edexcel

A Level History

Specification

Pearson Edexcel Level 3 Advanced GCE in History (9HI0)

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Edexcel, BTEC and LCCI qualifications

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

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

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In addition, the *Coursework authentication form* in *Appendix B* has been amended to include the word count.	149

For more detailed information about what the topic changes mean in terms of teaching, please see the updated Topic Guides on the GCE A Level History subject page: https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015.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

Bahram Bekhradnia
President, Higher Education Policy Institute

Dame Sally Coates
Principal, Burlington Danes Academy

Professor Robin Coningham
Pro-Vice Chancellor, University of Durham

Dr Peter Hill
Former Chief Executive ACARA

Professor Lee Sing Kong
Director, National Institute of Education, Singapore

Professor Jonathan Osborne
Stanford University

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Bob Schwartz
Harvard Graduate School of Education

All titles correct as of May 2014

Introduction

The Pearson Edexcel Level 3 Advanced 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 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:

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

Qualification aims and objectives

The aims and objectives of the Pearson Edexcel Level 3 Advanced 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 Principles[1] 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 6: Rationale*.

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[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*.

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Qualification at a glance

The Pearson Edexcel Level 3 Advanced GCE in History consists of three externally-examined papers and coursework.

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

Paper 1: Breadth study with interpretations	***Paper codes: 9HI0/1A–1H**
• Externally assessed. • Availability: May/June. • First assessment: 2017.	**30% 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 on this code and on all other codes relevant to this qualification.

** The choice of the option for Paper 1 will determine the options that may be taken for Papers 2 and 3. See the tables on pages 6–13 for further information.

*** See pages 127–135 for more information about assessment.

Paper 2: Depth study	***Paper codes: 9HI0/2A–2H**
• Externally assessed. • Availability: May/June. • First assessment: 2017.	**20% 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 question for the option studied, based on two sources. 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 on 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 6–13 for further information.

*** See pages 127–135 for more information about assessment.

Paper 3: Themes in breadth with aspects in depth ***Paper codes: 9HI0/30–39**	
• Externally assessed. • Availability: May/June. • First assessment: 2017.	**30% of the total qualification**

Overview of content

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

30: Lancastrians, Yorkists and Henry VII, 1399–1509

31: Rebellion and disorder under the Tudors, 1485–1603

32: The Golden Age of Spain, 1474–1598

33: The witch craze in Britain, Europe and North America, c1580–c1750

34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society

34.2: Poverty, public health and the state in Britain, c1780–1939

35.1: Britain: losing and gaining an empire, 1763–1914

35.2: The British experience of warfare, c1790–1918

36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928

36.2: Ireland and the Union, c1774–1923

37.1: The changing nature of warfare, 1859–1991: perception and reality

37.2: Germany, 1871–1990: united, divided and reunited

38.1: The making of modern Russia, 1855–1991

38.2: The making of modern China, 1860–1997

39.1: Civil rights and race relations in the USA, 1850–2009

39.2: Mass media and social change in Britain, 1882–2004

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.
- **Section A** comprises one compulsory question for the option studied, assessing source analysis and evaluation skills (AO2).
- **Section B** comprises a choice of essays that assess understanding of the period in depth (AO1).
- **Section C** comprises a choice of essays that assess understanding of the period in breadth (AO1).

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

** The availability of Paper 3 options depends on the options chosen for Papers 1 and 2. See the tables on pages 6–13 for further information.

*** See pages 127–135 for more information about assessment.

Coursework	***Paper code: 9HI0/04**
• Internally assessed, externally moderated. • Availability: May/June. • First moderation: 2017.	**20% of the total qualification**
Overview of assessment • Students complete a single assignment on a question set by the centre. • The assignment will assess the ability to carry out a historical enquiry, analysing and evaluating historical interpretations, and organising and communicating the findings (AO1/AO3).	

* Further information about coursework can be found on pages 113–126.

Creating a broad and coherent course

It is a requirement that GCE History qualifications must provide a broad and coherent course of study. Pearson has provided topics in this specification that, in combination, will enable centres to create courses that are broad and coherent.

It is important that centres are clear about how their chosen combinations of topics meet this requirement. Further information about different approaches to this can be found in *Appendix 6*.

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.

Paper 3

For each Paper 1 and Paper 2 route, there are a variety of Paper 3 options available.

The tables on pages 6–13 show the permitted combinations of examined papers, along with the entry codes that must be used.

Availability of Paper 3 options

There are three reasons why some Paper 3 options are not available in combination with certain Paper 1 and 2 routes:

- to avoid content overlap with options in Paper 1 or 2; or
- to ensure that students take a minimum of 20 per cent British history, as required in the *GCE Subject Level Conditions and Requirements for History*; or
- to ensure that students cover topics from a chronological range of at least 200 years, as required in the *GCE Subject Level Conditions and Requirements for History*.

Coursework

The choice of coursework task does not determine what entry code to use and so this is not included in the tables on pages 6−13.

Route A: Conquest, control and resistance in the medieval world			
Paper 1 option	**Paper 2 options**	**Paper 3 options**	**Entry code**
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	**30**: Lancastrians, Yorkists and Henry VII, 1399–1509	**A0**
		31: Rebellion and disorder under the Tudors, 1485–1603	**A1**
		32: The Golden Age of Spain, 1474–1598	**A2**
		33: The witch craze in Britain, Europe and North America, c1580–c1750	**A3**
		34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society **34.2**: Poverty, public health and the state in Britain, c1780–1939	**A4**
		35.1: Britain: losing and gaining an empire, 1763–1914 **35.2**: The British experience of warfare, c1790–1918	**A5**
		36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928 **36.2**: Ireland and the Union, c1774–1923	**A6**
		37.1: The changing nature of warfare, 1859–1991: perception and reality **37.2**: Germany, 1871–1990: united, divided and reunited	**A7**
		38.1: The making of modern Russia, 1855–1991 **38.2**: The making of modern China, 1860–1997	**A8**
		39.1: Civil rights and race relations in the USA, 1850–2009 **39.2**: Mass media and social change in Britain, 1882–2004	**A9**

Route B: Religion and the state in early modern Europe			
Paper 1 option	**Paper 2 options**	**Paper 3 options**	**Entry code**
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	**30**: Lancastrians, Yorkists and Henry VII, 1399–1509	**B0**
		31: Rebellion and disorder under the Tudors 1485–1603	Prohibited
		32: The Golden Age of Spain 1474–1598	Prohibited
		33: The witch craze in Britain, Europe and North America, c1580–c1750	**B3**
		34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society **34.2**: Poverty, public health and the state in Britain, c1780–1939	**B4**
		35.1: Britain: losing and gaining an empire, 1763–1914 **35.2**: The British experience of warfare, c1790–1918	**B5**
		36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928 **36.2**: Ireland and the Union, c1774–1923	**B6**
		37.1: The changing nature of warfare, 1859–1991: perception and reality **37.2**: Germany, 1871–1990: united, divided and reunited	**B7**
		38.1: The making of modern Russia, 1855–1991 **38.2**: The making of modern China, 1860–1997	**B8**
		39.1: Civil rights and race relations in the USA, 1850–2009 **39.2**: Mass media and social change in Britain, 1882–2004	**B9**

Route C: Revolutions in early modern and modern Europe			
Paper 1 option	**Paper 2 options**	**Paper 3 options**	**Entry code**
1C: Britain, 1625–1701: conflict, revolution and settlement	**2C.1**: France in revolution, 1774–99 Or **2C.2**: Russia in revolution, 1894–1924	**30**: Lancastrians, Yorkists and Henry VII, 1399–1509	**C0**
		31: Rebellion and disorder under the Tudors, 1485–1603	**C1**
		32: The Golden Age of Spain, 1474–1598	**C2**
		33: The witch craze in Britain, Europe and North America, c1580–c1750	**C3**
		34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society **34.2**: Poverty, public health and the state in Britain, c1780–1939	**C4**
		35.1: Britain: losing and gaining an empire, 1763–1914 **35.2**: The British experience of warfare, c1790–1918	**C5**
		36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928 **36.2**: Ireland and the Union, c1774–1923	**C6**
		37.1: The changing nature of warfare, 1859–1991: perception and reality **37.2**: Germany, 1871–1990: united, divided and reunited	**C7**
		38.1: The making of modern Russia, 1855–1991 **38.2**: The making of modern China, 1860–1997	Prohibited
		39.1: Civil rights and race relations in the USA, 1850–2009 **39.2**: Mass media and social change in Britain, 1882–2004	**C9**

Route D: Challenges to the authority of the state in the late eighteenth and nineteenth centuries			
Paper 1 option	**Paper 2 options**	**Paper 3 options**	**Entry code**
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	**30**: Lancastrians, Yorkists and Henry VII, 1399–1509	**D0**
		31: Rebellion and disorder under the Tudors, 1485–1603	**D1**
		32: The Golden Age of Spain, 1474–1598	**D2**
		33: The witch craze in Britain, Europe and North America, c1580–c1750	**D3**
		34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society **34.2**: Poverty, public health and the state in Britain, c1780–1939	Prohibited
		35.1: Britain: losing and gaining an empire, 1763–1914 **35.2**: The British experience of warfare, c1790–1918	Prohibited
		36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928 **36.2**: Ireland and the Union, c1774–1923	Prohibited
		37.1: The changing nature of warfare, 1859–1991: perception and reality **37.2**: Germany, 1871–1990: united, divided and reunited	**D7**
		38.1: The making of modern Russia, 1855–1991 **38.2**: The making of modern China, 1860–1997	**D8**
		39.1: Civil rights and race relations in the USA, 1850–2009 **39.2**: Mass media and social change in Britain, 1882–2004	**D9**

Route E: Communist states in the twentieth century			
Paper 1 option	**Paper 2 options**	**Paper 3 options**	**Entry code**
1E: Russia, 1917–91: from Lenin to Yeltsin	**2E.1**: Mao's China, 1949–76 Or **2E.2**: The German Democratic Republic, 1949–90	**30**: Lancastrians, Yorkists and Henry VII, 1399–1509	**E0**
		31: Rebellion and disorder under the Tudors, 1485–1603	**E1**
		32: The Golden Age of Spain, 1474–1598	Prohibited
		33: The witch craze in Britain, Europe and North America, c1580–c1750	Prohibited
		34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society **34.2**: Poverty, public health and the state in Britain, c1780–1939	**E4**
		35.1: Britain: losing and gaining an empire, 1763–1914 **35.2**: The British experience of warfare, c1790–1918	**E5**
		36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928 **36.2**: Ireland and the Union, c1774–1923	**E6**
		37.1: The changing nature of warfare, 1859–1991: perception and reality **37.2**: Germany, 1871–1990: united, divided and reunited	Prohibited
		38.1: The making of modern Russia, 1855–1991 **38.2**: The making of modern China, 1860–1997	Prohibited
		39.1: Civil rights and race relations in the USA, 1850–2009 **39.2**: Mass media and social change in Britain, 1882–2004	Prohibited

Route F: Searching for rights and freedoms in the twentieth century			
Paper 1 option	**Paper 2 options**	**Paper 3 options**	**Entry code**
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'	**30**: Lancastrians, Yorkists and Henry VII, 1399–1509	**F0**
		31: Rebellion and disorder under the Tudors, 1485–1603	**F1**
		32: The Golden Age of Spain, 1474–1598	Prohibited
		33: The witch craze in Britain, Europe and North America, c1580–c1750	Prohibited
		34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society **34.2**: Poverty, public health and the state in Britain, c1780–1939	**F4**
		35.1: Britain: losing and gaining an empire, 1763–1914 **35.2**: The British experience of warfare, c1790–1918	**F5**
		36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928 **36.2**: Ireland and the Union, c1774–1923	**F6**
		37.1: The changing nature of warfare, 1859–1991: perception and reality **37.2**: Germany, 1871–1990: united, divided and reunited	Prohibited
		38.1: The making of modern Russia, 1855–1991 **38.2**: The making of modern China, 1860–1997	Prohibited
		39.1: Civil rights and race relations in the USA, 1850–2009 **39.2**: Mass media and social change in Britain, 1882–2004	Prohibited

Route G: Nationalism, dictatorship and democracy in twentieth-century Europe			
Paper 1 option	**Paper 2 options**	**Paper 3 options**	**Entry code**
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	**30**: Lancastrians, Yorkists and Henry VII, 1399–1509	**G0**
		31: Rebellion and disorder under the Tudors, 1485–1603	**G1**
		32: The Golden Age of Spain, 1474–1598	Prohibited
		33: The witch craze in Britain, Europe and North America, c1580–c1750	Prohibited
		34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society **34.2**: Poverty, public health and the state in Britain, c1780–1939	**G4**
		35.1: Britain: losing and gaining an empire, 1763–1914 **35.2**: The British experience of warfare, c1790–1918	**G5**
		36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928 **36.2**: Ireland and the Union, c1774–1923	**G6**
		37.1: The changing nature of warfare, 1859–1991: perception and reality **37.2**: Germany, 1871–1990: united, divided and reunited	Prohibited
		38.1: The making of modern Russia, 1855–1991 **38.2**: The making of modern China, 1860–1997	Prohibited
		39.1: Civil rights and race relations in the USA, 1850–2009 **39.2**: Mass media and social change in Britain, 1882–2004	Prohibited

Route H: Democracies in change: Britain and the USA in the twentieth century			
Paper 1 option	**Paper 2 options**	**Paper 3 options**	**Entry code**
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	**30**: Lancastrians, Yorkists and Henry VII, 1399–1509	**H0**
		31: Rebellion and disorder under the Tudors, 1485–1603	**H1**
		32: The Golden Age of Spain, 1474–1598	**H2**
		33: The witch craze in Britain, Europe and North America, c1580–c1750	**H3**
		34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society **34.2**: Poverty, public health and the state in Britain, c1780–1939	**H4**
		35.1: Britain: losing and gaining an empire, 1763–1914 **35.2**: The British experience of warfare, c1790–1918	**H5**
		36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928 **36.2**: Ireland and the Union, c1774–1923	**H6**
		37.1: The changing nature of warfare, 1859–1991: perception and reality **37.2**: Germany, 1871–1990: united, divided and reunited	Prohibited
		38.1: The making of modern Russia, 1855–1991 **38.2**: The making of modern China, 1860–1997	Prohibited
		39.1: Civil rights and race relations in the USA, 1850–2009 **39.2**: Mass media and social change in Britain, 1882–2004	Prohibited

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 7*.

