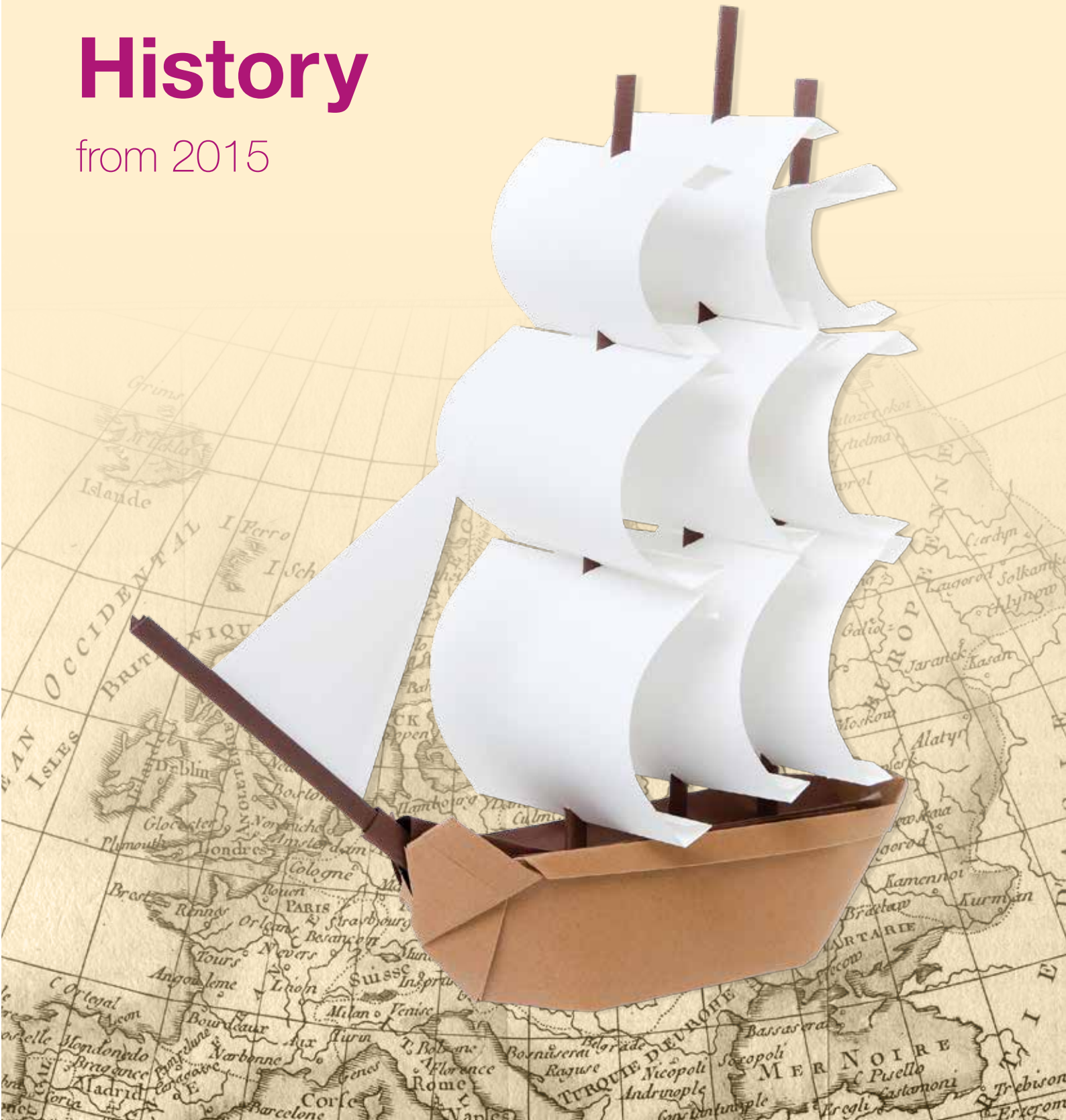


# Your guide to AS and A level History

from 2015



# Hello and welcome

We've listened to feedback from all parts of the History subject community, including Higher Education, and used this opportunity of curriculum change to design AS and A level qualifications that encourage students to think like historians and give them the skills to succeed in their chosen pathway.

This guide gives you an overview of our new **Edexcel AS and A level History** qualification, including the thematic routes that provide greater coherence and context for studying depth topics. You can also learn more about the comprehensive help and support we are planning for you.

We're here to help you to understand and implement the changes to A level History and to feel ready when you first start teaching in September 2015. We are also here to listen: at the end of a phone, on email or in person at one of our teacher training events, for as long as you and your students need us.

We look forward to meeting you at our Launch and *Getting Ready to Teach* events and answering any questions you might have about our new specification.



**Charlotte Regan**  
History Product  
Manager



**Mark Battye**  
History Subject Advisor



# Our new Edexcel AS and A level History

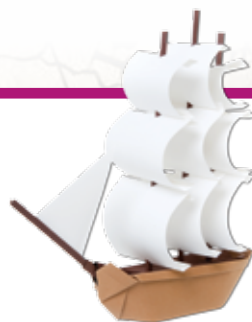
Our new qualification has been designed to engage students with the study of history, with a wide range of topics to allow you to create routes through the course that suit your students and your department.

- ✦ The specification has a **clear and simple structure** with all of the subject content requirements covered in the examined units. This gives you a free choice of coursework topic, which can be linked to the content of one of your examined units.
- ✦ To make the expectations for **breadth studies** clear, we've ensured that breadth and depth are clearly distinguished, both in the way the content is specified and in the types of essay questions asked in each paper.
- ✦ To help students develop a better understanding of the nature of historical evidence, there's a **new approach to the assessment of sources and interpretations**. Primary sources and historical interpretations are now assessed separately. Questions use fewer, longer sources and extracts to encourage more sophisticated responses from students.
- ✦ **Clear and easy to understand mark schemes** now have an improved structure and wording and these have been researched and trialled with examiners ahead of the first assessments.
- ✦ We're providing lots of **free support for planning and delivery**: a Getting Started guide for teachers, a course planner, schemes of work and topic booklets for every topic.
- ✦ We are working with a range of publishers who are looking towards getting their resources endorsed\*. This includes resources for every topic, **covering all the Paper 1 and 2 routes and Paper 3 topics**.

