division within Britain. - The effect of Thatcherism on politics and party development.

Paper 2, Option 2H.1:

The USA, c1920–55: boom, bust and recovery

Overview

This option comprises a study in depth of economic and social change in the USA from the post-war boom of the 1920s, through depression, recovery and war, to the transformation of many aspects of US society in the years immediately after 1945.

Students will gain an in-depth understanding of economic change and its long-term effects, the growing demands by Black Americans for social equality, and the cultural changes driven by individuals and by technological change.

Key topics	Content
1 Boom and crash, 1920–29	• The economic boom of the 1920s: mass production; technological advances and their impact on leisure; the automobile; hire purchase; laissez faire; farmers, Black Americans and limits to the boom. • Causes of the crash of 1929: the Wall Street Crash; overproduction; land speculation; the bull market; weaknesses of the banking system. • Changes in society; immigration and the 'Red Scare'; the Ku Klux Klan; prohibition and organised crime; the changing role of women. • Cultural change in the 1920s: the Jazz Age; the Harlem Renaissance; growing popularity of baseball; radio and the cinema; American literature.
2 Depression and New Deal, 1929–38	• The spread of the Depression, 1929–32: growth of unemployment; collapse of GDP; effects on workers, families, farmers and ethnic minorities. 'Gangsterism'. • Hoover's response to the Depression, 1929–33: the Smoot-Hawley Tariff; homelessness and the Hoovervilles; the Reconstruction Finance Corporation; Emergency Relief and Construction Act 1932. • Roosevelt and the First New Deal, 1933–35: emergency relief; public works; the alphabet agencies; help for farmers; reforming the financial system; opposition to Roosevelt's policies, including Huey Long and the Supreme Court. • The Second New Deal, 1935–38: the Wagner Act (1935) and industrial relations; the Social Security Act 1935; the Revenue Act 1935; opposition to the Second New Deal.

Key topics	Content
3 Impact of the New Deal and the Second World War on the USA to 1945	• The New Deal and the economy: the impact of New Deal policies on unemployment and national infrastructure; women and the New Deal, including the role of Eleanor Roosevelt; the state of the US economy in 1940. • The impact of the New Deal and the war on ethnic minorities: New Deal policies and Black Americans; the Indian Reorganisation Act 1934; change for Hispanic Americans; the contribution of ethnic minorities to the war effort; the race riots of 1943; the Double V campaign. • Social and cultural changes: WPA support for writers and musicians; changes in the role of women, including impact of the Fair Employment Practices Commission on the status of women and Black Americans; wartime domestic propaganda; the power of Hollywood, including war films and the rise of Disney; the growing power of radio; popular music. • The war and the economy, 1941–45: the collapse of unemployment; women and the war effort; the contribution of young people; growing power of trade unions; migration to urban and industrial centres; the growth of new industries.
4 The transformation of the USA, 1945–55	• Economic transformation: changing employment opportunities; government policies to encourage growth; the provision of mortgages for veterans; growing mobility, including cars and highway construction. The growth of the suburbs; Levittown projects; the new consumer society. • The end of post-war euphoria: HUAC, McCarthyism and their impact; anti-communism and the Cold War context; the reality of the nuclear age, including Ethel and Julius Rosenberg. • Cultural change: Hollywood and the Cold War; the growing power of television, including popular entertainment and sitcoms, the stereotyping of women and ethnic minorities; the origins of a teenage culture, including rock’n’roll. • The changing status of minorities: Truman’s desegregation of the armed forces; extent of integration in professional sports and popular entertainment; the growth of the NAACP; the Brown case 1954-55; the extent of change by 1955.

Paper 2, Option 2H.2: The USA, 1955–92: conformity and challenge

Overview

This option comprises a study in depth of the USA in the years 1955–92, from post-1945 affluence, through social and political protests in the 1960s, to the rise of right-wing groups in the 1980s and the development of bitter divisions between Democrats and Republicans.