Introduction to the Paper 2 options

The Paper 2 option must be chosen from the same route as the Paper 1 option, and so the content for the Paper 1 and 2 options 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 7*.

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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 troubled 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: Zingi 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 Alexius 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. • Dealing with 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.

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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 Curia Regis; 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 *Danegeld*; 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; *novel disseisin* and *mort d'ancestor*; 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 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 Conditions in early sixteenth-century Germany	• The Holy Roman Empire: the structure of central government; the seven electors; the respective powers of the Emperor and the princes; the imperial election of 1519. • The state of the German economy: growing towns and cities; trade and communications between the states. • The German Catholic Church: the religious and secular power of the bishops; the parish clergy; anticlericalism and popular piety; the influence of humanism. • The papacy and Germany: the corruption of the papal court; papal financial demands on Germany; Tetzel and the sale of indulgences.
2 Luther's early challenge to the Catholic Church, 1517–20	• The influences on Luther's views; his views on corruption within the Catholic Church. • *The Ninety-Five Theses* 1517: Luther's rejection of indulgences; his aim of promoting academic debate; the publication of the *Ninety-Five Theses* and their impact; the importance of the printing press. • The shaping of Luther's beliefs: his protest to Albert 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 excommunication 1520: Luther's tower experience and his acceptance of justification by faith alone; the 1520 pamphlets addressed to the clergy, nobility and the German people; the burning of the Bull of Excommunication in 1520.

Key topics	Content
3 The development of Lutheranism, 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: views on the Radical Reformation by Carlstadt and the Zwickau prophets in Wittenberg, 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; the German Mass; the doctrine of the Real Presence; Luther's translation of the Bible; the *Large Catechism* and *Small Catechism*; the growing popularity of Lutheranism within Germany. • Luther's declining influence, 1530–46: Philip Melanchthon's codification of Lutheran beliefs; the Loci Communes 1521; the Augsburg Confession 1530 and its importance; growing divergence between Catholic and Lutheran beliefs; Luther and the Philip of Hesse affair 1540.
4 The spread and survival of Lutheranism, 1521–55	• The failure of Lutheran-Catholic negotiations: 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 conversion 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 failure to respond effectively 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.

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Key topics	Content
3 Spain and the reconquest, 1573–84	• 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, 1577–84: 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 fall of Antwerp 1584. • 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, 1584–1609	• 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 *de facto* 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, 1625–46: 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.

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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; the role of the East India Company; the significance of British control of the triangular trade. Changing trading patterns.

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 *ancien régime* and its challenges in 1774: absolutism and court faction; the *parlements*; the three estates; rights of nobles and church privilege; the impact of the Enlightenment and the spread of new ideas. • Problems facing France in the 1780s: rural poverty and urban food prices; taxation and crown debt; corruption at court; impact of the American Revolution. • The failings of Louis XVI and his ministers; Louis' character; financial reforms of Turgot, Necker and Calonne; attitudes to Marie Antoinette; opposition in the Paris *Parlement*; the Assembly of Notables and the revolt of the aristocracy. • The onset of revolution 1789: summoning and breakdown of the Estates-General; declaration of the National Assembly; significance of the Tennis Court Oath; revolt in Paris and the significance of the storming of the Bastille.
2 Revolution and the failure of constitutional monarchy, 1789–93	• Attempts to create a constitution, 1789–91: the Great Fear and the abolition of feudalism; the Declaration of the Rights of Man; the October Days and the impact of the march on Versailles; the reforms of the National Assembly. • The political environment, 1789–93: key political groups; the role of individuals, including Mirabeau, Brissot, Robespierre and Danton; popular protest and the *sans-culottes*; royalist support; revolutionary culture. • Breakdown of relations with the king, 1791–92: flight to Varennes and counter-revolutionary activity; divisions in the Legislative Assembly; the emergence of Republicanism; the impact of war with Austria and Prussia. • The revolution radicalised, 1792–93: the invasion of the Tuileries; the impact of the state of national emergency; the *journée* of 10 August; revolutionary government and the September massacres; the creation of the National Convention; the trial and execution of the king.

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 *sans-culottes* and the Paris Commune. • Organising the Terror: the Committee of General Security; the Revolutionary Tribunal; the Committee of Public Safety representatives on mission; Watch Committees; the Laws of 19 March, Suspects and Frimaire. • The Great Terror 1794: the purge of the Hébertists and Indulgents; religious radicalism; the legislation of terror and centralisation; the extent and nature of the Terror in Paris and the regions; the role of Robespierre and St-Just. • The coup of Thermidor: growing economic and political fear; Robespierre under pressure; the arrest and execution of Robespierre and his supporters; Thermidorean government 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 Sieyés; 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; anti-semitism; the Okhrana. • 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 dumas; Nicholas II's relations with the dumas, 1906–14; the nature of Tsarist government and royal power in 1914. • Repression and reform, 1906–14: 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 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 Industrialis-ation 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.

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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. • New model unionism 1835–70, including the significance of the Amalgamated Society of Engineers, 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 slave resistance.

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 the restored order, 1830–1847: political geography in 1830; the failure of the 1830–32 revolutions; the cultural challenge of the *Risorgimento*; 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 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, including 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 *Statuto*; 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; 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.

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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; 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. 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 *irredenta*.

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 *Zollverein*; 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: *Vorparlament*; 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; re-establishment of the German Confederation; significance of revolutionary failure for German nationalism and liberalism.

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Key topics	Content
3 Austro-Prussian rivalry, 1852–66	• Austrian strengths and weaknesses: political influence in Germany; economic and financial problems; rejection from the *Zollverein*; international setbacks. • Economic developments in Prussia: development of the *Zollverein*; 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 *Nationalverein*; 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 *Klein-deutschland* 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 *Zollparlament*; 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; Andropov's suppression of dissidents, 1967–82; the continued monitoring of popular discontent, 1982–85. • The state and cultural change: *Proletkult*, *avant-garde* and Socialist Realism, 1917–53; nonconformity from the 1950s; clashes between artists and the government to 1985.
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 different groups of women in towns and 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 1957 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.

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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 *Volkskammer*; the *Länderkammer*; 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: *Ostpolitik*; the agreements of 1970–72; the relaxation of travel restrictions and the growth of communications with the Federal Republic. The impact of *Ostpolitik* 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 *Ostpolitik* 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 *perestroika* and *glasnost* 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, Native 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 *purna swaraj*; the salt *satyagraha* and consequences of civil disobedience. • The Muslim League: the *Khilafat* 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.

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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.

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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 *Kinder, Küche, Kirche* 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, the Catholic Church and nationalists; foreign policy. • 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 *Fasci di Combattimento* and party programme; *squadrismo* 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.

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Key topics	Content
3 The fascist state, 1925–40	• Consent and control: indoctrination of education and youth; *Opera Nazionale Dopolavoro*; press control and censorship; propaganda; the cult of *il Duce;* the influence of fascist culture; repression and terror; anti-semitic 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 IX; 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 *Falange*; 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 *Falange* 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.

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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. • Race and immigration: immigration policies and attitudes towards ethnic minorities, 1918–39; the impact of the Second World War and new Commonwealth immigration; racial controversy 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; 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 racial 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.

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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; Native 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: the impact of Reagan's policies on workers and the family; 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 black American success 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.

Knowledge, skills and understanding: Paper 3

Introduction to the Paper 3 options

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

Each Paper 3 option has two focuses: *Aspects in breadth* (containing themes) and *Aspects in depth* (containing key topics).

The *Aspects in breadth* focus on developments and changes over an extended timescale of at least 100 years. As well as understanding the content, students will need to develop the skills needed to be able to answer questions that target understanding of long-term changes (AO1). The *Aspects in breadth* also help to contextualise the *Aspects in depth*, but without duplicating content.

The *Aspects in depth* require a more in-depth understanding than the *Aspects in breadth*. As well as understanding the specified content, students will need to develop the skills needed to be able 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 7*.

Paper 3, Option 30: Lancastrians, Yorkists and Henry VII, 1399–1509

Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore the dramatic developments in late medieval England that centred around the personalities and political skills of a series of kings, queens and their powerful subjects, and the impact of these developments on the kingdom. Within the primarily political focus on the nature of kingship and authority in England, this option also explores the wider social and economic contexts of political struggle.

Aspects in breadth: 'The Divinity which doth hedge a King': changes in royal authority, 1399–1509	
Themes	**Content**
1 Changing relationships between crown and the nobility: 'over-mighty subjects'	• Major landowners and their role in governing the kingdom, 1399–1509: lands, offices of state and church patronage; necessary props to the crown but potential rivals (key developments: the crushing of the conspiracy against Henry V in 1415, the execution of Warwick in 1499). The importance of retaining, 1399–1509: livery and maintenance; the concept of 'bastard feudalism' (key developments: statutes in 1468 and 1504 against retaining). • Coping with challenge – disorder and local rivalries, 1399–1509, including Neville versus Percy in the north, Bonville versus Courteney in the south west, the experience of the Pastons in East Anglia (key developments: the readeption of Henry VI in 1470 and the return of Edward IV in 1471; increased control of the localities in the 1470s).
2 Changes in the sinews of power	• Royal income, 1399–1509: land, custom duties, feudal rights, profits of justice, taxation; the roles of the Exchequer and the Chamber. The role of parliament, 1399–1509: prop or curb to royal power? (key development: the Parliament of 1406). • War and diplomacy, 1399–1509: benefits and cost to the crown (key developments: the losses in France in 1453, the Treaty of Picquigny 1475, the Spanish Marriage 1499).

Aspects in depth: kings challenged and kings triumphant	
Key topics	**Content**
1 The crises of 1399–1405	• The crisis of 1399: reasons for Bolingbroke's seizure of the crown from Richard II. • 'Uneasy lies the head that wears the crown' – Henry IV and the problems arising from his behaviour in 1399: the first stirrings of revolt and the death of Richard in 1400. • Surviving rebellion, 1403–05: the challenges from the Percys and Owain Glyndwr and reasons for Henry IV's survival; the influence of relations with Scotland and France.
2 Henry V and the conquest of France, 1413–21	• The significance of renewing the war with France and the campaign of 1415. • The significance of the challenge from Lollardy and the royal response. • The importance of the Burgundian Alliance 1419; the significance of the conquest of Normandy and the Treaty of Troyes, 1417–20: the basis, impact and cost of success.
3 Renewed crises and challenges, c1449–61	• The personalities of Henry VI and Margaret of Anjou and the effects on the governing of England, 1449–61; downfall of the Duke of Suffolk in 1450. • The reasons for, events, and significance of, Cade's rebellion 1450. • The importance of the Duke of York's protectorate and his growing ambitions, 1454–60; the Battle of Towton and the reasons for the triumph of Edward IV 1461: the importance of the Earl of Warwick.
4 The Yorkists divided, 1478–85	• The reasons for the attainder and murder of George, Duke of Clarence in 1478; tensions in the Yorkist camp and the impact of Edward's early death 1483. • The challenges faced by Richard III: the significance of his seizure of the throne 1483; the disappearance of the princes in the Tower; the Duke of Buckingham's rebellion; his relative failures compared with Edward IV. • Henry Tudor and the reasons for his success at the Battle of Bosworth Field: foreign aid and the role of the Stanleys.
5 Henry VII: seizing the throne and trying to keep it, 1485–97	• Claiming the throne and the significance of the marriage to Elizabeth of York; living in fear and striving for security: the use spies and bonds. • Challengers and their supporters: Lambert Simnel and the Earl of Lincoln; Perkin Warbeck and Sir William Stanley; the importance of Margaret of Burgundy. • Resistance to taxation: causes, events and impact of the Yorkshire Rebellion 1489 and the Cornish Rebellion 1497.

Paper 3, Option 31: Rebellion and disorder under the Tudors, 1485–1603

Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore the nature of rebellion and disorder under the Tudors and the way the various challenges were met, the nature of change in government over the period and the changing relationship between the Crown and key sections of society. The option enables students to explore the way in which, despite a shaky start, the Tudors were able to establish their dynasty as one of the most powerful England has seen.

Aspects in breadth: controlling a fractious nation – changes in Tudor government, 1485–1603	
Themes	**Content**
1 Changes in governance at the centre	• Government and administration, 1485–1603, including changes made to structure and function of the household, changes in the role of Secretary, establishing the post of lord lieutenant (key development: reform of the Privy Council 1540). • Crown, church and parliament, 1485–1603: church-state relations, including the impact of the Reformation (key developments: the Acts of Supremacy of 1534 and 1559, the Elizabethan religious settlement); development of the concepts of sovereignty of statute and parliamentary privilege; the extent of change in the relationship between crown and parliament.
2 Gaining the cooperation of the localities	• Involving the localities in governance, 1485–1603: relations with localities (key developments: re-establishing the Council of the North 1537, the Law in Wales Acts 1535 and 1542); increasing borough representation in the Commons over the period; impact of increasing literacy in the yeoman class; the changing role of justices of the peace (key developments: the Tudor subsidy of 1513, the Statute of Artificers 1563, the Act for the Relief of the Poor 1598). • The crown and the country, 1485–1603: the development of a network of personal relationships by patronage, the granting of lands, titles and positions at court; the increasing use of royal progresses beyond London and the Home Counties.