\* It is not necessary to purchase endorsed resources to deliver our qualifications.

**Learn more at:**

[www.edexcel.com/alevelhistory2015](http://www.edexcel.com/alevelhistory2015)



# Your at-a-glance guide to

## Clear, straightforward structure and content

- ✦ The topics in Papers 1 and 2 are **linked thematically**, to balance coherence and choice, and ensure that there is context for the Paper 2 depth studies.
- ✦ Papers 1 and 2 **share the same content for both AS and A level**. The exams have the same structure, but the A level papers will be more demanding.
- ✦ Papers 1 and 2 meet the requirement to study two different countries. Paper 3 meets the requirement to study change over at least 100 years.

## Flexibility to construct a course to suit you and your students

- ✦ Our **wide range of topics** include old favourites, as well as some brand-new topics, to give you plenty of choice.
- ✦ **We've listened to what you've told us** about how you'd like to meet the requirements for British history and the new 200-year rule and made this as flexible as possible.
- ✦ The **coursework topic is up to you**, as the content requirements are met through the exams.



# AS and A level History

## AS and A Level

### Paper 1: Breadth study with interpretations

30% A level | 60% AS

2 hours 15 minutes

Students study one of eight options, e.g. Russia 1917–91: from Lenin to Yeltsin.

#### Assessment

Section A: one breadth essay  
Section B: one breadth essay  
Section C: one interpretations question

External Examination

### Paper 2: Depth study

20% A level | 40% AS

1 hour 30 minutes

Students study one depth study, e.g. Mao's China, 1945–76, which has a thematic connection to the breadth study in Paper 1, e.g. communism. There is a choice of two depth studies for each Paper 1 topic.

#### Assessment

Section A: one source question  
Section B: one depth essay

External Examination

## A Level only

### Paper 3: Themes in breadth with aspects in depth

30% A level

2 hours 15 minutes

Students study one topic which covers at least 100 years, e.g. The British experience of warfare c1790–1918. The availability of options in Paper 3 is dependent on the topics studied in Papers 1 and 2 in order to meet the subject criteria requirements.

#### Assessment

Section A: one source question  
Section B: one depth essay  
Section C: one breadth essay

External Examination

### Coursework

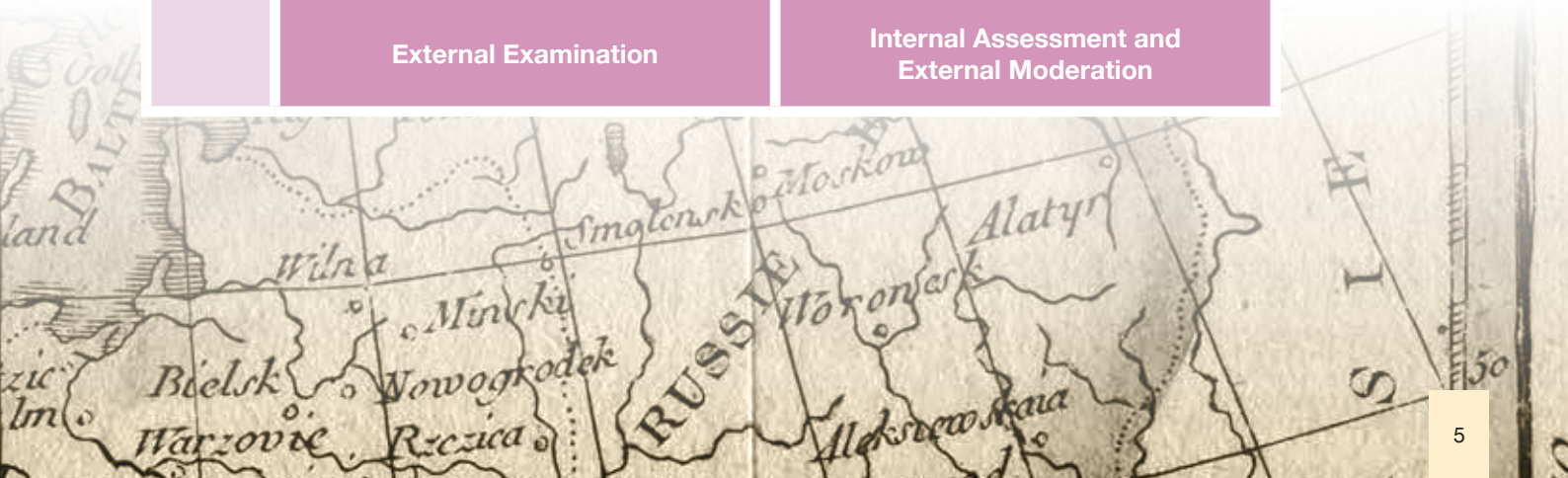
20% A level

Students complete an independently researched enquiry on historical interpretations, e.g. the origins of WW1 or origins of the Cold War.

#### Assessment

3000-4000 word essay

Internal Assessment and External Moderation



# Balancing coherence and

Our new AS and A level history qualifications aim to balance the coherence needed for teaching in a linear way with the choice of topics that we know are important to you.

We were also keen to address the concern that A level courses can be too fragmented, with students not having enough context for depth studies.