Students will gain an in-depth understanding of the challenges posed to the American political system by popular protests and different styles of leadership, and the effects on society of widespread economic, social and cultural change.

Key topics	Content
1 Affluence and conformity, 1955–63	• Urbanisation and affluence: the changing nature of cities; expansion of the suburbs; highway development; growing ownership and use of cars; white collar jobs and service industries; consumerism and domestic technology. • Cultural conformity and challenge: suburban conformity and social change in film and TV; advertising; the challenge of teenage culture and music; 'beatnik' culture. • The civil rights movement, including the Montgomery and Birmingham protests; the impact of the Washington march; the Ku Klux Klan and White Citizens' Committees. • Kennedy's New Frontier: social welfare and unemployment programmes; environmentalism and expansion of the National Park system; the Peace Corps; the space programme; extent of Kennedy's domestic achievements.
2 Protest and reaction, 1963–72	• Civil rights: the significance of Malcolm X, Black Power and the Black Panthers; King's changing priorities, including the campaigns in Selma and Chicago; King's achievements and the impact of his assassination; the work of Cesar Chavez. • Protest and personal freedom: student protest; counter-culture and its key features; the growth of the women's movement; the impact of sexual liberalisation; the origins of gay rights. • Johnson's Great Society, 1964–68: tackling poverty and unemployment; improving housing and education; Medicare and Medicaid; civil rights laws; Johnson's achievements. • Reactions to the counter-culture, 1968–72: the rise of the 'silent majority'; the role of the media in influencing attitudes. The impact of events in Vietnam and at Kent State; Nixon's appeal and his attack on the Great Society.

Key topics	Content
3 Social and political change, 1973–80	• The crisis of political leadership: the impact of Watergate on politics and the presidency; Ford, Carter and a new style of leadership; growing political disillusion, including the impact of the Iranian hostage crisis; the political impact of environmentalism. • The impact of economic change on society: the effects of inflation on family incomes; the growth of homelessness; the oil crisis and the end of cheap energy; the impact of foreign competition; the response of the government. • Changing popular culture: business interests in sports; the fragmentation of popular music; contradictions in film and TV, including the depiction of political and social tensions and a return to escapism; developments in news media. • The extent of progress in individual and civil rights: the political and social impact of Roe v. Wade; women's rights; workers' rights; gay rights; Indigenous American rights and the impact of Red Power; the status of Black Americans.
4 Republican dominance and its opponents, 1981–92	• New directions in economic policy: Reaganomics and the role of federal government; the impact of Reagan's policies on workers and the family; Reaganomics and the role of federal government; the trade and budget deficit; the significance of Bush's decision to raise taxes. • The Religious Right and its critics: the promotion of traditional values; campaigns against abortion and homosexuality; Nancy Reagan's 'Just Say No' campaign; the growth of bitter political divisions and their significance. • Cultural challenge: trends in youth culture; the impact of technology on popular culture; the growth of cable television and the influence of MTV; the impact of the AIDS crisis; controversial social issues in film and television. • Social change: the changing status of ethnic minorities; the impact of the success of Black Americans in politics, business, sport and popular culture; the extent of racial tolerance and integration by 1992; the impact of women in politics and the workplace; the changing status of women by 1992.

Assessment

Assessment summary

Students must complete all assessment in May/June in any single year.