Aspects in depth: challenges to authority	
Key topics	**Content**
1 Challenging the succession, 1485–1499	• Henry Tudor's hold on the throne, 1485–87: the impact of Bosworth 1485; measures to secure his throne; the roles of the Yorkist and Lancastrian factions. • The nature and extent of the challenges of Lambert Simnel, 1486–87, and Perkin Warbeck, 1491–99, and how they were overcome. • The significance of support for the challengers from Burgundy, France, Scotland and Ireland.
2 Challenging religious changes, 1533–37	• The impact of Henrician religious changes, 1533–37: the break with Rome and the dissolution of the monasteries. • The causes and impact of the Lincolnshire Rising and the Pilgrimage of Grace: aims, methods, nature of support and extent of threat. • The role of leaders in challenge and suppression: Robert Aske and Francis Bigod; Thomas Cromwell, Henry VIII and the Duke of Norfolk; the extent of repression in 1537.
3 Agrarian discontent: Kett's rebellion 1549	• The social and economic reasons for rebellion: the impact of enclosures; rural discontent; the impact of the Duke of Somerset's commission on enclosures. • The challenge posed by Kett's rebellion: its demands; extent of the threat posed. • The role of leaders in challenge and suppression: Kett; Somerset and the Earl of Warwick; the extent of repression.
4 Queen takes Queen? The revolt of the northern earls, 1569–70	• The causes of and development of the challenge: problem posed by Mary, Queen of Scots; court politics and faction; the role of the Duke of Norfolk; economic and religious insecurities of the northern nobility; Mary's arrival in 1568. • The main events of the revolt: the significance of the capture of Durham and the siege of Barnard Castle; the role of the northern earls; the extent of the threat to Elizabeth. • Failure and its impact: reasons for failure; repression; implications for Catholicism and Protestantism in England.
5 Troublesome Ireland: Tyrone's rebellion, 1594–1603	• The reasons for the Nine Years' War (Tyrone's rebellion) and the significance of the support for Hugh O'Neill and Hue Roe O'Donnell from within Ireland and from Spain. • The significance of events and individuals: the Battles of Clontibret 1595, Yellow Ford 1598, Curlew Pass 1599, and the collapse of the Munster Plantation; the roles of Henry Bagenal, Florence MacCarthy, the Earl of Essex and Lord Mountjoy. • Reasons for the war's duration and England's eventual success, including the battle of Kinsale 1601, the late arrival of Spanish support and the siege of Dunboy; costs to the English government.

Paper 3, Option 32:
The Golden Age of Spain, 1474–1598

Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore key events and developments in Spanish history at a time when Spain exercised a major influence on Europe as a whole and became what can possibly be described as the first truly world power. Within the primarily political focus on events within Spain and Spanish influence abroad, this option also gives students the opportunity to explore social and economic dimensions and the part they played in generating pressure for change.

Aspects in breadth: changes in Spanish influence and power, 1474–1598	
Themes	**Content**
1 Changing geographical reach of Spanish power	• The reasons for the expansion and maintenance of Spanish power throughout Italy and the Mediterranean, 1474–1598; the struggle with France and the Turks (key developments: Ferdinand being recognised as King of Naples 1504; the Battle of Pavia and the capture of Francis I in 1525; the capture of Tunis 1535; the siege of Malta 1565). • Extending influence to the north and west, 1474–1598: building an empire in the New World, the significance of northern Europe and Portugal (key developments: Columbus's first voyage 1492, the impact of Cortés and the conquest of the Aztecs 1521, Pizarro's conquest of the Incas 1532, the marriage to Mary Tudor 1554 and her death 1558, the revolt in the Netherlands 1572, the conquest of Portugal 1580).
2 Changing military and financial power	• The growing power of the Spanish army, 1474–1598 and key figures: Gonzalo de Córdoba, the Duke of Alba and Alexander Farnese, Prince of Parma. The significance of naval power, 1474–1598 (key developments: the use of Genoa and Andrea Doria from 1528, galley building from 1560, the Battle of Lepanto 1571, the acquisition of the Portuguese fleet 1580, the defeat of the Spanish Armada 1588). • The changing nature and extent of financial resources, 1474–1598: the importance of Castile and the system of *juros*, the Netherlands as a source and later a drain of revenue, and revenue from the Americas (key development: the opening of the silver mine at Potosí 1545).

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Aspects in depth: ruling Spain – newly united but still divided	
Key topics	**Content**
1 The Spanish Inquisition and the persecution of the Jews, 1478–92	• The position of Jews and *conversos* in fifteenth-century Spanish society. • The reasons for the foundation of the Inquisition in 1478–80; the roles of Queen Isabella and Tomás de Torquemada; the methods of the Inquisition and its impact on *conversos.* • The reasons for the expulsion of the Jews in 1492 and its social and economic impact on Spain.
2 The accession of Charles and the revolt of the Comuneros, 1516–29	• The significance of Charles von Habsburg's accession in 1516; the importance of Cardinal Jiménez de Cisneros. • The reasons for the outbreak of the revolt of the Comuneros and its significance; the reasons for the defeat of the revolt; the role of the great nobles. • The impact and significance of the revolt, including Charles's lengthy stay in Spain and developing good relations with the nobility and church; his relations with the Cortes of Castile.
3 The price revolution and its impact, c1500–c1570	• The significance of inflation in these years: extent and contemporary comment as a new and puzzling phenomenon. • Gold and silver imports and the contemporary discussions on their contribution to inflation; the significance of the writings of Martín de Azpilcueta 1556, and Tomás de Mercado 1568. • The impact on prices of population growth in towns and countryside. The social impact of the price revolution: winners and losers; changing social values.
4 The campaign for orthodoxy, 1558–70	• Reasons for the drive for orthodoxy; the role of de Valdés; Charles's letter to Juana in May 1558; the significance of the case of Archbishop Carranza and relations with the papacy; the impact of persecution on Protestantism, 1559–62: *autos da fé* and the index of prohibited books, 1558–59. • The reasons for the Great Rebellion 1568: the Morisco 'problem'; the impact of Turkish raids; the role of the Marquis de Mondéjar; the significance of the decrees reforming Morisco customs in Granada 1566–67. • The significance of the rebellion in Granada and the difficulty in securing its repression; the impact of the revolt on Spain in terms of economic damage and loss of life.
5 The crisis in Aragon, 1590–93	• The nature of the Kingdom of Aragón and royal authority: hostility to Castilians; the importance of local *fueros*; the significance of quarrels amongst the leading nobles. • The importance of the revolt in Zaragoza 1590, the role of Antonio Pérez in the revolt and his significance during the reign of Philip II; reasons why the revolt was easily crushed. • The impact of the revolt and the consequences for Philip II and royal power in Aragón.

Paper 3, Option 33: The witch craze in Britain, Europe and North America, c1580–c1750

Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore the nature of the witch craze that took hold in the late sixteenth century and the changing attitudes to magic and sorcery that eventually contributed to its decline. Together, students will study the social, economic, political and dimensions of the phenomenon, and the broad intellectual changes that ushered in what is often called the Age of Reason.

Aspects in breadth: challenges to the witch craze, c1580–c1750	
Themes	**Content**
1 Changing attitudes to witchcraft in Britain	• The existence and growth of scepticism, c1580–c1750: the impact of notable frauds and doubtful cases (key developments: the case of the Boy of Burton 1597, the Pendle Swindle 1634, the Demon Drummer of Tedworth 1662, the case of Jane Wenham in 1712); the influence of Lord Chief Justice Sir John Holt, 1689–1710. • The impact of notable sceptic publications, c1580–c1750: Reginald Scot's *The Discoverie of Witchcraft* 1584, Samuel Harsnett's *A Discovery of the Fraudulent Practices of John Darrel* 1599, Thomas Ady's *A Candle in the Dark* 1656, John Webster's *The Displaying of Supposed Witchcraft* 1677 (key development: the publication of Balthasar Bekker's *The Enchanted World* 1691).
2 The wider intellectual context: the coming of the age of science and reason	• Making sense of the universe and its impact, c1580–c1750: the coexistence of new and older ideas and impact of Johannes Kepler, Galileo Galilei and Isaac Newton. • The changing approach to human understanding and knowledge, c1580–c1750 (key developments: Francis Bacon and the empirical scientific approach, the foundation of Gresham College 1597 and the Royal Society 1662, Thomas Hobbes's deductive reasoning and materialism, John Locke and his *Essay Concerning Human Understanding* 1690).

Aspects in depth: persecuting witches	
Key topics	**Content**
1 The North Berwick witches in Scotland, 1590–91 and the aftermath to 1597	• The origins of the persecution: Gilly Duncan's confession; the impact of James VI's voyage from Denmark; the extent to which Danish witch hunting influenced events in Scotland. • The widening net: the case of Agnes Sampson and John Fian; the role of the king and torture; the involvement of the Earl of Bothwell; impact of the confessions, trials and executions. • Reasons for the extent of persecutions in Scotland to 1597, including judicial procedures, lack of strong central control, the role of King James and significance of his *Daemonologie.*
2 The Lancashire witches of 1604–13	• The influence of social, economic and religious context of the area around Pendle in the early seventeenth century and the significance of the new witchcraft statute of 1604. • The origins of the case: Alizon Device and John Law; the investigations of Roger Nowell; Old Demdike and Old Chattox and their witchcraft families; the meeting at Malkin Tower. • The trial 1612: the Judges Bromley and Altham; the conduct and outcomes of the trial; impact of Thomas Potts's account.
3 The Great Witch Hunt, in Bamberg, Germany, 1623–32	• The economic, political and religious context: reclaiming territory for the Catholic Church; the impact of the Thirty Years War on Bamberg in these years; economic crises. • Numbers and social groups affected by the witch hunts; the use of torture and property confiscations; the roles of the Prince-Bishop von Dornheim and Frederick Forner. • The reasons for the ending of the craze: the influence of the Emperor Ferdinand II and the Imperial Chamber Court; the arrival of the Swedish Army.
4 Matthew Hopkins and the East Anglian witch craze, 1645–47	• Economic and political context: the impact of the breakdown of traditional authority and legal structures; economic crises. • Geography, numbers, class and gender of victims; the roles and methods of Matthew Hopkins and John Stearne and reasons for their influence and power. • The ending of the witch craze: the growing cost; the re-establishment of traditional authority; the role of John Gaule.
5 Cotton Mather and the Salem witch hunt, 1692–93	• The social, economic and political context of Salem: weakened authority following the 1688 Revolution; Indian threats and economic crisis; social tensions. • The influence of Cotton Mather, including *Memorable Providences relating to Witchcraft and Possessions*; instigators, including the roles of Samuel Parris, children and Tituba; the nature of the victims; the trials and executions. • Reasons for the ending of the witch hunt: the roles of Cotton Mather's father and Governor Phips; the general pardon.

Paper 3, Option 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society

Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore ways in which Britain changed from the mid-eighteenth to the early twentieth century by looking at some of the industrial inventions and innovations that changed the lives of British men, women and children, alongside broader changes in the workplace and the profound changes in attitudes to children and childhood. Whilst mainly social and economic, this option also enables students to explore the impact of key political events and legislation.

Aspects in breadth: from wool combers to bus conductresses – a mobile society, 1759–1928	
Themes	**Content**
1 Changing patterns of adult work and working conditions	• Reasons for changes to working patterns and conditions, 1759–1928: the impact of legislation (key development: the 1833 Factory Act); the initiatives of employers, including the work of Titus Salt; the impact of technology (key developments: the move from domestic to factory employment from the mid-eighteenth century, the shift from water to steam power from the late eighteenth century, the spread of electrical power in the early twentieth century); the impact of the First World War on patterns of work. • The impact of workers' unions on working conditions, 1759–1928: the influence and limitations of workers' associations and unions to 1851; the role of new model trade unions from 1851; the influence of unskilled workers' unions from 1888 (key developments: the matchgirls' strike 1888, the Triple Alliance 1919).
2 The world of childhood	• Changes to children's lives, 1759–1928: the impact of government action (key developments: Factory Act 1802, Mines Act 1842, Agricultural Gangs Act 1867, Children's Act 1908); the initiatives of employers and philanthropists, including Robert Owen and Dr Barnardo; improvements in education (key developments: the 1833 government grant and Education Acts in 1870 and 1918). • Reasons for changes in attitudes to children, 1759–1928, including the influence of Prince Albert and of Kingsley's *Water Babies*, Barrie's *Peter Pan*, Dickens's *A Christmas Carol*.

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Aspects in depth: towards prosperity	
Key topics	**Content**
1 Josiah Wedgwood: china and canals, 1759–87	• The development of Wedgwood china: Josiah Wedgwood's experimental work; the roles of Sarah Wedgwood, Queen Charlotte, the Duke of Bridgewater; the influence of trade with the East in developing a taste for porcelain. • The importance to Wedgwood of the construction of the Trent and Mersey canal and availability of the canal system. • The significance of Josiah Wedgwood's involvement with the Society for the Abolition of the Slave Trade; the importance of the slave medallion.
2 Samuel Greg: cotton and cottages, 1784–1816	• The growth of Quarry Bank Mill: choice of site, impact of the French wars, 1793–1815, the roles of Samuel Greg, Peter Ewart, Matthew Fawkner and Hannah Greg. • Dealing with the labour problem; connections with the Poor Law system; accommodating and managing the workforce. • The significance of Quarry Bank Mill for the development of the cotton industry in Lancashire in the years to 1816.
3 Isambard Kingdom Brunel: railways and ships, 1833–59	• The construction of the Great Western Railway: the role of Brunel; the reasons for the 'battle of the gauges'; the Royal Commission 1845 and the Gauge Act 1846; reasons why Stephenson's narrower gauge became the standard. • Brunel's diverse design and engineering skills: problem solving during GWR line construction; innovative design of bridges, stations, ships and pre-fabricated hospitals for the Crimean War. • Impact of Brunel's work for passenger travel and for goods transport; the significance of Brunel's attempts to extend the GWR westwards to the USA.
4 John Kemp Starley: cycles, cycling clubs and emancipation, 1885–1901	• The significance of the design and production of the Rover Safety Bicycle; its economic importance, including impact on Coventry. • The impact of the safety bicycle on leisure pursuits; its political impact – the role of the Clarion Cycling clubs. • The significance of the safety bicycle for women – impacts on mobility, independence and fashion; opposition to the female bicycling craze; the significance of the concept of the 'New Woman' in the 1890s.
5 Herbert Austin: creating and adapting to market forces, 1905–28	• The Longbridge works, 1905–18: the role of Herbert Austin; pre-war car production; the impact of the First World War; the economic importance of Longbridge to the Midlands. • The Austin 7: reasons for its development and success; the impact on the Longbridge works. • The significance of the affordability and availability of the Austin 7 – social and economic effects of increased car ownership.

Paper 3, Option 34.2: Poverty, public health and the state in Britain, c1780–1939

Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore the ways in which the British state gradually, and not always successfully, became involved in taking on responsibility for people's health and welfare. This happened in reaction to a rapidly industrialising society, where thousands of people lived out their domestic and working lives in close proximity. The scale of the problem posed a question that is still asked today: where does responsibility for health and welfare lie – with the individual or with society?

