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OCR	Edexcel
80% Written Papers, 20% Coursework	80% Written Papers, 20% Coursework
Paper 1: British Period Study and Enquiry <i>1 hour 30 minutes (25%)</i>	Paper 1: Breadth Study with Historical Interpretations <i>2 hours 15 minutes (30%)</i>
Section A – 30 marks * One question linked to the specific enquiry identified in the specification and based around the analysis of four primary sources	Section A – 20 marks * One essay from a choice of two based upon topics identified in the specification and which cover at least a decade of the chronology
Section B – 20 marks * One essay from a choice of two based upon topics identified in the specification	Section B – 20 marks * One essay from a choice of two based upon topics identified in the specification and which cover at least a third of the chronology
	Section C – 20 marks * One question linked to historical interpretations based upon the analysis of <i>two</i> secondary sources and linked to the specific topic named in the specification
Paper Choices	Paper Choices
England 1485–1558: the Early Tudors	The Crusades, c1095–1204
England 1547–1609: the Later Tudors	England, 1509–1603: authority, nation and religion
The Early Stuarts and the Origins of the Civil War: 1603–60	Britain, 1625–1701: conflict, revolution and settlement
Liberals, Conservatives and the Rise of Labour, 1846–1918	Britain, c1785–c1870: democracy, protest and reform
Britain 1900–51	Britain Transformed, 1918–97
Britain 1930–97	In Search of the American Dream: the USA, c 1917–96
Alfred and the Making of England, 871–1016	Germany and West Germany, 1918–89
Anglo-Saxon England and the Norman Conquest, 1035–1107	Russia, 1917–91: from Lenin to Yeltsin
England 1199–1272	
England 1377–1455	
England 1455–1509: Lancastrians, Yorkists and Henry VII	
The Making of Georgian Britain, 1678–c1760	
From Pitt to Peel: Britain 1783–1853	

The coloured squares indicate similar units across both awarding organisations.

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Paper 2: Non-British Period Study <i>1 hour (15%)</i>	Paper 2: Study in Depth <i>1 hour 30 minutes (20%)</i>
<p>One question, from a choice of two, each comprising two parts:</p> <p>* Part (a) requires a comparison of two factors and evaluation of their relative importance to an issue or event named in the specification – 10 marks</p> <p>* Part (b) is an essay based upon topics named in the specification – 20 marks</p>	<p>Section A – 20 marks * One question linked to <i>two</i> primary sources</p> <p>Section B – 20 marks * <i>One</i> essay from a choice of two based upon topics identified in the specification</p>
Paper Choices	Paper Choices <i>(*The availability of Paper 2 options depends on the option chosen for Paper 1 – this is to enable students to study a broad and diverse range of topics which cover similar historical themes.)</i>
 The German Reformation and the Rule of Charles V, 1500–59	 Luther and the German Reformation, c1515–55
 The French Revolution and Rule of Napoleon, 1774–1815	 France in Revolution, 1774–99
 Italy and Unification, 1789–1896	 The Unification of Italy, c1830–70
 Apartheid and Reconciliation: South Africa, 1948–99	 South Africa, 1948–94: from apartheid state to rainbow nation
 The Rise of Islam, 550–c750	 Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106
 Charlemagne, 768–814	 England and the Angevin Empire in the Reign of Henry II, 1154–89
 The Crusades, 1095–1192	 The Dutch Revolt, c1563–1609
 Genghis Khan and the Explosion from the Steppes, c1167–1405	 Russia in Revolution, 1894–1924
 Exploration, Encounters and Empire, 1445–1570	 The Unification of Germany, c1840–71
 Spain, 1469–1556	 Mao’s China, 1949–76
 Philip II, 1556–98	 The German Democratic Republic, 1949–90
 African Kingdoms c1400–1800: four case studies	 India, c 1914–48: the road to independence
 Russia, 1645–1741	 Fascism in Italy, c 1911–46
 The Mughal Empire in India, 1526–1739	 Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy
 The American Revolution, 1740–96	 The USA, c1920–55: boom, bust and recovery
 The USA in the Nineteenth Century, c1803–90	 The USA, c1955–92, conformity and challenge
 Japan, 1853–1937	
 International relations, c1890–1941	