## Paper 1 and 2 routes:

- ✦ Combine breadth studies in Paper 1 with a choice of two thematically linked depth studies in Paper 2.
- ✦ Help students to make links and see the broader picture, as well as providing more context for the depth.
- ✦ Ensure that AS students study a worthwhile and meaningful course, rather than just half an A level.

## Paper 3 and coursework

You have a wider choice of options in Paper 3 and the coursework:

### Paper 3

- ✦ Offers a greater choice of options: choose a topic from the same period as your Paper 1 and 2 route, or from a different period.
- ✦ Prohibited combinations ensure that across Papers 1, 2 and 3 you will meet the British requirement and the 200-year rule
- ✦ All Paper 3 topics cover more than 100 years, so they are substantial and coherent in their own right.

### Coursework

- ✦ Offers students the opportunity to investigate a problem, question or issue that stems from their Paper 1, 2 or 3 topics, or to look at an entirely new area of content.
- ✦ The option to choose a new area for coursework allows you to revisit popular topics from previous specifications.

# choice: thematic routes

## Finding the best thematic route for you and your students

For Papers 1 and 2, there are eight thematic routes to choose from. These routes are shown on the following pages. For Paper 3, the options available for each route are also shown. You may want to think about the following suggestions as starting points for you and your students.

### A medieval course

- \* You could combine **Route A: Conquest, control and resistance in the medieval world** with the Paper 3 topic Lancastrians, Yorkists and Henry VII, 1399-1509.

### An early modern course

- \* **Route B: Religion and the state in early modern Europe** can be taken with the Paper 3 topic The witch craze in Britain, Europe and North America, c1590-1736.

### A modern course

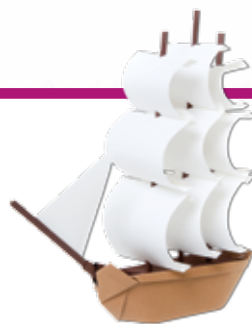
- \* A modern course has to start in the late eighteenth century and end in the late twentieth century to meet the 200-year rule.
- \* **Routes D, E, F, G and H** all allow you to do this.

### A course that spans more than one period

- \* You can meet the 200-year rule by combining topics from more than one period. All routes allow you to do this. For example:
  - \* The medieval topics in **Route A** could be combined with an early modern or modern Paper 3 topic.
  - \* **Route C** combines early modern and modern topics in Papers 1 and 2 – you could take this with a Paper 3 topic from any period.
  - \* **Routes E, F and G** could be taken with an early modern or medieval British paper 3 topic.

Free topic booklets for every topic available on our website:

[www.edexcel.com/alevelhistory2015](http://www.edexcel.com/alevelhistory2015)



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

Paper 1	Paper 2	Paper 3
The crusades c1095–1204	<p><b>One of:</b> Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106</p> <p>England and the Angevin Empire in the reign of Henry II, 1154–89</p>	<p><b>One of:</b> Lancastrians, Yorkists and Henry VII, 1399–1509</p> <p>Rebellion and disorder under the Tudors, 1485–1603</p> <p>The Golden Age of Spain 1474–1598</p> <p>The witch craze in Britain, Europe and North America, c1580–1750</p> <p>Industrialisation and social change in Britain, c1759–1928</p> <p>Poverty, public health and the state in Britain, c1780–1939</p> <p>Britain: losing and gaining an empire, 1763–1914</p> <p>The British experience of warfare: c1790–1918</p> <p>Protest, agitation and parliamentary reform in Britain, c1780–1928</p> <p>Ireland and the Union, c1774–1923</p> <p>The changing nature of warfare, 1859–1991</p> <p>Germany 1871–1990: united, divided and reunited</p> <p>The making of modern Russia, 1855–1991</p> <p>The making of modern China, 1860–1997</p> <p>Civil rights and race relations in the USA 1850–2009</p> <p>Mass media and social change in Britain, 1882–2004</p>

- all Paper 3 topics available with this route
- Lancastrians, Yorkists and Henry VII Paper 3 topic creates a wholly medieval course.

## Route B: Religion and the state in early modern Europe

Paper 1	Paper 2	Paper 3
England, 1509–1603: authority, nation and religion	<p><b>One of:</b> Luther and the German Reformation, c1515–55</p> <p>The Dutch Revolt, c1563–1609</p>	<p><b>One of:</b> Lancastrians, Yorkists and Henry VII, 1399–1509</p> <p>Rebellion and disorder under the Tudors, 1485–1603</p> <p>The Golden Age of Spain 1474–1598</p> <p>The witch craze in Britain, Europe and North America, c1580–1750</p> <p>Industrialisation and social change in Britain, c1759–1928</p> <p>Poverty, public health and the state in Britain, c1780–1939</p> <p>Britain: losing and gaining an empire, 1763–1914</p> <p>The British experience of warfare: c1790–1918</p> <p>Protest, agitation and parliamentary reform in Britain, c1780–1928</p> <p>Ireland and the Union, c1774–1923</p> <p>The changing nature of warfare, 1859–1991</p> <p>Germany 1871–1990: united, divided and reunited</p> <p>The making of modern Russia, 1855–1991</p> <p>The making of modern China, 1860–1997</p> <p>Civil rights and race relations in the USA 1850–2009</p> <p>Mass media and social change in Britain, 1882–2004</p>

- Witchcraze topic in Paper 3 creates a complete early modern course
- alternatively, combine with any modern topic in Paper 3.

Faded out topics show prohibited combinations for each route.