Summary of tables of assessment

Paper 1: Breadth study with interpretations *Paper codes: 8HI0/1A–1H
--

• First assessment: May/June 2016. • The examination lasts 2 hours 15 minutes and is marked out of 60. • Students answer three questions: one from Section A, one from Section B and one from Section C. • Section A comprises a choice of two essay questions that assess understanding of the period in breadth (AO1) and target content specified in the <i>Themes</i> for the relevant option. Questions may cross the <i>Themes</i>. Questions will normally cover periods of at least 10 years and target causation or consequence. • Section B comprises a choice of two essay questions that assess understanding of the period in breadth (AO1) and target content specified in the <i>Themes</i> for the relevant option. Questions may cross the <i>Themes</i>. Questions will normally cover periods equivalent to at least a third of the timespan of the <i>Themes</i>. Any AO1 concepts may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance). • Section C comprises one compulsory question that assesses the ability to analyse and evaluate interpretations (AO3) and target content specified in <i>Historical interpretations</i> for the relevant option. Questions will be based on two extracts from historical interpretations totalling approximately 300 words.	60% of the total qualification
--	---------------------------------------

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

The sample assessment materials can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in History Sample Assessment Materials* document.

- First assessment: May/June 2016.
- The examination lasts 1 hour 30 minutes and is marked out of 40.
- Students answer two questions: one from Section A and one from Section B.
- **Section A** comprises a compulsory two-part question for the option studied that assesses the ability to analyse and evaluate source material that is primary and/or contemporary to the period (AO2) and target content specified in the *Key topics* for the relevant option.
Two sources will be provided that, together, total approximately 300 words: one will be used in the first part of the question, and one will be used in the second. The two parts of the question may relate to the same or different *Key topics*.
- **Section B** comprises a choice of three essay questions that assess understanding of the period in depth (AO1) and target content specified in the *Key topics* for the relevant option. Questions may cross the *Key topics*.
Any AO1 concepts may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance).

**40% of the
total
qualification**

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

The sample assessment materials can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in History Sample Assessment Materials* document.

Assessment Objectives and weightings

Students must:		% in GCE
A01	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	60
A02	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context	20
A03	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	20
Total		100%

Breakdown of Assessment Objectives

Paper	Assessment Objectives			Total for all Assessment Objectives
	A01	A02	A03	
Paper 1: Breadth study with interpretations	40%	–	20%	60%
Paper 2: Depth study	20%	20%	–	40%
Total for this qualification	60%	20%	20%	100%

Entry and assessment information

Student entry

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

Discount code and performance tables

Centres should be aware that students who enter for more than one GCE qualification with the same discount code will have only one of the grades they achieve counted for the purpose of the school and college performance tables. This will be the grade for the larger qualification (i.e. the A Level grade rather than the AS grade). If the qualifications are the same size, then the better grade will be counted (please see *Appendix 3: Codes*).

Please note that there are two codes for AS GCE qualifications; one for Key Stage 4 (KS4) performance tables and one for 16–19 performance tables. If a KS4 student achieves both a GCSE and an AS with the same discount code, the AS result will be counted over the GCSE result.

Students should be advised that, if they take two GCE qualifications with the same discount code, colleges, universities and employers they wish to progress to are likely to take the view that this achievement is equivalent to only one GCE. The same view may be taken if students take two GCE qualifications that have different discount codes but have significant overlap of content. 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 and special consideration

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 disabled student 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 his or her 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.

Malpractice

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 Form M1* (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 Form M2(a)* (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 *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Equality Act 2010 and Pearson's equality policy

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 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.

You can find details on how to make adjustments for students with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, which is on our website, www.edexcel.com.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of the current Code of Practice, published by the Office of Qualifications and Examinations Regulation (Ofqual).

The qualification will be graded and certificated on a five-grade scale from A to E using the total subject mark. Individual papers are not graded.

The first certification opportunity for the Pearson Edexcel Level 3 Advanced Subsidiary GCE in History will be 2016.

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.

Language of assessment

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

Other information

Student recruitment

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior or other learning requirements for this qualification.

Progression

Students can progress from this qualification to:

- GCE A Levels in History and other subjects, and from there on to higher education courses, such as degrees in History or in related subjects such as Politics, English Literature, Law, Philosophy, Economics or Geography
- other higher education courses in unrelated subjects
- vocational qualifications such as the BTEC Level 4 HNC Diplomas and BTEC Level 5 HND Diplomas
- a wide range of careers in areas such as journalism and media, education, libraries, national and local government and the civil service.