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Russia, 1894–1941	
Italy, 1896–1943	
Germany, 1919–63	
The Cold War in Asia, 1945–93	
The Cold War in Europe, 1941–95	
Paper 3: Thematic Study with Historical Interpretation <i>2 hours 30 minutes (40%)</i>	Paper 3: Themes in Breadth with Aspects in Depth <i>2 hours 15 minutes (30%)</i>
Section A – 30 marks * One question linked to historical interpretations based upon the analysis of two secondary sources and linked to depth topics named in the specification	Section A – 20 marks * One question linked to a primary source based upon depth topics identified in the specification
Section B – 2 x 25 marks * Two essays from a choice of three based upon topics identified in the specification – questions cover at least 100 years of the chronology	Section B – 20 marks * One essay from a choice of two based upon depth topics identified in the specification
	Section C – 20 marks * One essay from a choice of two based upon breadth topics identified in the specification – questions cover at least 100 years of the chronology
Paper Choices	Paper Choices
Rebellion and Disorder Under the Tudors, 1485–1603	Rebellion and Disorder Under the Tudors, 1485–1603
The Origins and Growth of the British Empire, 1558–1783	Britain: losing and gaining an empire, 1763–1914
Popular Culture and the Witchcraze of the Sixteenth and Seventeenth Centuries	The Witch Craze in Britain, c1580–c1750
The Changing Nature of Warfare, 1792–1945	The Changing Nature of Warfare, 1859–1991
Britain and Ireland, 1791–1921	Ireland and the Union, c1774–1923
China and its Rulers, 1839–1989	The Making of Modern China, 1860–1997
Russia and its Rulers, 1855–1964	The Making of Modern Russia, 1855–1991
Civil Rights in the USA, 1865–1992	Civil Rights and Race Relations in the USA, 1850–2009
The British Empire, 1857–1965	Lancastrians, Yorkists and Henry VII, 1399–1509
The Early Anglo-Saxons, c400–800	The Golden Age of Spain, 1474–1598
The Viking Age, c790–1066	Poverty, Public Health and the State in Britain, c780–1939

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English Government and the Church, 1066–1216	The British Experience of Warfare, c1790–1918
The Church and Medieval Heresy, c1100–1437	Protest, Agitation and Parliamentary Reform in Britain, c1780–1928
The Renaissance, c1400–1600	Germany 1871–1991
The Catholic Reformation, 1492–1610	Mass Media and Social Change in Britain, 1882–2004
The Ottoman Empire, 1453–1606	
The Development of the Nation State: France 1498–1610	
The Ascendancy of France, 1610–1715	
The Challenge of German Nationalism, 1789–1919	
The Middle East, 1908–2011	
<p>Coursework – 40 marks</p> <p>A personal study based on a topic of student's choice. The focus is on the nature and purpose of the work of historians, and why they differ. It cannot duplicate the issues covered in Paper 3, Section A.</p> <p>A piece of extended writing of 3000-4000 words which addresses the issues of historical interpretation.</p> <p>Internally marked and externally moderated, and worth 20% of the total A Level mark.</p> <p>It must:</p> <ul style="list-style-type: none"> • be independently researched and written • draw upon the student's investigation of sources (both primary and secondary), at least 10-15 in total, which relate to the issue chosen • evaluate the differing historical interpretations that relate to it in coming to a judgement 	

Key Similarities
<ul style="list-style-type: none"> • topics which allow students to study a chronological range of at least 200 years • substantial elements of both British and non-British history • topics which allow students to demonstrate understanding of the process of change, both long term and short term • topics which allow students to develop an understanding of the nature and purpose of history as a discipline and enable them to carry out a historical enquiry that is independently researched.

Key Benefits of the Edexcel Specification

- the 'pathway' approach in Papers 1 and 2 enables students to develop a more thematic approach to study across periods and countries so broadening their historical experiences and skills
- a more even weighting of marks across the four components ensuring each assessment is of similar value and importance
- No requirement to submit coursework proposal forms to Pearson Edexcel for each student in every series (though a free assignment guidance service is available)
- No requirement to consider such a number of both primary and secondary sources as part of the coursework task