## Route C: Revolutions in early modern and modern Europe

Paper 1	Paper 2	Paper 3
Britain, 1625–1701: conflict, revolution and settlement	<p><b>One of:</b></p> <p>France in revolution, 1774–99</p> <p>Russia in revolution, 1894–1924</p>	<p><b>One of:</b></p> <p>Lancastrians, Yorkists and Henry VII, 1399–1509</p> <p>Rebellion and disorder under the Tudors, 1485–1603</p> <p>The Golden Age of Spain 1474–1598</p> <p>The witch craze in Britain, Europe and North America, c1580–1750</p> <p>Industrialisation and social change in Britain, c1759–1928</p> <p>Poverty, public health and the state in Britain, c1780–1939</p> <p>Britain: losing and gaining an empire, 1763–1914</p> <p>The British experience of warfare: c1790–1918</p> <p>Protest, agitation and parliamentary reform in Britain, c1780–1928</p> <p>Ireland and the Union, c1774–1923</p> <p>The changing nature of warfare, 1859–1991</p> <p>Germany 1871–1990: united, divided and reunited</p> <p>The making of modern Russia, 1855–1991</p> <p>The making of modern China, 1860–1997</p> <p>Civil rights and race relations in the USA 1850–2009</p> <p>Mass media and social change in Britain, 1882–2004</p>

- Revolutions theme links topics from different eras
- British requirement met in Paper 2
- 200-year rule met in Papers 1 and 2.

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

Paper 1	Paper 2	Paper 3
Britain, c1785–c1870: democracy, protest and reform	<p><b>One of:</b></p> <p>The unification of Italy, c1830–70</p> <p>The unification of Germany, c1840–71</p>	<p><b>One of:</b></p> <p>Lancastrians, Yorkists and Henry VII, 1399–1509</p> <p>Rebellion and disorder under the Tudors, 1485–1603</p> <p>The Golden Age of Spain 1474–1598</p> <p>The witch craze in Britain, Europe and North America, c1580–1750</p> <p>Industrialisation and social change in Britain, c1759–1928</p> <p>Poverty, public health and the state in Britain, c1780–1939</p> <p>Britain: losing and gaining an empire, 1763–1914</p> <p>The British experience of warfare: c1790–1918</p> <p>Protest, agitation and parliamentary reform in Britain, c1780–1928</p> <p>Ireland and the Union, c1774–1923</p> <p>The changing nature of warfare, 1859–1991</p> <p>Germany 1871–1990: united, divided and reunited</p> <p>The making of modern Russia, 1855–1991</p> <p>The making of modern China, 1860–1997</p> <p>Civil rights and race relations in the USA 1850–2009</p> <p>Mass media and social change in Britain, 1882–2004</p>

- British requirement met in Paper 1
- some British topics in Paper 3 prohibited as they do not meet 200-year rule
- allows a modern non-British Paper 3 topic.

Faded out topics show prohibited combinations for each route.

## Route E: Communist states in the twentieth century

Paper 1	Paper 2	Paper 3
Russia, 1917–91: from Lenin to Yeltsin	<p><b>One of:</b></p> <p>Mao's China, 1949–76</p> <p>The German Democratic Republic, 1949–90</p>	<p><b>One of:</b></p> <p>Lancastrians, Yorkists and Henry VII, 1399–1509</p> <p>Rebellion and disorder under the Tudors, 1485–1603</p> <p>The Golden Age of Spain 1474–1598</p> <p>The witch craze in Britain, Europe and North America, c1580–1750</p> <p>Industrialisation and social change in Britain, c1759–1928</p> <p>Poverty, public health and the state in Britain, c1780–1939</p> <p>Britain: losing and gaining an empire, 1763–1914</p> <p>The British experience of warfare: c1790–1918</p> <p>Protest, agitation and parliamentary reform in Britain, c1780–1928</p> <p>Ireland and the Union, c1774–1923</p> <p>The changing nature of warfare, 1859–1991</p> <p>Germany 1871–1990: united, divided and reunited</p> <p>The making of modern Russia, 1855–1991</p> <p>The making of modern China, 1860–1997</p> <p>Civil rights and race relations in the USA 1850–2009</p> <p>Mass media and social change in Britain, 1882–2004</p>

- Paper 1 builds on popular topics in the current specification, but extends to the fall of the USSR
- Paper 3 topic must be British and start in the late 18th century or earlier.

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

Paper 1	Paper 2	Paper 3
In search of the American Dream: the USA, c1917–96	<p><b>One of:</b></p> <p>India c1914–48: the road to independence</p> <p>South Africa, 1948–94: from apartheid state to 'rainbow nation'</p>	<p><b>One of:</b></p> <p>Lancastrians, Yorkists and Henry VII, 1399–1509</p> <p>Rebellion and disorder under the Tudors, 1485–1603</p> <p>The Golden Age of Spain 1474–1598</p> <p>The witch craze in Britain, Europe and North America, c1580–1750</p> <p>Industrialisation and social change in Britain, c1759–1928</p> <p>Poverty, public health and the state in Britain, c1780–1939</p> <p>Britain: losing and gaining an empire, 1763–1914</p> <p>The British experience of warfare: c1790–1918</p> <p>Protest, agitation and parliamentary reform in Britain, c1780–1928</p> <p>Ireland and the Union, c1774–1923</p> <p>The changing nature of warfare, 1859–1991</p> <p>Germany 1871–1990: united, divided and reunited</p> <p>The making of modern Russia, 1855–1991</p> <p>The making of modern China, 1860–1997</p> <p>Civil rights and race relations in the USA 1850–2009</p> <p>Mass media and social change in Britain, 1882–2004</p>

- Paper 1 builds on popular topics in the current specification
- South Africa is a new topic
- Paper 3 topic must be British and start in the late 18th century or earlier.

Faded out topics show prohibited combinations for each route.