Aspects in breadth: lives in peril – the health of the nation, c1780–1939	
Themes	**Content**
1 The impetus for public health reforms	• The impetus for change, c1780–1939: problems of public health created by industrialisation; impact of epidemics and reports on the state of towns and of increasing understanding about causes of disease (key development: the cholera epidemic 1832); the significance of advances in technology for improvements in the provision of systems for drainage and water supply. • Changes in the attitudes of public, press and parliament to public health issues, c1780–1939, and the reasons for them; the growth of the government's role in the nineteenth and early twentieth century.
2 Changes in public health	• The role of central government action and local initiatives in changes in public health provision c1780–1939: vaccinations, improvements in drainage and sewerage, improvements in water supply, the work of medical officers of health, provision of TB sanatoria and measures to improve the health of children (key developments: the Public Health Acts of 1848, 1858 and 1875, the Liberal government reforms, 1906–08). • The impact of the work of individuals in improving public health, c1780–1939: Edward Jenner, Edwin Chadwick, John Snow, Joseph Bazalgette and Marie Stopes.

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Aspects in depth: poverty, the people and the law	
Key topics	**Content**
1 Paupers and pauperism, 1780–1832	• The organisation of the parish-based relief system; the problem of the 'able-bodied pauper'; outdoor relief systems – Speenhamland, Roundsman and the Labour Rate. • Indoor relief in poorhouses, workhouses and houses of correction; the impact of Gilbert's Act 1782 and the Sturges-Bourne Acts 1818 and 1819. • Pressures for change: financial and ideological arguments; the influence of Bentham's Utilitarianism.
2 Less eligibility: the Poor Law Amendment Act and its impact, 1832–47	• Reforming the Poor Law: the Royal Commission of Enquiry; aims of poor law policy; the Poor Law Amendment Act 1834; work of the Poor Law Commission; role of Chadwick. • The impact of the workhouse: the workhouse test and less eligibility; the workhouse regime and the continuation of outdoor relief. • The nature of opposition to the operation of new Poor Law, the roles of Oastler and Fielden; the significance of the Anti-Poor Law movement.
3 The government, self-help and charity, 1847–80	• Changing government control: significance of the Andover workhouse scandal; the Poor Law Board; the impact of the Parliamentary Reform Act 1867 on poor law policy; the Local Government Board. • The importance of charity and self-help in dealing with poverty: the Charity Organisation Society, Friendly Societies, trade unions and cooperatives. • The role of individuals in developing and challenging the prevailing orthodoxy: Smiles, Mayhew and Dickens.
4 Social and welfare reforms: pressure and action, 1880–1914	• Pressures for reform: the work of Booth, Seebohm Rowntree and the Fabian Society; the impact of Boer war recruitment statistics; the work of the Government Inter-Departmental Committee; the debate over national efficiency. • The significance of the Royal Commission on the Poor Laws, 1905–09 and of the majority and minority reports; the establishment of principles for welfare reform. • The impact of the Liberal government's reforms: old age pensions and National Insurance; the Trade Boards Act 1909 and the Labour Exchanges Act 1909.
5 Depression and the dole: poverty in the inter-war years, 1920–39	• The problem of poverty in the 1920s and 30s; the impact of the decline of heavy industry; the impact of the Wall Street Crash and the Depression. • The impact of the Jarrow March and hunger marches; the role of Ellen Wilkinson. • Government measures in the 1930s, including the impact of the Means Test and the 'Dole', the Special Areas Act 1934 and the Unemployment Act 1934.

Paper 3, Option 35.1: Britain: losing and gaining an empire, 1763–1914

Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore the development of the British empire and the part played in this by the Royal Navy and merchant marine. Looking at social, economic and political issues, students will study a series of developments that started with an imperial catastrophe which threatened to reduce Britain once more to a European offshore island, but would then transform Britain's standing in the world so that by the end of the period it had the largest empire the world has known.

Aspects in breadth: ruling the waves	
Themes	**Content**
1 The changing nature and extent of trade	• Reasons for, and nature of, the changing patterns of trade, 1763-1914, including the slave trade, trade in coal and textiles, new trading patterns with the Americas, India and the Far East, the impact of industrialisation on trade and the importance of government policy (key developments: the abolition of the slave trade 1807, the adoption of free trade 1842–46, the repeal of the Navigation Acts 1849). • The changing importance of ports, *entrepôts* and trade routes within the UK and throughout the Empire, 1763-1914 (key developments: the acquisition of Singapore 1819 and Hong Kong 1842, the opening up of Shanghai to trade 1842, the purchase of the Suez Canal shares 1875, the acquisition of Zanzibar 1890, the lease of Wei hai-wei 1898).
2 The changing nature of the Royal Navy	• The changing Royal Navy, 1763-1914: the significance of changing ship types; the growing role of commerce protection, including protecting, and later suppressing, the slave trade; suppressing piracy and defending British commerce (key development: the attack on Algiers 1816); the work of exploration and mapping (key development: Captain Cook's exploration of the South Seas, 1768-71). • The importance of the acquisition and retention of key strategic bases around the globe, 1763-1914 (key developments: Gibraltar retained 1783, and the acquisition of Malta, Ceylon and Cape Town in 1815, the Falklands in 1833, Aden in 1839 and Cyprus in 1878).

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Aspects in depth: losing, gaining and governing territory	
Key topics	**Content**
1 The loss of the American colonies, 1770–83	• Tensions between colonists and the British, 1770–75: the issue of custom collection and tea duties, including the Boston Tea Party; the Coercive Acts 1774 and their impact. • Clashes between British forces and rebels, 1775–76; the Declaration of Independence and Articles of Confederation. • Britain's defeat, 1777–83: French and Spanish involvement; Britain's limited military resources; the defeats of Burgoyne 1777, and Cornwallis 1781; the decision to seek peace and accept the Treaty of Paris. Impact of defeat on Britain 1783.
2 The birth of British Australia, 1788–1829	• Australia's role as a penal colony from 1788; the importance of Lachlan Macquarie: the development of Sydney; land grants to ex-convicts and development up the Hawkesbury River; the growth of Macquarie towns. • Impact of British settlement on Aborigines in Tasmania and New South Wales, 1788-1829. • The spreading impact: penal settlement in Van Diemen's land 1803; development of whaling; first crossing of the Blue Mountains 1813; first settlements in Western Australia 1826; extent of colonial control by 1829.
3 Learning from past mistakes: Canada and the Durham Report, 1837–40	• The political nature and governmental system of Upper and Lower Canada and the perceived threat from the USA. • The revolts of 1837–38: causes, course and impact. • The importance of the Earl of Durham's appointment as High Commissioner; the roles of Charles Buller and Edward Gibbon Wakefield; the main recommendations and importance of the Durham Report.
4 Nearly losing an empire: the British in India, 1829–58	• The role of the East India Company and the Governor General; the importance of Bengal and the Company Army. • William Sleeman's campaign against Thagi: the drive against Sati and female infanticide; the impact of missionaries. • The Indian Rebellion: the reforms of Dalhousie; the annexation of Awadh; outbreak and events in Meerut, Cawnpore and Delhi; the siege and relief of Lucknow; reasons why the British retained control.
5 The Nile valley, 1882–98	• Reasons for intervention in Egypt 1882: Arabi Pasha and Arab nationalism; protecting European loans and people. French withdrawal; the British military campaign. • Egypt as a 'veiled protectorate'; the promises to withdraw and the failure to do so; the work of Sir Evelyn Baring. • The problem of the Sudan: the Mahdi; Gladstone's concerns and policy; Gordon's mission, 1884–85. The conquest of the Sudan 1898: the fear of French occupation; the role of Kitchener; the significance of Omdurman.

Paper 3, Option 35.2: The British experience of warfare, c1790–1918

Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore the British experience of war in different aspects of major overseas conflicts and the changing relationship between the state and the people as the government attempted to create an effective fighting machine and prepare the people for war. Within the primarily military focus on the experience of warfare, this option also gives students the opportunity to explore its political, social and economic dimensions and their part in generating pressure for change.

Aspects in breadth: the changing role of government in preparing the nation for war, c1790–1918	
Themes	**Content**
1 Changes in organising the military	• The military and reasons for changes 1790-1918: improvements to army organisation, ordnance and supplies (key developments: McNeill-Tulloch Report 1855, Cardwell's army reforms 1868-74, Haldane's army reforms 1905-12). The navy and changes in organisation: decommissioning ships and reduction in the size of the navy after 1815; the significance of the shift from sail to steam; government reforms (key developments: Graham's reforms 1832, Fisher's reforms at the Admiralty 1904-10). • The recruitment of the fighting forces 1790-1918: impressment, volunteers and conscripts (key development: conscription 1916).
2 Changes in weaponry and the role of the people	• Changing weaponry 1790-1918: the role of science and technology in improving weaponry (key developments: carronades and the navy in the 1790s, Congreve's rockets 1806, William Armstrong's new artillery 1859-60, the Vickers machine gun 1914-18, development of the tank 1915-18). • The populace and the war effort 1790-1918: providing finance – taxation, bonds, consols and war loans; changing civilian roles, from camp followers to an organised home front.

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Aspects in depth: Britain at war overseas	
Key topics	**Content**
1 Britain and the French Wars, 1793–1815	• Facing the French threat on land: the role of Wellington in the defeat of the French. • Facing the French threat at sea: the role of Nelson in the defeat of the French. • The impact on the British economy, industry, commerce and agriculture of the length of the conflict.
2 The Crimean War, 1854–56	• Facing the Russian threat in the Crimea: the impact of the battles of Alma and Balaclava and the siege of Sebastopol; the role of Lord Raglan. • The problems of medical care; the work of Florence Nightingale and Mary Seacole in the Crimea. • Changing attitudes of the public in Britain to the conduct of the war, including the impact of the photography of Roger Fenton and the reportage of William Russell.
3 The second Boer War, 1899–1902	• Facing the Boers in southern Africa: the nature of British army; the significance of the sieges of Mafeking, Kimberley and Ladysmith and the impact of Black Week. • The importance of the roles of Field Marshalls Roberts and Kitchener, and General Sir Redvers Buller in achieving victory. • Changing attitudes of the public in Britain to the conflict, including the impact of the reportage of Winston Churchill and the work of Emily Hobhouse.
4 Trench warfare on the Western Front, 1914–18	• Reasons for change from a war of movement to attrition; entrenchment and the building of defensive systems; the need for military adjustment; the use of new fighting techniques and new technology – machine guns, chlorine gas, tanks, fuse 106 and the creeping barrage. • British public perception of, and changing attitudes to, war on the Western Front; government attempts to restrict, direct reportage by journalists from the Western Front. • The significance of Haig's major offensives for the conduct of the war and attitudes to it: the Somme in 1916, Passchendaele in 1917, the Hundred Days' Offensive in 1918.
5 The war in the air, 1914–18	• The impact of aerial reconnaissance: photographic, observation and communication. • The development of the Royal Flying Corps as a fighting force; the importance of technology in the development of air combat; the importance of air power in achieving victory in 1918. • The impact on public opinion, propaganda and defence systems of Zeppelin and Gotha bombing of undefended British towns.

Paper 3, Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928

Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore the relationship between authority and mass agitation in England, the struggle for greater representation in England, and the ways in which the interests and concerns of individuals in society could make themselves known. Within the primarily political focus, this option also gives students the opportunity to explore the economic and social contexts and their influence on developments and on the pressures for change.

Aspects in breadth: changes in representation in England, c1780–1928	
Themes	**Content**
1 Reform of parliament	• Changes in the franchise, c1780–1928: the franchise c1780 and its significance for representation of the people; pressures for change and reasons for resistance (key developments: the Representation of the People Acts of 1832, 1867, 1884, 1918 and 1928). • Reform and redistribution, c1780–1928: the problems of representation c1780; the failure of Pitt's proposals; reasons for resistance to, and key changes brought by, reform (key developments: Representation of the People Acts 1832–1928, Redistribution Act 1885, the Ballot Act 1872, the Corrupt Practices Act 1883); the extent of change by 1928.
2 Changing influences in parliament: the impact of parliamentary reform	• The influence of the crown and aristocracy, c1780–1928: the extent of crown and aristocratic influence on elections and in parliament c1780; the reasons for declining influence over the House of Commons (key developments: 'economical reform' in the 1780s, the Parliament Act 1911). • Changes in political parties, c1780–1928: their role in parliament and in elections; party organisation and membership; the growth of the Labour Party. The extent of change in the social makeup of the House of Commons by 1928 (key developments: abolition of property qualification 1858, payment of MPs 1911).

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Aspects in depth: mass protest and agitation	
Key topics	**Content**
1 Radical reformers, c1790–1819	• Aims, tactics and impact of extra-parliamentary protest: the London Corresponding Society, 1792–93, the Spa Fields meetings, 1816, the Pentridge Rising, 1817, and Peterloo, 1819; extent of success by 1819. • Government responses: the trial of the leaders of the London Corresponding Society and suspension of Habeas Corpus, 1794, the Treason Act and Seditious Meetings Act 1795, the Gagging Acts 1817 and the Six Acts 1819. • The influence of Tom Paine and the *Rights of Man*, John Cartwright and the Hampden Clubs, William Cobbett and the Political Register; the role of Henry Hunt as a radical orator.
2 Chartism, c1838–c1850	• Chartism's aims and actions; importance of the National Convention, 1839, the Newport Rising, 1839, the Petitions (1839, 1842, 1848) and the Kennington Common rally, 1848; the roles of Lovett and O'Connor; reasons why Chartism failed to achieve its aims by 1850. • Fluctuations in support among different sections of society, and reasons for this. • Government responses; the significance of Major General Napier; the impact of the growth of a rail network.
3 Contagious Diseases Acts and the campaign for their repeal, 1862–86	• Reasons why the Contagious Diseases Acts were introduced, including the committee established in 1862 to look into extent of venereal disease in the armed forces. • The Acts' impact on prostitutes and ordinary women. • The roles of Josephine Butler and Elizabeth Wolstenholme and the significance of Ladies' Association for the Repeal of the Contagious Diseases Act; reasons for the Acts' repeal.
4 The Women's Social and Political Union, 1903–14	• WSPU organisation and tactics; extent of support; the reasons for, and impact of, increased militancy after 1908. • The roles of Emily Davison and Christabel, Emmeline and Sylvia Pankhurst; extent of the WSPU's success by 1914. • Government attitudes to female suffrage and WSPU; reasons for the failure of the Women's Suffrage bill 1909, the Conciliation Committee and the Conciliation bills 1910 and 1911, and the Government Franchise bill 1913.
5 Trades union militancy, 1915–27	• The roles of Manny Shinwell, James Maxton, Ernest Bevin and J H Thomas; the events and significance of the Glasgow rent strike, 1915, and the 40-hour strike, 1919. • Union revival after the First World War: the Triple Alliance; the impact of Black Friday, 1921; the importance of the Council of Action and the formation of the AEU and TGWU. • The General Strike, 1926: reasons for its occurrence and failure; roles of media, government and TUC; reasons for its failure. The Trades Disputes Act 1927.