Relationship between Advanced Subsidiary and Advanced GCEs

The Advanced Subsidiary GCE is designed to be at the same level of demand as the first year of the Advanced GCE.

The taught content for Papers 1 and 2 is identical but differentiation for these papers will be through assessment and awarding. Advanced GCE students will be expected to draw on a greater depth and range of content and evidence, and evaluate with more sophistication, demonstrating a deeper understanding of historical concepts, producing responses that are more analytical and judgements that are more effectively substantiated.

It is important to note that these are standalone qualifications. This means that any students who have taken the Advanced Subsidiary GCE and wish to progress to the Advanced GCE will need to take all four Advanced GCE assessed components, i.e. Papers 1, 2, 3 and the Coursework.

The specification for the Pearson Edexcel Level 3 Advanced GCE in History can be found on our website.

Progression from GCSE to Advanced Subsidiary GCE

This qualification provides progression from GCSE. It can, for example, allow students to develop a broader and deeper understanding of history as a discipline and of the specified content; and allow them to develop higher skills when working with evidence.

Appendices

Appendix 1: Transferable skills	83
Appendix 2: Level 3 Extended Project qualification	85
Appendix 3: Codes	89
Appendix 4: Rationale	91
Appendix 5: Knowledge, skills and understanding	93

Appendix 1: 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 communicate³.

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 (2012), *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

² Koenig, J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

³ PISA – *The PISA Framework for Assessment of ICT Literacy* (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 2: Level 3 Extended Project qualification

What is the Extended Project?

The Extended Project is a standalone qualification that can be taken alongside GCEs. 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 higher education for the skills it develops
- is worth half an Advanced GCE 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 a GCE 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. a 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 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 1*.

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 topic.

As an example of a history-related project, consider a student with an interest in the link between history and politics. For example, a student studying Russia in the twentieth 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: Codes

Type of code	Use of code	Code number
Discount codes	Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs. This code may change. Please go to our website (www.edexcel.com) for details of any changes. Discount codes are published by DfE.	Please see the gov.uk website*
Regulated Qualifications Framework (RQF) codes	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (NQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QN for the qualification in this publication is: 601/4676/X
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.	Advanced Subsidiary GCE – 8HI0
Paper/component code	These codes are provided for reference purposes. Students do not need to be entered for individual components.	Paper 1: 1A–1H Paper 2: 2A–2H

* www.gov.uk/government/publications/2018-performance-tables-discount-codes

Appendix 4: Rationale

DfE criteria for subject content	Pearson Edexcel Level 3 Advanced Subsidiary GCE in History
AS and A Level specifications in History must provide a broad and coherent course of study for all students whether they progress to further study in the subject or not.	Breadth. The Paper 1 <i>themes</i> target chronological breadth. Coherence is achieved in relation to: components and topics; skills and concepts; and perspectives. <i>Components and topics:</i> Paper 1 and Paper 2 options are linked by a thematic connection which provides coherence and means that Paper 1 gives context for the Paper 2 depth study. <i>Skills and concepts:</i> Students develop a range of skills across the examined components. AO1 is assessed in Papers 1 and 2, which provides additional links between them and prevents them from being considered in isolation. <i>Perspectives:</i> The qualification has been designed to ensure that students study a range of historical perspectives and an understanding of the breadth and diversity of history.
Both AS and A Level specifications must require students to study:	
the history of more than one country or state, including at least one outside of the British Isles	Each route (A–H) ensures that the country studied in Paper 2 is different from the country studied in Paper 1, at least one of which will be from outside the British Isles.
aspects of the past in breadth (through period and/or theme) and in depth	<i>Within components:</i> Breadth is studied in Paper 1 <i>themes</i>. Depth is studied in: Paper 1 <i>historical interpretations</i> and Paper 2. <i>Across components:</i> Breadth is also achieved through the thematic connection between Papers 1 and 2.
significant individuals, societies, events, developments and issues within a broad historical context	These have been incorporated throughout the specification content, as appropriate to each option. Every combination of options will contain examples of these. For example <i>Option 2A.1</i>, within the broad historical context of changes in state, society and the role of the church 1066–1106, explores the significance of changed relationships engendered by the end of the English aristocracy, changes in village life and the conflict between church and state reflected in Anselm's conflict with William I.