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

Paper 1	Paper 2	Paper 3
Germany and West Germany, 1918–89	<p><b>One of:</b></p> <p>The rise and fall of fascism in Italy, c1911–46</p> <p>Spain 1930–78: republicanism, Francoism and the re-establishment of democracy</p>	<p><b>One of:</b></p> <p>Lancastrians, Yorkists and Henry VII, 1399–1509</p> <p>Rebellion and disorder under the Tudors, 1485–1603</p> <p>The Golden Age of Spain 1474–1598</p> <p>The witch craze in Britain, Europe and North America, c1580–1750</p> <p>Industrialisation and social change in Britain, c1759–1928</p> <p>Poverty, public health and the state in Britain, c1780–1939</p> <p>Britain: losing and gaining an empire, 1763–1914</p> <p>The British experience of warfare: c1790–1918</p> <p>Protest, agitation and parliamentary reform in Britain, c1780–1928</p> <p>Ireland and the Union, c1774–1923</p> <p>The changing nature of warfare, 1859–1991</p> <p>Germany 1871–1990: united, divided and reunited</p> <p>The making of modern Russia, 1855–1991</p> <p>The making of modern China, 1860–1997</p> <p>Civil rights and race relations in the USA 1850–2009</p> <p>Mass media and social change in Britain, 1882–2004</p>
<ul style="list-style-type: none"> <li>• Breadth study on Germany that continues the story post-war</li> <li>• Paper 3 topic must be British and start in the late 18th century or earlier.</li> </ul>		

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

Paper 1	Paper 2	Paper 3
Britain transformed, 1918–97	<p><b>One of:</b></p> <p>The USA, c1920–55: boom, bust and recovery</p> <p>The USA, 1955–92: conformity and challenge</p>	<p><b>One of:</b></p> <p>Lancastrians, Yorkists and Henry VII, 1399–1509</p> <p>Rebellion and disorder under the Tudors, 1485–1603</p> <p>The Golden Age of Spain 1474–1598</p> <p>The witch craze in Britain, Europe and North America, c1580–1750</p> <p>Industrialisation and social change in Britain, c1759–1928</p> <p>Poverty, public health and the state in Britain, c1780–1939</p> <p>Britain: losing and gaining an empire, 1763–1914</p> <p>The British experience of warfare: c1790–1918</p> <p>Protest, agitation and parliamentary reform in Britain, c1780–1928</p> <p>Ireland and the Union, c1774–1923</p> <p>The changing nature of warfare, 1859–1991</p> <p>Germany 1871–1990: united, divided and reunited</p> <p>The making of modern Russia, 1855–1991</p> <p>The making of modern China, 1860–1997</p> <p>Civil rights and race relations in the USA 1850–2009</p> <p>Mass media and social change in Britain, 1882–2004</p>
<ul style="list-style-type: none"> <li>• British requirement is met in Paper 1</li> <li>• The later options aren't available in Paper 3 as they do not meet the 200-year rule.</li> </ul>		

Faded out topics show prohibited combinations for each route.

# A guide to Paper 1

Paper 1 is a breadth study with interpretations, structured into four themes.

The content is laid out thematically to ensure a clear distinction between breadth and depth but it can also be taught chronologically. Our schemes of work will exemplify both a thematic approach and a chronological approach, so you can choose which works best for you and your students.

## Sample assessment material

For both AS and A level, there are three sections. Sections A and B are breadth essay questions targeting AO1; Section C is an interpretations question targeting AO3.

The example questions here are from the A level. The AS examination for Paper 1 follows the same structure as the A level examination, but at a lower level of demand.

**SECTION A**

**Answer EITHER Question 1 OR Question 2.**

**EITHER**

**1** How accurate is it to say that political opposition from the extreme right was the most significant threat to the stability of the Weimar Republic in the years 1919–29?

**(Total for Question 1 = 20 marks)**

**OR**

**2** How far do you agree that the Federal Republic faced severe economic and political challenges in the years 1965–83?

**(Total for Question 2 = 20 marks)**

In Section A, students answer one breadth essay from a choice of two. At AS, questions in Section A will target consequence or causation, while at A level any second-order concept (cause, consequence, change, continuity, similarity, difference and significance) could be targeted.

In Section B, students answer another breadth essay from a choice of two. At both AS and A level any of the second-order concepts could be targeted.

**SECTION B**

**Answer EITHER Question 3 OR Question 4.**

**EITHER**

**3** To what extent were the cultural developments of the Weimar years suppressed by the Nazi regime?

**(Total for Question 3 = 20 marks)**

**OR**

**4** How far do you agree that the nature of the government of the Federal Republic in the years 1949–69 was completely different from that of the Nazi regime?

**(Total for Question 4 = 20 marks)**

For both AS and A level, in Section C students must answer a question asking them to analyse and evaluate two historical interpretations.

### SECTION C

**Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.**

- 5 In the light of differing interpretations, how convincing do you find the view that Hitler always intended to destroy the state of Poland?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

#### Extracts for use with Section C.

**Extract 1:** From Mary Fulbrook, *A History of Germany 1918–2008*, published 2009.

On the foreign policy front, desires for the revision of the Treaty of Versailles were widespread among the Germans. Already in the closing years of the Weimar Republic, after the death of Stresemann, more forceful tones had been evident in German foreign policy. These revisionist tendencies were unleashed with vigour by Hitler.

5

In 1939, Hitler turned his attention to Poland and the Baltic states. Lithuania handed over the port of Memel to Germany, but the Poles stood firm on Danzig. At this point, the British took a stronger stand, issuing a guarantee of Polish independence. Hitler chose not to take too much notice of this. In a surprise move Hitler concluded a pact with his ideological arch-enemy, the communist leader Joseph Stalin. In a further agreement in September, Hitler and Stalin carved up the Polish and Baltic states to achieve strategic aims. On 1 September 1939, German troops used the pretext of incited border incidents for a well-organised invasion of Poland.

10

**Extract 2:** From William Carr, *A History of Germany 1815–1985*, 3rd edition published 1987.

Hitler intended in the case of Poland to eliminate what he regarded as a potential threat in Germany's rear. War [with Poland] was not at first in his mind. Strenuous efforts were made in the winter of 1938–39 to win the Poles over as junior partners by dangling before them the prospect of territorial gains in the Ukraine. Though attracted by the offer, the Polish Foreign Minister dared not contemplate a pact with Germany for fear of Russia. By the end of March Hitler was already moving round to the view that Poland must be crushed by force.