Paper 3, Option 36.2: Ireland and the Union, c1774–1923

Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore the Irish struggle for constitutional change, and the ways in which the Irish economy and society changed and their impact on mainland Britain. This was a difficult period in the development of Irish society and for Anglo-Irish relations, involving passion, tensions and commitment to different causes that were in many ways irreconcilable, and an outcome that, by 1923, left many dissatisfied and eager for further change.

Aspects in breadth: the struggle for constitutional change, c1774-1923	
Themes	**Content**
1 Irish nationalism: from agitation to civil war	• Agitation and rebellion, c1774–c1870: the demands of the Irish Volunteers and the United Irishmen (key development: the constitution of 1782 and the rebellion of 1798); the role of Daniel O'Connell and the Repeal Association; the Tithe Wars; the impact of Young Ireland and of the Irish Republican brotherhood (key developments: the 1848 rebellion and the 1867 Fenian Rising and executions). • The campaign for Home Rule, c1870–1910: the role of Isaac Butt and the Home Rule League; the role of Charles Stewart Parnell and the Irish Parliamentary Party. Towards civil war, 1910–23: Edward Carson and the UVF (key developments: the Ulster Covenant, the Curragh incident); changing attitudes and nationalist responses (key developments: the Easter Rising, the War of Independence/Anglo-Irish war, civil war and partition).
2 British reaction: from resistance to acceptance	• Evolving government policies c1774–1922: reasons for changing approaches to the government of Ireland (key developments: the Act of Union 1801, increasing the Maynooth Grant 1845, the Irish Coercion Act 1881, Gladstone's conversion to Home Rule 1885; the Home Rule bill of 1914, the Irish Free State Constitution Act 1922). • Changing attitudes of British politicians to agitation and rebellion in Ireland c1774–1922; the significance of Pitt the Younger, Gladstone, Asquith and Lloyd George.

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Aspects in depth: societies in change	
Key topics	**Content**
1 Towards emancipation, 1774–1830	• The significance of the Penal Laws and reasons why they were amended in Catholic Relief Acts, 1774–93. • Daniel O'Connell and impact of the Catholic Board 1811 and the Catholic Association 1823; the County Clare elections, 1828 and 1829; the passage of the Roman Catholic Relief Act 1829 through parliament and its impact. • The significance of the campaign in the Irish parliament to remove restrictions on Irish trade, 1778–82; the impact of the removal of the restrictions on the Irish economy.
2 Industrial-isation in Ulster, 1825–55	• The importance of the textile industry in Ulster; the decline of the woollen and cotton industries; the impact of railways and mechanisation on the linen industry. • The development of shipbuilding; the importance of the Charles Connell and Sons and the Thompson and Kirwan yards; the work of the Belfast Harbour Commissioners. • The roles of Robert Hickson and Andrew Mulholland in the industrialisation of Ulster; its impact on working and living conditions; the Belfast cholera epidemic, 1848; discrepancies between Catholics and Protestants in employment.
3 The Irish Famine, 1843–51	• The role of absentee landlords, middlemen, landholdings, monoculture and blight; impact of famine on populace. • The impact of government response to the Famine; Peel's response; Russell's response; the Irish Poor Law Extension Act 1847; the problem of export of food from Ireland; the roles of Charles Edward Trevelyan and John Mitchel. • Social and economic impacts of depopulation; migration and emigration; consolidation of land holdings and importance of the Encumbered Estates Act 1849.
4 The Irish land issue, 1870–82	• The significance of the Dublin Land Conference 1870; the reasons for the Land Act 1870 and its significance. • The impact of the 'long depression' on Irish agriculture, the problem of tenancies, evictions and rent strikes. • The roles of Michael Davitt, William Edward Forster and Charles Stewart Parnell during the Land Wars; the impact of the Irish Land League; the Land Act 1881, reaction in Ireland and the Kilmainham Treaty 1882.
5 Improving working and living conditions: trades union militancy in Ireland, 1907–14	• Working and living conditions for unskilled urban workers; the significance of the founding of the National Union of Dock Labourers 1907, and the ITGWU 1909; the roles of Jim Larkin, James Connolly and William Martin Murphy. • Events and significance of the Dublin general strike 1913–14; the lock-out and implications for workers and employers. • The role of British trade unions in the attempts to unionise workers in Ireland and in the Dublin general strike.

Paper 3, Option 37.1: The changing nature of warfare, 1859–1991: perception and reality

Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore cultural and socio-political developments in how warfare has been perceived in the USA and also some of the developments in the nature of warfare internationally, in terms of evolving technology and the ability of military leaders to utilise or counter it. These technological changes would transform the ability of states to wage war and affect the course of conflicts around the globe.

Aspects in breadth: war and the American public mind, 1859–1991	
Themes	**Content**
1 Reporting and portraying war	• Changes in the reporting of war and the impact of new technologies, 1859–1991: the telegraph, photography, film, radio, television, satellite communication (key developments: the reporting of the US Civil War, Spanish-American War and the First World War, filming the Second World War, the televised reporting in Vietnam and in particular the Tet Offensive 1968, instantaneous reporting from the First Gulf War). • The changing remembrance and portrayal of war, 1859–1991 in ceremonies, novels, plays, war books and comics, films and television series (key developments: the impact of the film *All Quiet on the Western Front* 1930, the portrayal in Hollywood films of the Second World War in 1940s and 1950s and Vietnam War in the 1970s and 1980s).
2 Attempts to influence the public response to war	• Official attempts to shape the public perception of wars, 1859–1991: the use of speeches, briefings, propaganda and information control in the US Civil War, Spanish-American War, the First and Second World Wars, the Vietnam War and the First Gulf War (key developments the Gettysburg Address 1863, demonising the enemy in the First World War 1917–18, Roosevelt's broadcast after Pearl Harbor 1941). • The impact of propaganda and news control, 1859–1991 (key developments: the hostility to conscription in the US Civil War, the wave of anti-German sentiment 1917–18, the contrasting success of US governments with the media during the Vietnam and First Gulf War).

Aspects in depth: new technology and its use by military leaders	
Key topics	**Content**
1 Increased firepower and steam power, 1859–70	• The use of railways and steam boats to move and supply armies: the mobilisation of French and Austrian armies in 1859 and problems encountered in the initial deployment. • Increased firepower: Colt's revolver, breechloading rifles, Krupp's artillery; the breechloader vs. muzzle-loader debate. • Von Moltke and the Prussian general staff and their influence on military planning; the Prussian use of the new technologies in the wars of 1866 and 1870, and Grant's use of them in US Civil War, 1863–65.
2 Technology of defence: machine guns, smokeless powder and artillery, c1900–16	• The impact of the development of smokeless propellants and machine guns before 1914 on military thought and planning. • The impact of French 75mm and German heavies before 1914 on the French Plan XVII and the Schlieffen Plan. • The role of technology in a failure of a war of movement, Western Front 1914; the roles of Joffre and the younger Moltke. The use of these technologies in a war of attrition: Falkenhayn's assault on Verdun and Petain's defence 1916.
3 Radios, the internal combustion engine and mobile warfare, 1917–1940	• The impact of the internal combustion engine in tanks, aircraft and transport, 1917–18: the battles of Cambrai 1917 and Amiens 1918; the impact of radio in the First World War and its implications for the development of mobile warfare. • The impact of these new technologies on French planning in the 1930s and use under General Maurice Gamelin in 1940. • The impact of these new technologies on German planning in the 1930s; the role of Guderian as theorist of Blitzkrieg; the attack on France in 1940 and roles of Guderian and Rommel.
4 The war at sea, 1917–45: the impact of submarines, air power and complex codes	• The impact of submarines, 1917–18: initial German triumph; British counter-measures and eventual success. • The impact of submarines, 1939–45; Dönitz and the Battle of the Atlantic; the significance of May 1943 as a turning point. The importance of naval codes and associated technology: Enigma and counter measures. • The impact of airpower: Yamamoto and the planning of the attack on Pearl Harbour 1941; Yamamoto and Nagumo against Nimitz and Spruance at Midway 1942.
5 Air power and nuclear weapons, 1943–91	• The significance of developments in aerial warfare: bombs and counter-measures, jet engines, missiles and nuclear weapons; their influence on strategic planning. • The destructive impact of terror bombing, 1943–45: Harris' assault on Hamburg in 1943; Curtis LeMay's bombing campaign of Tokyo and Hiroshima in 1945. • Varying impacts of air power: USAF and North Vietnam, 1964–73; tactical airpower in the First Gulf War 1991.

Paper 3, Option 37.2: Germany, 1871–1990: united, divided and reunited

Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore the ways in which Germany evolved as a new state in Europe undergoing dramatic changes of fortune, set within broader long-term social and economic developments (after 1945, these focus on West Germany). A dynamic empire ended in a brutal war and defeat; out of the ashes of imperial Germany, first a democratic republic and then an extraordinary dictatorship came into being, followed once again by democracy and finally a new unity in 1990.

Aspects in breadth: prosperity and social change, 1871–1990	
Themes	**Content**
1 Social change in Germany and West Germany	• Changes in class structure and prosperity, 1871–1990: the growth of the urban working class, the artisan tradition and its impact, the slow decline of the land-owning elite and the peasantry, the rise of the white collar workers (key developments: Bismarck's introduction of pensions and health insurance in the 1880s, social mobility after the Second World War). • The changing role of women, 1871–1990: roles in the family and the workplace in the nineteenth and twentieth centuries (key developments: the impacts of the First World War, Nazi policies, the Second World War and post-war opportunities).
2 Economic change in Germany and West Germany	• Strength in manufacturing and agriculture's slow decline, 1871–1990; the reasons for nineteenth-century industrial growth; change in the twentieth century (key developments: the slump in agricultural prices in the 1920s, mass unemployment from 1930 to 32, the post-war 'economic miracle'). • The role of government policies in economic change, 1871–1990 (key developments: the introduction of protection 1879, the building of a large navy from 1898 to 1914, the impact of Nazi policies, the impact of Marshall Aid, the impact of membership of the European Community and the Common Agricultural Policy post-1956).

Aspects in depth: different approaches to the problem of difference	
Key topics	**Content**
1 Ruling the Second Reich, 1871–79	• Impact of the new Germany's constitution: trying to reconcile unity and division; the federal government and the *Länder*. • The importance of the *Reichstag* and the parties: relationship with Bismarck; the impact of regional and social divisions. • Attempts to consolidate the new Germany: Bismarck's break with, the National Liberals; the *Kulturkampf*; the appeal to nationalism to achieve unity; the War in Sight crisis.
2 The birth of democratic Germany, 1917–19	• Strains of war, tensions and military dictatorship 1917; the roles of Hindenburg and Ludendorff; Erzberger's Peace Resolution, emergence of the Independent Socialist Party. • Constitutional reforms from above 1918; the role of Prince Max of Baden; disintegration, defeat and revolution, 1918–19; the roles of Ebert, Scheidemann and Rosa Luxemburg. • The attempt to achieve unity through democracy: the Weimar Republic; the importance of the Weimar Constitution including its salient features and their strengths and potential weaknesses for achieving freedom and stability.
3 A new Reich, 1933–35	• *Gleichschaltung*, 1933–34: creating a totalitarian state; abolition of political parties and trade unions; the establishment of DAF; the 'coordination' of regional and local government; impact of the Night of the Long Knives. • Hitler's role as Führer, including his approach to government, decline of cabinet meetings, relations with the army; the extent of his power by 1935. • The nature of the new Nazi state: the relationship of state and party; attempts to create a *Volksgemeinschaft*; racial policy, including the significance of the Nuremberg Laws.
4 Establishing and ruling the new Federal Republic, 1949–60	• The creation of the FRG and the impact of the new Constitution: the attempt to reconcile difference and liberty. • The importance of Adenauer and the CDU in shaping the new Federal Republic. Changes in the nature of the SPD and their significance for the shaping of the Federal Republic. • The process and significance of de-Nazification and 'coming to terms with the past' in the 1950s.
5 Reunification: recreating a united Germany, 1989–90	• Reasons for the flood of refugees from the GDR in 1989. • The revolution in the GDR 1989, and its impact on the FRG; the significance of Kohl's Ten Point Plan. • Reasons for reunification, including different levels of prosperity in GDR and FRG, continued migration from GDR, the crumbling of the GDR state. The process and problems of reunification and reasons for its acceptance by the Four Powers.

Paper 3, Option 38.1: The making of modern Russia, 1855–1991

Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore how Russia has developed, socially, politically and economically, through a turbulent era marked by periods of stability, reform and revolution. The death of Nicholas I in 1855 ushered in a period of hope and reform under his son Alexander II. Subsequently, more violent and dramatic changes in the twentieth century turned the lives of ordinary Russians upside down.

Aspects in breadth: the land and the peasantry, 1855–1991	
Themes	**Content**
1 The changing status and condition of the peasantry	• The impact of changes in government policy, 1855–1991 (key developments: the abolition of serfdom 1861, Stolypin's reforms 1906–11, the Land Decree 1917, NEP 1921, collectivisation 1928–32, the increase in state farms (*sovkhoz*) at the expense of *kholkhoz* after 1945). • Living standards and leaving the land, 1855-1991: the burden of redemption payments and overpopulation, periods of famine, migration and prosperity (key developments: the concession of peasant plots 1932, reduction of taxes on private plots and peasant households 1953–54).
2 Agriculture and productivity: meeting the country's needs?	• Reform, innovation and productivity, 1861–1991: the backwardness of peasant agriculture in the nineteenth century (key developments: the impact of railways on the larger estates of the gentry and nobility pre-1914, the drive to modernise under Stalin, Khrushchev's drive to boost productivity – maize mania and the Virgin Lands, attempts to boost productivity under Brezhnev and Gorbachev). • Feeding the population, 1861–1991: the extent to which agriculture met the changing demands to feed the populace of countryside and town (key development: the import of western grain, 1972–79).