DfE criteria for subject content	Pearson Edexcel Level 3 Advanced Subsidiary GCE in History
developments affecting different groups within the societies studied	These have been incorporated throughout the specification content, as appropriate to each option.
a range of appropriate historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social or technological	Each possible route through Papers 1 and 2 will cover a range of perspectives. Examples include: <i>Option 1B: England, 1509–1603: authority, nation and religion</i> covers not only political and religious perspectives, but also, in theme 4, economic, social and cultural change over the period. <i>Option 1G: Germany and West Germany, 1918–89</i> looks at political and governmental aspects, but also at economic development, and aspects of life in Germany over the period. <i>Option 2E.1 Mao's China, 1949–76 and 2E.2 The German Democratic Republic, 1949–90</i> each encompass political, economic, social and cultural history. <i>Option 2H.1 The USA, c1920–55: boom, bust and recovery and 2H.2 The USA, 1955–92: conformity and challenge</i> incorporate political, economic, social and cultural perspectives.

Appendix 5: Knowledge, skills and understanding

DfE subject criteria for history: knowledge, skills and understanding	Pearson Edexcel Level 3 Advanced GCE in History
7. AS and A Level specifications must require students to:	
demonstrate knowledge and understanding of the aspects of history studied and historical debates	In all assessments, students demonstrate knowledge and understanding of aspects of the history studied. In Paper 1, students demonstrate knowledge and understanding of different interpretations of historical debates.
demonstrate their breadth of historical knowledge and understanding by making links and drawing comparisons between different aspects of the period, society or theme studied	AO1 questions in Paper 1 and Paper 2 can cross themes and <i>key topics</i>, requiring students to draw on different aspects of the period. Questions, for example those targeting similarity and difference, can require students to draw comparisons between different aspects of the option studied.
demonstrate their understanding of key historical terms and historical concepts, such as change, continuity, causation, consequence and significance	In Papers 1 and 2, students will demonstrate their understanding of key historical terms through comprehension of questions, sources and extracts, and by using such terms in their responses. Each AO1 question in Paper 1 and 2 targets one or more of the historical concepts.
analyse and evaluate the causes and consequences of historical events and situations, and changes and developments in the periods and/or themes studied	AO1 questions in Paper 1 and Paper 2 can target causation and consequence, changes and developments (as well as the other AO1 concepts).
analyse and evaluate the significance of individuals, groups, events, developments and ideas in history, where appropriate	AO1 questions in Paper 1 and Paper 2 can target significance (as well as the other AO1 concepts).
use historical sources critically in their context, deploying appropriate information and reaching substantiated conclusions	Paper 2 requires students to analyse and evaluate historical sources critically in their context, deploying appropriate information and reaching substantiated conclusions.

DfE subject criteria for history: knowledge, skills and understanding	Pearson Edexcel Level 3 Advanced GCE in History
comprehend, analyse and evaluate how the past has been interpreted in different ways, including in historians' debates	In Paper 1, students comprehend, analyse and evaluate how the past has been interpreted in historians' debates.
11. AS and A Level specifications must require students to organise and communicate their historical knowledge and understanding, arguing a clear, logical and precise case and reaching substantiated judgements.	Organisation and communication are incorporated into the AO1 mark schemes in both components.

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCL qualifications visit qualifications.pearson.com

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL

VAT Reg No GB 278 537121