15

20

On 22 August, while the negotiations were still proceeding, he told his senior army commanders that the chances of British and French intervention were now slight and in any case they could not help Poland if they did intervene. Whatever happened, the moment had arrived for Germany to strike while her chances of success were greater than they would be in two or three years' time. On 29 August, Hitler offered to negotiate with the Poles but this was not a serious proposal. In fact the Poles refused the offer and began to mobilise. In the early hours of 1 September 1939, the attack on Poland began.

25

# A guide to Paper 2

Paper 2 is a depth study with sources. It is structured into four key topics and laid out in a more chronological fashion and in more depth than Paper 1.

## Sample assessment materials

For both AS and A level, there are two sections in Paper 2. Section A is a source question (using primary/contemporary sources) targeting AO2 and Section B is a depth essay question targeting AO1.

The example questions here are from the A level. As with Paper 1, the AS examination follows a similar structure to the A level examination, but at a lower level of demand.

### SECTION A

Choose EITHER Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

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

**Study Sources 1 and 2 in the Sources Booklet before you answer this question.**

- 1 How far could the historian make use of Sources 1 and 2 together to investigate church-state relations in fascist Italy in the years 1929–39?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

**(Total for Question 1 = 20 marks)**

At AS there is a two-part question. Part a) asks about the value of a source to a historian for a specified enquiry. Part b) asks how much weight can be placed on the evidence of a source for a specified enquiry.

A level students answer one question asking them to analyse and evaluate two sources for how far they can be used to answer a specified enquiry.

**Sources for use with Section A. Answer the questions in Section A on the option for which you have been prepared.**

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

**Sources for use with Question 1.**

**Source 1:** From the 1939 revised edition of Benito Mussolini's memoirs entitled *My Autobiography*. Here, Mussolini reflects on the regime's 1929 Concordat with the papacy.

The so-called Roman Question embittered the souls of many Italians since the foundation of the Kingdom of Italy. People found it difficult to love one's country and pray to God with a clear conscience because it was the King of Italy who had robbed the Pope of his territories in 1870. Mussolini ended all that. He signed a treaty with the Pope on February 11th 1929 in which the old problem was laid to rest forever. There was great rejoicing. 5

Mussolini came to power. A new conception of the State, a new rigid conception of the duties of citizens and of the education of youth faced the Vatican's resistance. Where the lack of principles of Liberals had not succeeded, the clear-cut, uncompromising views of Mussolini made an agreement easier. 10

Peace of heart for the Italian people was the result of this agreement. An old problem was settled forever. Sons, educated to the love of new, forceful, active living, would not be in conflict with their fathers, who were attached to the traditions of the past. One could finally be both a good Italian, which is the same as being a Fascist, and a good Catholic. The Vatican itself found new dignity and new strength. The Lateran Treaty was, doubtlessly, one of the greatest achievements of the wise, realistic policies of Benito Mussolini. 15

**Source 2:** From an encyclical (a letter from the Pope to all Catholic bishops) written in June 1931 by Pope Pius XI. Mussolini refused to allow it to be published in the Catholic press in Italy. Here, the Pope considers the tensions between the Catholic Church and the Italian fascist regime.

We have seen, in fact, a species of religion which rebels against the directions of higher religious authorities, and imposes or encourages the non-observance of these directions. A conception of the state which makes the rising generations belong to it entirely, without any exception, from the earliest years up to adult life, cannot be reconciled by a Catholic. It cannot be reconciled either with Catholic doctrine or with the natural rights of the family. It is not possible for a Catholic to accept the claim that the Church and the Pope must limit themselves to the external practices of religion and that all the rest of education belongs to the state. 20 25

The Church has a universal and divine obligation to educate children. It must stop the regime's effort to monopolise the young for the sole and exclusive benefit of a party and of a regime based on an ideology that calls for the truly pagan worship of the state.

**SECTION B**

**Answer ONE question in Section B on the option for which you have been prepared.**

**You must start your answer to your chosen question on the next page.**

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

**EITHER**

**3** How far did Italian fascist ideology change in the years 1919–21?

**(Total for Question 3 = 20 marks)**

**OR**

**4** How significant were Italy's wartime economic problems in bringing about the collapse of Mussolini's fascist regime in 1943?

**(Total for Question 4 = 20 marks)**

At A level students choose one depth essay from two in Section B; AS students answer one depth essay from a choice of three. All second-order concepts are in scope at both levels.

# A guide to Paper 3

Paper 3 is an A level only component. Most teachers have told us that they will start with Paper 1 and Paper 2, but you could choose to teach Paper 3 in Year 12 if students are not taking AS, for example if it is chronologically earlier than the other papers.

Paper 3 meets the subject criteria requirement for students to show understanding of change over at least 100 years. All Paper 3 topics therefore cover more than 100 years.

The content of Paper 3 is divided into:

- ✦ The **Aspects in breadth** which consist of two themes that run across the full period of the topic (i.e. over at least 100 years) and focus on developments and changes over an extended timescale.
- ✦ The **Aspects in depth** which are five more in-depth topics, focusing on key episodes from the period.
- ✦ The Aspects in breadth help to contextualise the Aspects in depth, but without duplicating content.

## Sample assessment materials

There are three sections to Paper 3. Sections A and B relate to the Aspects in depth in the specification content and Section C relates to the Aspects in breadth in the specification content.