Aspects in depth: reform and revolution	
Key topics	**Content**
1 The political reforms of Alexander II, 1855–70	• The impact of the Crimean War; impetus to reform; army reforms, including to training, weapons, promotions, the period of conscription and to military bureaucracy. • Reform of the legal system and its significance; the reform of local government: the *zemstvo* statute of 1864, the work and importance of the *zemstvos*; the municipal statute of 1870. • The extent of greater freedom of expression; the significance of the university statute 1863; the significance of new press regulations 1865.
2 Revolution and reform, 1904–06	• The impact of the Russo-Japanese war as a stimulus to reform and revolution. • The significance of Bloody Sunday 1905: strikes and mutinies; formation and impact of the Union of Unions. The significance of the October Manifesto: extent of concessions. • Repression of opposition in town and countryside, including the closure of the St Petersburg and Moscow Soviets.
3 The end of the Romanovs and the triumph of the Bolsheviks, 1916–18	• Impact of defeat and suffering, 1916–17; the murder of Rasputin; reasons, events and significance of the February Revolution; the end of Tsardom, the Provisional government and relations with the Petrograd Soviet. • The reasons for the October Revolution: the importance of the Petrograd Soviet, Lenin and Trotsky; the difficulties of, and mistakes made by, the Provisional government. • The Bolsheviks in power, 1917–18: concessions and violence; dissolving the Constituent Assembly and setting up the Cheka and the Red Army; making peace with Germany.
4 Khrushchev and attempts to reform the Soviet system, 1956–61	• The impetus to reform: Khrushchev's personality and aims; his championing of the Party over bureaucratic conservatism; discontent in the camps and the release of prisoners. • De-Stalinisation: the speech to the Twentieth Party Congress 1956; resistance in the party, including Molotov in 1957. • Administrative reforms: decentralisation; the restructuring of the security apparatus. Extent of new intellectual and cultural freedom, and limitations, including the closure of churches.
5 Gorbachev and the downfall of Soviet communism, 1985–91	• The impetus to reform: impact of Afghanistan war; economic stagnation; the alcohol problem; rising nationalism; impact of Chernobyl; Gorbachev's personality and ideas. • Impacts of *glasnost* and *perestroika*: treatment of dissidents, including Sakharov; new appointments, including Yeltsin; attempts at administrative reform and to tackle alcoholism. • Divisions in the reformist camp, conservative opposition; growing rivalry with Yeltsin; the conservatives' attempted coup; the downfall of Communist Party rule.

Paper 3, Option 38.2:
The making of modern China, 1860–1997

Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore the ways in which China has been transformed economically and its changing relationship with the outside. China's problems might have appeared almost insoluble in the late nineteenth century: a once great country and civilisation was perceived as economically backward and incapable of defending itself, but by the end of the twentieth century, its wealth was doubling every 10 years and it was economically the second most powerful state on earth.

Aspects in breadth: industrialisation and the making of an economic titan, 1860–1997	
Themes	**Content**
1 The growth of industry	• Improved communications and the application of western technologies, 1860–1997 (key developments: the growth of railways, steam ships for coastal and river traffic in the later Qing Empire, telegraphy and road building in the 1930s, air transport in the later twentieth century). • The growth of mining and manufacturing, 1860–1997 (key developments: the growth of textile production in Shanghai in the later Qing Empire, developments in Manchuria under the Japanese in the 1930s, the first Five-Year Plan 1953–57, electrical power, technological innovation in the digital age).
2 Ideologies and individuals behind economic growth	• Ideas and ideologies as factors promoting change, 1860–1997 (key developments: the Self-Strengthening Movement of the 1860s and 70s, the cult of science and rejection of traditional values in the May Fourth Movement 1915–24, Marxism and the Soviet inspired cult of heavy industry in the early 1950s, modifying soviet Marxism and 'walking on two legs' 1958, the embrace of capitalism in the 1980s and 90s). • The roles of individuals in promoting economic growth, 1860–1997: Li Honghzhang, Sheng Xuanhuai, Sung Tzu-wen [TV Soong], Mao Zedong, Deng Xiaping (key developments: the establishment of the first modern bank in China 1897, the China Development Finance Corporation in the 1930s, the Great Leap Forward 1958–61, the launch of the Four Modernisations 1978).

Aspects in depth: China and the outside	
Key topics	**Content**
1 Opening up China to foreigners, 1860–70	• The terms and significance of the Treaty of Tianjin 1860. • Treaty ports and the significance of growing foreign trade; the British in Shanghai and penetration of the Yangtze valley. • The impact of the spread of foreign language schools, teaching English and French; growing awareness amongst the elite of other cultures and ideas; the impact of missions and missionaries; the Tianjin massacre of 1870 and its immediate consequences.
2 Defeat and humiliation, 1894–1901	• The significance of the Sino-Japanese War of 1894–95: causes and consequences; the Treaty of Shimonoseki and the loss of Taiwan and Korea. • The impact of the Triple Intervention and concessions to France, Russia and Germany. The role of Britain and the granting of new concessions: Weihaiwei and Hong Kong's New Territories. • The significance of the Boxer Rebellion, 1898–1900: causes, and the attitude of Empress Cixi; events and consequences.
3 The Japanese threat, 1931–41	• The significance of the Manchurian Crisis of 1931–33; Jiang Jieshi's (Chiang Kai-shek) response; the loss of Manchuria and conflict in Shanghai; the treaty of Tanggu. • The reasons for all-out war 1937; the Marco Polo Bridge Incident; the fight for Shanghai August–November 1937. • The impact of war, 1937–39; the seizure of the coast; the rape of Nanjing; the retreat to Chongqing. The role and importance of the USA, 1940–41; the significance of 7 December 1941 for China.
4 The Sino-Soviet split, 1958–69	• The significance of Russian demands in 1958 and the clash of personalities between Khrushchev and Mao. The breakdown of relations, 1959–60; private insults, public disagreements. • The reasons for, and importance of, Mao's growing fears of the Soviet Union, its intervention in Chinese affairs and the perceived Russian threats to his position, 1961–68. • The significance of military confrontation in 1969.
5 Reconciliation with old enemies and the return of Hong Kong, 1978–97	• The significance of China's growing importance in world organisations: the UN Security Council, IMF and the World Bank; increasing diplomatic ties throughout the world. • The significance of closer cooperation with Japan; treaties, trade, diplomatic visits. Significance of improved relations with the USA: full diplomatic relations 1979, Deng's visit to the USA 1979 and Jiang Zemin's 1997; growing trade. • The importance of the peaceful return of Hong Kong in July 1997: negotiations and terms.

Paper 3, Option 39.1: Civil rights and race relations in the USA, 1850–2009

Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore developments that have shaped contemporary America and remain a fundamental issue in US society: the changing pattern of race relations between black and white Americans, both in terms of civil rights and also broader social and cultural changes over a period that began with millions of black Americans in slavery and ended with Barack Obama as President.

Aspects in breadth: changing perceptions of race relations, 1850–2009	
Themes	**Content**
1 The changing geography of civil rights issues	• The changing geographical distribution of black Americans, 1850–2009 (key developments: freedom in 1865, the slow drift north, the First Great Migration c1910–30, the Second Great Migration c1940–70 , the migration back to the old south in the late twentieth century). • The changing pattern of settlement and segregation 1850–2009 (key developments: mass migration into Harlem from 1905; riots in Chicago 1919, Tulsa 1921, Watts 1965 and Newark 1967; developments in *de-facto* segregation in Levitt estates, white exodus to the suburbs post-1945 in the north; increasing de-segregation in the old south post-1970).
2 Changing portrayal of civil rights issues in fiction and film	• The role of literature in shaping and reflecting changing perceptions of race relations, 1850–2009 (key developments: the publication of *Uncle Tom's Cabin* 1852; *Huckleberry Finn* 1885, *Gone with the Wind* 1936, *To Kill a Mockingbird* 1960, *Beloved* 1987, *The Help* 2009). • The role of visual portrayals in influencing and reflecting changing perceptions of race, 1850–2009 (key developments: images of black Americans in paintings, photographs and lithographs 1850–80, *Birth of a Nation* 1915, *In the Heat of the Night* 1967, *Roots* 1977, *Mississippi Burning* 1988, *Malcolm X* 1992, *The Wire* 2002–08).

Aspects in depth: emancipation and moves towards greater equality	
Key topics	**Content**
1 'Free at last', 1865–77	• Reasons for, and importance of, the Thirteenth Amendment 1865: economic position of ex-slaves and the development of sharecropping; social tensions; the need for a political settlement; President Andrew Johnson's response. • Radical Reconstruction, 1867–77: the impact of military rule in the south; the Fourteenth and Fifteenth Amendments; the Civil Rights Act 1875; significance of the presence of black representatives in federal and state legislatures. • The backlash: the Ku Klux Klan and White League, including the incidence of lynching; the restoration of Democrat control in the south and the end of Reconstruction 1877.
2 The triumph of 'Jim Crow', 1883–c1900	• Impact of the Civil Rights Cases 1883 in the Supreme Court. • The spread of Jim Crow Laws: changes to rail travel in Florida 1887; extension of segregation to other social areas and other states. Excluding black voters: discrimination in Mississippi from 1890; Louisiana's Grandfather clause 1898; impact on voter numbers in the south in the 1890s. • The impact of Plessy v. Ferguson 1896; Williams v. Mississippi 1898; Cumming v. Board of Education 1899.
3 The New Deal and race relations, 1933–41	• The influence of southern whites in the Democrat Party. • The failure to address black grievances: continuation of Jim Crow Laws, exclusion of black voters and the defeat of federal attempts at anti-lynching legislation. • Impact of the New Deal: effects of the AAA on black farmers; segregation in the CCC and differential wages in the NRA; benefits of welfare to black workers and their families; the work of Eleanor Roosevelt; impact on the voting patterns.
4 'I have a dream', 1954–68	• Civil rights activities, 1954–63: the role of Earl Warren and the Supreme Court; the impact of victory in Montgomery; the work and impact of Martin Luther King, SCLC, SNCC and CORE, 1957–63. • Civil rights 1964-68: the importance of the Civil Rights Acts 1964 and 1968, the Voting Rights Act 1965; the role of Lyndon Johnson. • Increasing divisions: the expulsion of whites from SNCC and CORE; the growth of the Black Panthers; the role of Malcolm X; King's stance on the Vietnam War, assassination and its immediate effects.
5 Obama's campaign for the presidency, 2004–09	• The importance of the political career of Barack Obama to 2006, including his election as senator for Illinois in 2004. • The reasons for his success in gaining the Democratic nomination for the presidency: personality and rhetorical abilities; the opposition; new election strategies; policies. • The reasons for victory in November 2008; the significance of his victory and the response to it of black Americans.

Paper 3, Option 39.2: Mass media and social change in Britain, 1882–2004

Overview

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes.

Together, the breadth and depth topics explore the ways in which the mass media developed from the end of the nineteenth century to the first years of the twenty-first century, alongside the profound changes that occurred within the family as women's roles and family leisure opportunities changed, a time of dramatic change that altered forever how the British people viewed themselves. Whilst mainly social and cultural, this option also gives students the opportunity to explore the impact of key political events and legislation.

Aspects in breadth: social change – family, home and leisure, 1882–2004	
Themes	**Content**
1 Changing patterns of women's lives within the family and in the world of work	• Changes to women's personal lives, 1882–2004 (key developments: the Married Women's Property Act 1882, Marie Stopes' family-planning clinics from 1921, the NHS 1948, the contraceptive pill from 1961, the Abortion Law Reform Act 1967, the end of the 'composite tax system' 1991, the first 'Take our Daughters to Work' day 1994); the reasons for, and impact of, government legislation and shifts in attitudes to women's roles. • Reasons for changes in women's working lives, 1882–2004; the impact on women's roles of direct action, legislation and changing attitudes (key developments: the matchgirls' strike 1888, the National Service Act 1941, the women's strike at Dagenham Ford car factory 1968, the Equal Pay Act 1970).
2 Changing patterns of family leisure	• Change and continuity in leisure, 1882–2004: entertainment in the home; changes in excursions and holidays (key developments: the first Butlin's holiday camp 1936, Holiday Pay Act 1938, foreign package holidays from the 1950s). • Reasons for change in leisure patterns, 1882–2004: impact of changes in means of transport (key developments: the safety bicycle from the late 1880s, increasing car ownership in the 1920s, growth of air travel from 1950s); the impact of increasing affluence and reduced time at work; the impact of technology (key developments: cinema in the early twentieth century, radio from the 1920s, TV from 1945 and the use of the internet for leisure from the late twentieth century).

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Aspects in depth: mass media: mirroring or moulding society?	
Key topics	**Content**
1 The age of the press barons, 1914–36	• The influence of Beaverbrook and Northcliffe; Northcliffe's stance on conscription and criticisms of some conduct of the war; Beaverbrook's undermining of Asquith and support for Lloyd George, and involvement in the abdication crisis. • The importance of Rothermere: his newspaper empire and expansion, the newspaper war, 1928–29; his influence, including support of revisions to First World War treaties, clash with Baldwin in 1931, support for Moseley and the BUF. • The importance of the *Daily Herald*: the role of George Lansbury; the significance of the editorial stance on the First World War, conscientious objectors and the Russian Revolutions; the impact of Kamenev's telegram 1920.
2 Wireless and the war: propaganda, information and entertainment, 1939-45	• Reporting the war: the impact of broadcasts from the front; Churchill's speeches on the BBC and his relationship with the Corporation; the nature of censorship. • Broadcasting to the home front: advice and information; popular light entertainment; the role of government ministries; relationship between entertainment and morale; public attitudes to the BBC. • The impact of propaganda broadcasts: the role of Lord Haw Haw and Sefton Delmer.
3 Media in the sixties: satire image and social change	• The significance of satire in changing attitudes to government, monarchy and the church. • The importance of film and television in engaging with, and reflecting, social issues and prejudices, including racism, sexism and homelessness; Mary Whitehouse and the NVALA. • The 'Swinging Sixties' media image; the 60s' icons; the reality of the society and economy of the 1960s.
4 The Thatcher governments and the media, 1979–90	• The principles underpinning the Thatcher governments' policies and their significance for the media industry. • The promotion of competition in broadcasting: the launch of Channel 4 in 1982; the growth of local and commercial radio. • Control and compliance: attempts to control reportage on issues of national security; the role of Bernard Ingham; the reportage of the Falklands conflict and the miners' strike.
5 The Labour government versus the media: the problem of the Iraq dossiers, 2002–04	• The impact of dossier claims and the press briefing of February 2003; reportage in the media; the impact of the Channel 4 investigation into the accuracy of the dossiers. • Confrontation between the government and the BBC; the reaction of the media; the roles of Alastair Campbell and Andrew Gilligan; the impact of the death of Dr Kelly. • The Hutton Enquiry and the implications of its findings for relationships between government and media.

Coursework

Overview

The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment.

The focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view based on relevant reading on the question, problem or issue. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians.

The coursework will be assessed using a centre-set assignment. Assignments must meet the requirements detailed below. An assignment framework is provided to support the development of individual assignments.

Content

Learning objectives

Students will:

- recognise that interpretations are representations and constructions of the past
- recognise the relationships between interpretations and the questions that they seek to ask and answer
- comprehend and analyse the defining elements of particular interpretations
- explain why historians arrive at the interpretations they do and understand that differences in interpretation can be legitimate
- be able to evaluate differing interpretations against appropriate and relevant criteria
- organise and communicate their findings.

Teaching and learning

Teachers should provide students with a short skills-based course of study that covers the work of historians in creating interpretations and approaches to the analysis and evaluation of historical interpretations, for example to develop understanding of:

- the range of methods used by historians in their work
- the diverse range of focuses and purposes that historians have
- the different perspectives of historians.

The course should also help students to develop enquiry skills, for example:

- effective record keeping and referencing
- planning skills
- effective use of a library and the internet.

Assignment topic

Students are assessed on their analysis and evaluation of interpretations. It is permissible for coursework to cover interpretations of a question, problem or issue related to content covered in the examined components. **However, the coursework task must not duplicate coverage of the *historical interpretations* section studied for Paper 1.** Moderators will check centres' compliance with this requirement.

It is also permissible for coursework to cover a new topic area question, problem or issue, dependent on the interests of the students and provided there is a range of suitable interpretations available. In this case, it would be permissible to deliver a short course to provide students with the contextual background.

Assignment setting

Focusing the question, problem or issue

The breadth and depth of the question, problem or issue is not specified by Pearson, but it should be sufficiently complex and interesting enough to have generated disagreement between historians.

The question, problem or issue could concern any of the following perspectives: aesthetic, cultural, economic, ethnic, political, religious, scientific, social or technological, and could include debates on change, continuity, causation, consequence, similarity, difference, significance or the key features of societies and periods.

Setting the question

A contextualised assignment should be produced which follows the template below (centres must replace the words in the square brackets with the chosen question, problem or issue).

Historians have disagreed about [the chosen question, problem or issue].

What is your view about [the chosen question, problem or issue]?

With reference to three chosen works:

- analyse the ways in which interpretations of the question, problem or issue differ
- explain the differences you have identified
- evaluate the arguments, indicating which you found most persuasive and explaining your judgements.

Students may choose to divide their assignment into sections or complete it as a continuous essay, and should make use of supplementary reading as appropriate.

Assignment use and reuse

Teachers should ensure that assignments are relevant and appropriate to the student's course of learning. Students should have the opportunity to choose works relevant to the chosen question, problem or issue. Provided these requirements are met, the same assignment title could be submitted for all students in the cohort.

Teachers may reuse assignment questions provided students have access to sufficient works to enable them to make a choice as to which they compare.

Assignment guidance service

Pearson provides a free assignment guidance service. Please see www.edexcel.com for further details.

Assignment taking: research

Choosing works

Students must refer, in their assignment, to three works relevant to the chosen question, problem or issue.

- These works should be substantial enough to support the assignment, and it is recommended that they are of article or chapter length.
- The works can be in hard copy, electronic or audio-visual format, but must be created by historians (each work must be by a different historian).
- The works may be from different time periods or may be contemporary to each other.
- The works should contain interpretations that together contain a range of views or emphases. These may differ in focus, methodology and/or perspective, but must be sufficiently different for the student to be able to make valid comparisons and judgements.

Teachers must check that the works that students choose will provide sufficient evidence for them to make a satisfactory response to the question **before** students begin the writing phase. Students may not use as one of the three works any passages used by the teacher in the skills-based course of study.

Students are required to exercise individual judgement over the choice of works. The teacher is responsible for ensuring compliance with this rule before students begin the writing phase.

Supplementary reading

Students must undertake supplementary reading (at least two further works) to assist in their forming of a view about the interpretation under discussion and their choosing of works to focus on for detailed analysis and evaluation.

Collaboration

Students must undertake their research independently.

The resource record

While carrying out their research, students must complete a *Resource record* (see *Appendix 5*). This must list all the resources used and be checked regularly by the teacher, in order to validate the research process and verify the independence of the research undertaken.

It will provide evidence to support teacher judgements about the quality of the work and provide evidence for moderators that students have exercised choice of which resources to use.

In the 'comments' column of the resource record, students should provide evidence of why they have selected their three chosen works, including a short summary of the main differences between them.

Resources

Students must have equal access to IT resources.

Students should have access to a sufficient range of resources, including a range of works to enable them to make choices as required for their tasks.

As students must use at least three substantial works of article or chapter length from three different historians, it is understandable that a school may not be able to provide equal access to enough books for a whole cohort to use. In such cases, it is acceptable for teachers to provide a bank of resources. However, teachers should be aware that the History subject criteria require students to carry out a historical enquiry that is independently researched. To achieve higher levels students must show independent selection of works of historians. Any bank of resources provided by the teacher must therefore contain a sufficiently wide range of resources in order to ensure that students are able to exercise individual judgement over their choice of works and historians. The purpose of such a resource bank must therefore be to make a sufficient number of resources available to all students in a cohort, rather than to do the research for the students. Teachers must use their professional judgement to decide what constitutes a sufficiently wide range to ensure an appropriately diverse selection of works that will enable students to carry out independent research and exercise independent judgement when choosing historians' works.

It may occasionally be the case that individual students within a cohort end up choosing the same three works. However, moderators would expect to see evidence in the student's resource record sheet that a range of resources has been consulted and that the students have independently selected the historians' works. If the moderator is in doubt about whether students have independently selected or used resources, they will require the resource records and/or all of the work for the whole cohort to be sent.

Feedback and the role of the teacher during the research stage

Teachers **must**:

- check the works selected by students to ensure that they will enable the student to complete the assignment
- exercise sufficient supervision to be satisfied that the research is being undertaken independently and that students remain focused on the assignment.

Teachers **may:**

- help students to understand rubrics and assessment criteria.

Assignment taking: writing

Authenticity

Students and teachers must sign the *Coursework authentication sheet* (see *Appendix 4*).

Collaboration

Teachers and centres must take any steps necessary to satisfy themselves that the submitted work is the student's own and should sign the authentication statement to this effect.

Feedback during the writing phase

Teachers **may**:

- help students to understand rubrics, assessment criteria and controls.

Teachers **must**:

- review the student's first complete draft. The guidance may indicate to students if any element of the task requirements[2] is absent or given insufficient attention. Guidance must remain 'general', which is defined as guidance that enables students to use their initiative in making amendments and improvements independently.

Teachers **must not**:

- give detailed feedback to individual students about how to improve work to meet the assessment criteria. The guidance provided prior to final submission should only enable students to take the initiative in making amendments, rather than detailing what amendments should be made. This means that teachers cannot provide templates and model answers.
- mark work provisionally with a view to sharing that mark with students so that they may then improve it.
- return work to students to make changes after it has been marked.

[2] i.e. to analyse, explain and evaluate the interpretations in the three chosen works and to reach an overall judgement on the view, making use of supplementary reading.

What needs to be submitted by the student

The following must be submitted:

- The **assignment**, which must include a bibliography listing the resources used, and distinguishing clearly between the main three works that are referred to and any supplementary reading. They must ensure that all quotations and citations are referenced using an established referencing system, such as Harvard.
- The ***Coursework authentication sheet***. This verifies the work as the student's own, lists the examined options taken and provides an accurate word count. The Pearson template must be used (see *Appendix 4*).
- The **Resource record** (see *Appendix 5*).

Word count

It is recommended that students write between 3,000 and 4,000 words for their assignment.

Footnotes may be used. These are not included in the word count but they must not be used to develop the student's line of argument.

Appendices may be included, containing material to which the student has made reference in their assignment, for example extended quotations or extracts. These are not included in the word count.

Students should be advised that if they exceed the word count, it is less likely that they will be able to satisfy the requirement of production of a concise response.

Presentation of work

Students must present their work for the assignment on paper. Student work must be identifiable by student name and assignment.

Further information and guidance

Further guidance and instructions on administering coursework can be found in the Joint Council for Qualifications *JCQ Instructions for conducting non-examination assessments (new GCE and GCSE specifications).*

Assignment marking

Teachers should mark the assignment using the assessment criteria on pages 123–125. Teachers may annotate student work but should also include any comments on the *Coursework authentication sheet* to justify the marks awarded (see *Appendix 4*).

It is important for markers to be aware that collusion between candidates is considered to be malpractice. Please see *Malpractice and Plagiarism* below for further information.

Understanding the mark scheme

The assessment criteria contain five levels. Each level has five bullet points representing traits that progress through the levels. The traits are as follows:

1. Identification of, selection from, and deployment of material relevant to an aspect of historical debate
2. Ability to reach and sustain an overall judgement about a matter of historical debate in its historical context
3. Analysis and explanation of differences in historians' views
4. Evaluation of, and judgement on, historians' arguments
5. Demonstration of understanding of relevant concepts and organisation and communication of a concisely-formulated argument.

How to award marks

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers may display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate. For example, one stronger passage at Level 4 would not by itself merit a Level 4 mark, but it might be evidence to support a high Level 3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in Level 3 but which has some characteristics of Level 2 might be placed at the bottom of Level 3.

Placing a mark within a level

Use the instructions within the level to place the marks at high-, mid- or low level.

Standardisation and moderation

The assignment is marked by teachers. Where marking for this qualification has been carried out by more than one teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the assessment criteria.

Marks awarded by the centre will be subject to external moderation by Pearson. Moderation will ensure consistency with national standards and will review assignments to ensure that the assignment-setting rules have been correctly applied by centres. Pearson will notify centres of the students whose responses have been selected for moderation. This sample will take cohort size into account.

If the moderation indicates that centre assessment does not reflect national standards, an adjustment will be made to students' final marks to compensate.

Please refer to the Joint Council for Qualifications (JCQ) *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)*. The assessment in this qualification will comply with these instructions.

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 controlled assessments discovered before the candidate has signed the declaration of authentication form does not need to be reported to Pearson.

Candidate malpractice found in controlled assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ M1 Form* (available at www.jcq.org.uk/exams-office/malpractice). The completed 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 candidate 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 undermines the integrity of the qualifications or the validity of results/certificates.

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

Failure to report malpractice itself constitutes malpractice.

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

<table>
<tr><th>Level</th><th>Mark</th><th colspan="3">Descriptor</th></tr>
<tr><td></td><td>0</td><td colspan="3">No rewardable material.</td></tr>
<tr><td rowspan="2">Level 1</td><td rowspan="2">1–8</td><td colspan="3">Selects material
• A limited range of material has been identified for use in the enquiry and appropriately cited. Information taken from reading is mainly used illustratively and understanding of the issue in question is limited.
• Judgement on the question is assertive, with little or no supporting evidence, and contextual knowledge is not linked to it.
• Demonstrates only limited comprehension and analysis of the views in the three chosen works, selecting some material relevant to the question. Surface differences are noted as matters of information.
• Evaluation of the chosen works relates to their information rather than their argument, or is based on questionable assumptions.
• Some accurate and relevant knowledge is included but it lacks range and depth and does not directly address the enquiry. There are only limited attempts to structure the answer, and the answer overall lacks coherence and precision, but the work is concise.</td></tr>
<tr><td>Low level 1: 1–2 marks
The qualities of Level 1 are displayed, but material is less convincing in some aspects and it is not concise.</td><td>Mid level 1: 3–5 marks
The qualities of Level 1 are displayed, but material is less convincing in some aspects or it is not concise.</td><td>High level 1: 6–8 marks
The qualities of Level 1 are securely displayed.</td></tr>
<tr><td rowspan="2">Level 2</td><td rowspan="2">9–16</td><td colspan="3">Attempts analysis and explanation
• A range of material relevant to the enquiry has been identified and appropriately cited. Information taken from reading shows limited attempts at selection and is used mainly illustratively, but shows some understanding of the overall issue in question.
• A judgement on the question is given but with limited support and is related to information, rather than specific issues of interpretation. Contextual knowledge is used only to expand on matters of detail in a work or to note some aspects that are not included.
• Attempts analysis of views in three chosen works by comparison and description of some points within them that are relevant to the debate, but limited understanding of the reasons for differences is shown.
• The evaluation recognises an element of argument in the chosen works but the criteria for judgement are routine or left implicit and substantiation is limited.
• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the conceptual focus of the enquiry. The answer is concise and shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</td></tr>
<tr><td>Low level 2: 9–10 marks
The qualities of Level 2 are displayed, but material is less convincing in some aspects and it is not concise.</td><td>Mid level 2: 11–13 marks
The qualities of Level 2 are displayed, but material is less convincing in some aspects or it is not concise.</td><td>High level 2: 14–16 marks
The qualities of Level 2 are securely displayed.</td></tr>
</table>