### SECTION A

**Choose EITHER Question 1 OR Question 2 for which you have been prepared.**

**You must start your answer on page 3.**

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

**Study Source 1 in the Sources Booklet before you answer this question.**

- 1 Assess the value of the source for revealing the attitude of Canadians to the Empire in the late 1830s and the approaches to the governing of Canada adopted by the British government before this report.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

**(Total for Question 1 = 20 marks)**

Students analyse and evaluate one source in terms of its value to a two-part enquiry.



Sources for use with Section A. Answer the question in Section A on the option for which you have been prepared.

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

Source for use with Question 1.

**Source 1:** From *The Report on the Affairs of British North America*, by Lord Durham, published 1839. Lord Durham had been sent to Canada in 1838 as Governor General following tensions and riots in Upper and Lower Canada. As Governor General, he was based in Quebec. He was known as 'Radical Jack' in view of his liberal sympathies. He had held a series of important government positions.

Being strongly impressed with the necessity of maintaining our connection with our colonial possessions, it is not desirable that we should interfere with the Colonies' internal legislation in matters which do not affect their relations with the mother country. The matters which so concern us are very few.

The connection with the Empire is certainly not strengthened, but greatly weakened, by an irritating interference on the part of the Home Government, with the enactment of laws for regulating the internal concerns of the Colony, or in the selection of the persons entrusted with carrying them out. 5

The colonists may not always know what laws are best for them. They may not know which of their countrymen are the fittest for conducting their affairs. However, at least they have a greater interest in coming to a right judgement on these points. They will take greater pains to do so than those whose welfare is very remotely and slightly affected by good or bad legislation of these portions 10

## SECTION B

Answer ONE question in Section B on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

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

EITHER

- 3 How accurate is it to say that it was French intervention in the War of American Independence that determined the British defeat by 1783?

(Total for Question 3 = 20 marks)

OR

- 4 To what extent was it Britain's fears of European rivals that led it to occupy the Nile Valley in the years 1882–98?

(Total for Question 4 = 20 marks)

Students answer one depth essay from a choice of two. This question could target any of the second-order concepts.

## SECTION C

Answer ONE question in Section C on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

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

EITHER

- 7 How far can the acquisition of strategic bases in 1815 be regarded as the most significant development in the growth of Britain's global maritime power in the years 1763–1914?

(Total for Question 7 = 20 marks)

OR

- 8 'The power of the Royal Navy was a key factor in the growth of British trade throughout the world in the years 1763–1914.'

How far do you agree with this statement?

(Total for Question 8 = 20 marks)

Students answer one breadth essay from a choice of two, focussed on long-term change over at least 100 years.

# A guide to Coursework

The coursework is an A level component worth 20%. You have a **free choice of topic**, as all the content requirements are met in the examined papers.

The topic you choose for coursework can derive from, or relate to, the content of your Paper 1\*, Paper 2 or Paper 3 options, or it can be on something different – you can choose what works best for your students and your department.

For example:

<b>Paper 1:</b>	Russia 1917–91
<b>Paper 2:</b>	Mao's China 1949–76
<b>Paper 3</b>	The British experience of warfare, c1790–1918
<b>Coursework:</b>	The origins of the Cold War

The coursework is now an enquiry in **depth** and it has a focus on **interpretations of history**.

The assignment is set by the centre on a question, problem or issue that has generated disagreement among historians.

\* The coursework must not duplicate coverage of the historical interpretations section of the Paper 1 topic studied, but it can overlap with one or more of the themes of Paper 1.



# The question framework for coursework

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 explain your judgements.

For example, 'the significance of ideological confrontation in the development of the Cold War 1945–53' or 'how far Catherine the Great can be seen as an enlightened despot'.

A 'work' should be of article or chapter length.

You can choose whether all students research the same topic, or whether you give them freedom to choose their own topic.

All your students can do the same assignment title, but they must have the opportunity to choose their own interpretations to focus on.

## Coursework Assessment

- ✦ The assignment should be 3,000-4,000 words.
- ✦ Teacher-marked and externally moderated.
- ✦ Mainly focused on AO3 (analysis and evaluation of interpretations of history). As it is an extended piece of writing, there are also some AO1 marks, but there is a single mark scheme to make it easier to use.
- ✦ No requirement for students to evaluate and integrate primary sources: there are no AO2 marks.

We'll be running coursework standardisation events to help you with marking this internally assessed unit.



# What you can expect from us

We're here to help you to understand and implement the changes to A level History and to feel ready when you first start teaching in September 2015.

## Planning and delivery

- ✦ A **Getting Started guide** to help you get to grips with the changes to the specification and assessment, and to start your planning
- ✦ A **Course planner**, plus **schemes of work** for every Paper 1 and 2 route and for every Paper 3 topic
- ✦ **Topic booklets** for every topic, providing an overview and content guidance, a mapping to equivalent topics in the 2008 specification, and listing useful resources for teachers and for students

## Understanding the standard

- ✦ A bank of **exemplar student responses** for different question types, with examiner commentaries.
- ✦ To help you feel confident about marking the internally-assessed unit we will be running coursework **standardisation events**.

## Tracking student progress

- ✦ **Extra assessment materials** for all three A level exam papers for use in formative assessments and mocks.
- ✦ **Training on how to mark mock exams** so you can feel confident in tracking your students' progress.
- ✦ **ResultsPlus** – a free online service, providing you with the most detailed analysis available of students' exam performance.

## Subject support

- ✦ Our Subject Advisor, **Mark Battye**, is ready to answer queries and offer advice. You can sign up to receive emails from Mark and be kept up-to-date about training events, news and government announcements, entry deadlines and much more.

## Launch events

- ✦ Online or face-to-face, our free launch events will help you learn about the new specification, and the support we're offering to help you. They're great opportunities to speak to one of our history experts, as well as other colleagues too.

## Getting Ready to Teach events

- ✦ Face-to-face events, delivered by subject experts and practicing teachers, to make sure you have all the information and ideas you need to start planning and delivering our new Edexcel A level History to your students.

Learn more at:  
[www.edexcel.com/alevelhistory2015](http://www.edexcel.com/alevelhistory2015)



# Brand-new publishing from Pearson

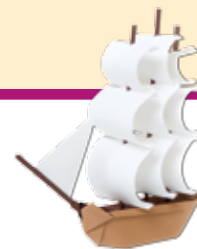
Our brand-new paid-for resources are written to cover every topic in Papers 1, 2 and all Paper 3 options, with a **textbook for every examined unit**.

## Our textbooks:

- ✳ develop students' conceptual understanding of the key historical ideas of evidence, interpretations, causation and change, through targeted activities.
- ✳ provide assessment support with sample answers, sources and activities to help students tackle the new-style of exam questions.
- ✳ have been developed with academic expert Dr Arthur Chapman (Institute of Education, University of London) and practising teachers using research-based models to support progression in historical thinking.
- ✳ are accompanied by an eBook giving students an easy way to personalise their learning as they progress through the course - perfect for revision.



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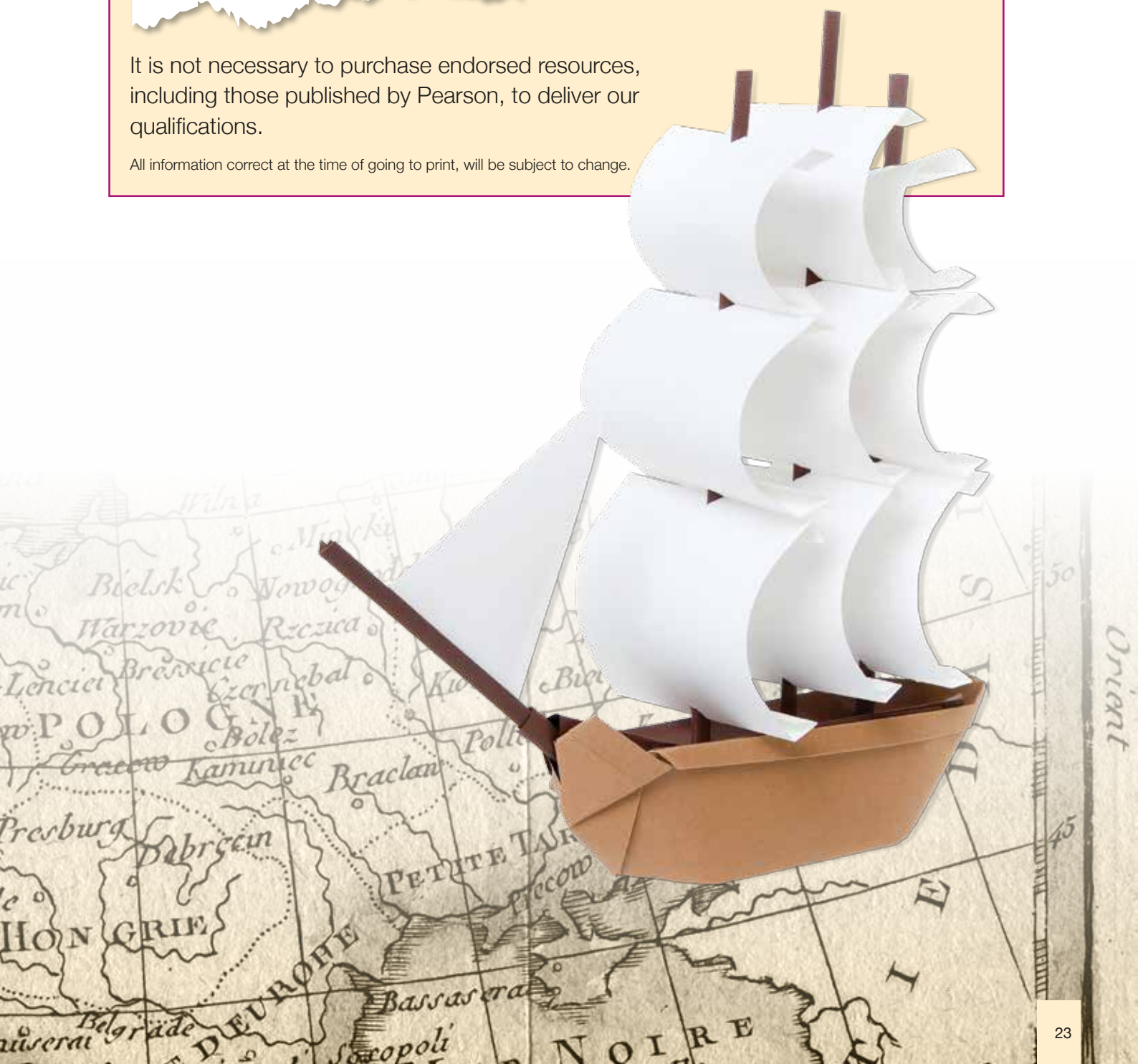
## Endorsed resources for **Edexcel A level History**

We are working with a range of publishers who are looking towards getting their resources endorsed:

- ✦ Cambridge University Press: details pending
- ✦ Hodder: a textbook for Paper 1/2 routes B, E, G and H, plus 19 updated Access to History editions covering 11 Paper 3 topics
- ✦ Pearson: a textbook for every Paper 1/2 route and every Paper 3 topic
- ✦ ZigZag Education: plans to develop topic based Course Companions and Exam Skills resources.

It is not necessary to purchase endorsed resources, including those published by Pearson, to deliver our qualifications.

All information correct at the time of going to print, will be subject to change.



# Get in touch

For queries, information and support,  
we're here to help.

Call us on: **0844 576 0034**

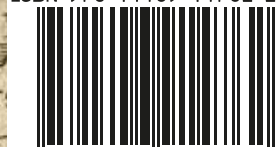
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