<table>
<tr><th>Level</th><th>Mark</th><th colspan="3">Descriptor</th></tr>
<tr><td rowspan="2">Level 3</td><td rowspan="2">17–24</td><td colspan="3">Explains analysis and attempts evaluation
• A range of material relevant to the enquiry has been identified from reading and appropriately cited. Information has been appropriately selected and deployed to show understanding of the overall issue in question.
• A judgement on the question is related to some key points of view encountered in reading and discussion is attempted, albeit with limited substantiation. Contextual knowledge of some issues related to the debate is shown and linked to some of the points discussed.
• Analyses some of the views in three chosen works by selecting and explaining some key points and indicating differences. Explanation demonstrates some understanding of the reasons for differences.
• Attempts are made to establish valid criteria for evaluation of some arguments in the chosen works and to relate the overall judgement to them, although with weak substantiation.
• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the conceptual focus of the enquiry, but material lacks range or depth. The answer is concise and shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</td></tr>
<tr><td>Low level 3: 17–18 marks
The qualities of Level 3 are displayed, but material is less convincing in some aspects and it is not concise.</td><td>Mid level 3: 19–21 marks
The qualities of Level 3 are displayed, but material is less convincing in some aspects or it is not concise.</td><td>High level 3: 22–24 marks
The qualities of Level 3 are securely displayed.</td></tr>
<tr><td rowspan="2">Level 4</td><td rowspan="2">25–32</td><td colspan="3">Analyses, explains and evaluates interpretations
• A range of material relevant to the enquiry has been identified from reading, appropriately cited and selected and deployed with precision to demonstrate understanding of the issues under debate. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.
• Evidence from reading is used with discrimination to sustain a judgment on the question although selection may lack balance in places. Contextual knowledge of some of the issues is integrated in the discussion of aspects of the debate.
• Analyses the views in the chosen works and the differences between them, explaining the issues of interpretation raised. Explanation of points of view in three chosen works demonstrates some understanding of the basis of the arguments of the authors.
• Valid criteria are established by which the arguments in the three chosen works can be judged and they are applied in the process of making judgements, although some of the evaluations may be only partly substantiated.
• Knowledge is deployed to demonstrate understanding of the conceptual focus of the enquiry and to meet most of its demands. The answer is concise and generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</td></tr>
<tr><td>Low level 4: 25–26 marks
The qualities of Level 4 are displayed, but material is less convincing in some aspects and it is not concise.</td><td>Mid level 4: 27–29 marks
The qualities of Level 4 are displayed, but material is less convincing in some aspects or it is not concise.</td><td>High level 4: 30–32 marks
The qualities of Level 4 are securely displayed.</td></tr>
</table>

<table>
<tr><th>Level</th><th>Mark</th><th colspan="3">Descriptor</th></tr>
<tr><td rowspan="2">Level 5</td><td rowspan="2">33–40</td><td colspan="3">Sustained analysis, explanation and evaluation of arguments
• A range of material relevant to the enquiry has been identified from reading, appropriately cited and selected and deployed with precision to demonstrate understanding of the issues under debate. Most of the relevant aspects of the debate will be discussed in a sustained evaluative argument.
• Material from reading is used with discrimination to sustain a considered overall judgement on the question. Contextual knowledge of the issues is fully integrated into the discussion of the debate.
• Analyses the views in the chosen works and the differences between them, explaining the issues of interpretation raised. Explanation of points of view and differences between them demonstrates understanding of the basis of the arguments of the authors and the nature of historical debate.
• Valid criteria are established by which the arguments in the three chosen works can be judged and they are applied and fully justified in the process of making judgements.
• Knowledge is deployed to demonstrate understanding of the conceptual focus of the enquiry, and to respond fully to its demands. The answer is concise and well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</td></tr>
<tr><td>Low level 5: 33–34 marks
The qualities of Level 5 are displayed, but material is less convincing in some aspects and it is not concise.</td><td>Mid level 5: 35–37 marks
The qualities of Level 5 are displayed, but material is less convincing in some aspects or it is not concise.</td><td>High level 5: 38–40 marks
The qualities of Level 5 are securely displayed.</td></tr>
</table>

Security and backups

It is the responsibility of the centre to keep the work that students have submitted for assessment secure.

Secure storage is defined as a securely-locked cabinet or cupboard. The rules on storage also apply to electronic data. For materials stored electronically, centres are strongly advised to utilise firewall protection and virus-checking software, and to employ an effective backup strategy, so that an up-to-date archive of students' evidence is maintained.

Further information

For up-to-date advice on teacher involvement and administration of coursework, please refer to the Joint Council for Qualifications (JCQ) *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* available on the JCQ website: www.jcq.org.uk

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: 9HI0/1A–1H**
• First assessment: May/June 2017. • 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 *Themes* for the relevant option. Questions may cross the *Themes.* Questions will normally cover periods of at least 10 years. Any AO1 concepts may be targeted (i.e. causation, consequence, change, continuity, similarity, difference, significance). • **Section B** comprises a choice of two essay questions that assess understanding of the period in breadth (AO1) and target content specified in the *Themes* for the relevant option. Questions may cross the *Themes.* Questions will normally cover periods equivalent to at least a third of the timespan of the *Themes*. Any AO1 concepts may be targeted. • **Section C** comprises one compulsory question that assesses the ability to analyse and evaluate interpretations (AO3) and targets content specified in *Historical interpretations* for the relevant option. Questions will be based on two extracts from historical interpretations totalling approximately 350 words.	**30% 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 GCE in History Sample Assessment Materials* document (ISBN 9781446912492).

Paper 2: Depth study	***Paper codes: 9HI0/2A–2H**
• First assessment: May/June 2017. • 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 one compulsory 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 one or more *Key topics* for the relevant option. Questions will be based on two sources that together total approximately 400 words. • **Section B** comprises a choice of two 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).	**20% 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 GCE in History Sample Assessment Materials* document (ISBN 9781446912492).

Paper 3: Themes in breadth with aspects in depth

***Paper codes: 9HI0/30–39**

30% of the total qualification

- First assessment: May/June 2017.
- 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 one compulsory question that assesses the ability to analyse and evaluate source material that is primary and/or contemporary to the period (AO2) and targets content specified in the *Key topics* within the *Aspects in depth* for the relevant option.

  Questions will be based on a source that is approximately 350 words long, and students will be required to analyse and evaluate it in relation to two related enquiries.
- **Section B** comprises a choice of two essay questions that assess understanding of the period in depth (AO1) and target content specified in *Key topics* within the *Aspects in depth* 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).
- **Section C** comprises a choice of two essay questions that assess understanding of the period in breadth (AO1) and target content specified in *Themes* within the *Aspects in breadth* for the relevant option. Questions may cross the *Themes.*

  Questions will target change over periods of at least 100 years, focusing on:
  - the process of change (factors bringing it about)
  - the extent of change; or
  - the impact of change; or
  - patterns of change (turning points).

* 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 GCE in History Sample Assessment Materials* document (ISBN 9781446912492).

Coursework	***Paper code: 9HI0/04**
• First moderation: May/June 2017. • Students carry out an independently-researched enquiry requiring them to analyse and evaluate historical interpretations and to organise and communicate the findings (AO3, AO1) • The assignment is set by the centre on a question, problem or issue that has generated disagreement among historians. • The assignment is marked out of 40.	**20% of the total qualification**

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

Assessment Objectives and weightings

Students must:		% in GCE
AO1	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance	**55**
AO2	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context	**20**
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	**25**
Total		**100%**

Breakdown of Assessment Objectives

Paper/component	Assessment Objectives			Total for all Assessment Objectives
	AO1	AO2	AO3	
Paper 1: Breadth study with interpretations	20%	–	10%	**30%**
Paper 2: Depth study	10%	10%	–	**20%**
Paper 3: Themes in breadth with aspects in depth	20%	10%	–	**30%**
Coursework	5%	–	15%	**20%**
Total for this qualification	**55%**	**20%**	**25%**	**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*).

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 to 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.

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 six-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 GCE in History will be 2017.

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 learning or other requirements for this qualification.

Progression

Students can progress from this qualification 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 Subsidiary GCE in History can be found on our website.

Progression from GCSE to Advanced 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.

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Appendices

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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 communicate[3].

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

[1] OECD, - *Better Skills, Better Jobs, Better Lives* (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 the Extended Project with history

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

Skills developed

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

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

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

The Extended Project is an ideal vehicle to develop the transferable skills identified in *Appendix 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. 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 (RQF) 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: 601/4677/1
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 GCE – 9HI0
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 Paper 3: 30–39 Coursework: 04

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

Appendix 4: Coursework authentication sheet

Pearson Edexcel Level 3 Advanced GCE in History	
Assignment title:	
Have you received advice on the title from the *Assignment guidance service*?	Y/N
Centre name:	Centre number:
Candidate name:	Candidate number:
State the examined options that are being taken: Paper 1: Paper 2: Paper 3:	
Mark awarded	Comments *[Comment box expands as you start entering text]*
Word count	

Teacher declaration

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification.

Assessor name			
Assessor signature		Date	

Candidate declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any materials used in the work. I understand that false declaration is a form of malpractice.

Candidate signature		Date	

Additional Candidate declaration

By signing this additional declaration, you agree to your work being used to support Professional Development, Online Support and Training of Centre-Assessors and Pearson Moderators.

Candidate signature		Date	

Appendix 5: Resource record

Pearson Edexcel Level 3 Advanced GCE in History				
Centre name:				
Candidate name:				
Resources used. The three works chosen for the assignment must be asterisked.	Page/web reference	Student comments	Student date(s) when accessed	Teacher initials and date resource record checked

Appendix 6: Rationale

DfE subject criteria for history: subject content (selected paragraphs)	Pearson Edexcel Level 3 Advanced GCE in History
3. 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** is achieved within the components and across the course as a whole in terms of chronology and topics/perspectives. *Within components*: The Paper 1 *themes* and the Paper 3 *Aspects in breadth* target chronological breadth. *Across the course*: the four components provide a chronologically broad course of study (with topics covering a range of least 200 years) and broad and varied combinations of topics and perspectives from which to choose. **Coherence** is achieved in relation to: components and topics; skills and concepts; and perspectives. *Components and topics*: 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. Paper 3 is a coherent component in its own right which combines aspects of breadth and depth and which may be used to continue a theme or period from Papers 1 and 2 or to provide diversity in the course. Links can be made from Paper 3 to Papers 1 and 2 at a high level, for example in relation to power, authority, continuity and change. *Skills and concepts*: Students develop a range of skills across the examined components. Each assessment objective is assessed in more than one component, which provides links between them and prevents them from being considered in isolation. They will study second order concepts across all three examined options, which also provides coherence. Students will draw on the skills and understanding of the discipline from other components and develop these through completing the coursework. *Perspectives*: 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. The Paper 3 options and coursework task allow teachers to deepen appreciation of perspectives and provide coherence by looking for greater contrast (e.g. they may choose a more socially-orientated topic to contrast with a more political route in Papers 1 and 2) or greater homogeneity (e.g. choosing a Paper 3 topic that contains a similar mix of perspectives to Papers 1 and 2).

DfE subject criteria for history: subject content (selected paragraphs)	Pearson Edexcel Level 3 Advanced GCE in History
5. 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. The Paper 3 options provide opportunities to study additional countries.
• aspects of the past in breadth (through period and/or theme) and in depth	*Within components:* Breadth is studied in: Paper 1 *themes*; and Paper 3 *aspects in breadth*. Depth is studied in: Paper 1 *historical interpretations*; Paper 2; Paper 3 *Aspects in depth*, and the coursework. *Across components*: 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 *Option 2A.1*, 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.
• 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: *Option 1B: England, 1509–1603: authority, nation and religion* covers not only political and religious perspectives, but also, in theme 4, economic, social and cultural change over the period. *Option 1G: Germany and West Germany, 1918–89* looks at political and governmental aspects, but also at economic development, and aspects of life in Germany over the period. *Option 2E.1 Mao's China, 1949–76* and *2E.2 The German Democratic Republic, 1949–90* each encompass political, economic, social and cultural history. *Option 2H.1 The USA, c1920–55: boom, bust and recovery* and *2H.2 The USA, 1955–92: conformity and challenge* incorporate political, economic, social and cultural perspectives. In addition, the Paper 3 options contain a variety of perspectives, as appropriate for the individual topics.

DfE subject criteria for history: subject content (selected paragraphs)	Pearson Edexcel Level 3 Advanced GCE in History
6. In addition, A Level specifications must require students to study:	
• topics from a chronological range of at least 200 years	The permitted combinations of Paper 1/2 routes with Paper 3 options all cover at least 200 years.
• a substantial (a minimum of 20 per cent) and coherent element of British history and/or the history of England, Scotland, Ireland or Wales	Route A: British history must be studied in Paper 2 (20%). Routes B, C, D and H: British history must be studied in Paper 1 (30%). Routes E, F and G: British history must be studied in Paper 3 (30%). Each British option is designed to be coherent.
• change and/or development over a period of time sufficient to demonstrate understanding of the process of change, both long term (normally at least 100 years) and short term	Paper 3 Aspects in breadth require students to study themes over at least 100 years. Short-term change will be addressed as an AO1 concept, which may be assessed in any of the examined papers or the coursework.

Appendix 7: 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 and the coursework, 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, Paper 2 and Paper 3 can cross themes and *key topics*, 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, 2 and 3 and the coursework, 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, 2 and 3 targets one or more of the historical concepts. The coursework enquiry question requires exploration of the related historical concepts in the process of evaluation of historians' interpretations.
• 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, Paper 2 and Paper 3 can target causation and consequence, changes and developments (as well as the other AO1 concepts). The coursework issue of interpretation investigated can relate to any AO1 concept.
• analyse and evaluate the significance of individuals, groups, events, developments and ideas in history, where appropriate	AO1 questions in Paper 1, Paper 2 and Paper 3 can target significance (as well as the other AO1 concepts). The coursework issue of interpretation investigated can relate to any AO1 concept.
• use historical sources critically in their context, deploying appropriate information and reaching substantiated conclusions	Paper 2 and Paper 3 require 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 and the coursework, students comprehend, analyse and evaluate how the past has been interpreted in historians' debates.
8. A Level students will 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	Paper 1 and Paper 2, the Advanced GCE assessment requires students to have a more secure grasp of the content and chronology of the options studied, deal with longer, more complex sources and extracts, and to show a greater degree of sophistication in their responses. For Paper 3, students study a broader period of time (at least 100 years) and tackle three distinct tasks in the assessment, including a longer source. The questions and mark schemes require a greater degree of sophistication than those at Advanced Subsidiary. The Advanced GCE has the additional demand of the coursework, which requires students to carry out independent research and produce an extended response analysing and evaluating historical interpretations.
9. In addition, A level specifications must require students to develop an understanding of the nature and purpose of history as a discipline and how historians work	In the coursework, students' research into a historical debate and their explanation of why the interpretations differ will develop their understanding of history as a discipline and how historians work.
10. In addition, A Level specifications must require students to carry out a historical enquiry that is independently researched and that investigates specific historical questions, problems or issues; this should utilise, as appropriate, the knowledge, skills and understanding outlined above.	The coursework requires students to carry out a historical enquiry that is independently researched and that investigates specific historical questions, problems or issues.
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 all four components.

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