

**INTERNATIONAL ADVANCED LEVEL**

# **HISTORY**

## **SPECIFICATION**

Pearson Edexcel International Advanced Subsidiary in History (XHI01)

Pearson Edexcel International Advanced Level in History (YHI01)

First teaching September 2015

First examination from June 2016

First certification from August 2016 (International Advanced Subsidiary) and  
August 2017 (International Advanced Level)

Issue 6



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## *Acknowledgements*

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification's development.

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## Summary of Pearson Edexcel International Advanced Subsidiary/Advanced Level in History specification Issue 6 changes

<b>Summary of changes made between previous issue and this current issue</b>	<b>Page numbers</b>
The qualification is no longer available for assessment in the October session. This series has thus been removed from assessment availability.	4, 7-10, 58

Earlier issues show previous changes.

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



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# About this specification

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The Pearson Edexcel International Advanced Subsidiary in History and the Pearson Edexcel International Advanced Level in History are part of a suite of International Advanced Level qualifications offered by Pearson.

These qualifications are not accredited or regulated by any UK regulatory body.

## Key features

This specification includes the following key features:

### Structure

The Pearson Edexcel International Advanced Subsidiary in History and the Pearson Edexcel International Advanced Level in History are modular qualifications. The Advanced Subsidiary can be claimed on completion of the International Advanced Subsidiary (IAS) units.

The International Advanced Level can be claimed on completion of all the units (IAS and IA2 units).

### Content

The content is relevant, engaging, updated from the content of legacy qualifications.

### Assessment

All units are externally assessed. They are essay-based examinations.

### Approach

These qualifications enable students to develop independent learning, critical thinking skills and application to historical contexts, themes and approaches to historical enquiry.

## Specification updates

This specification is Issue 6 and is valid for first teaching from September 2015. If there are any significant changes to the specification, we will inform centres in writing. Changes will also be posted on our website.

For more information please visit [qualifications.pearson.com](http://qualifications.pearson.com).

## Using this specification

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

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

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

**Assessments:** use a range of material and are not limited to the examples given. Teachers should deliver these qualifications using a good range of examples to support the assessment of the content.

**Depth and breadth of content:** teachers should use the full range of content and all the assessment objectives given in the subject content section.

## Qualification aims and objectives

The aims and objectives of these qualifications are to enable students to:

- develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance
- acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate
- build on their understanding of the past through experiencing a broad and balanced course of study
- improve as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds
- develop the ability to ask relevant and significant questions about the past and to research them
- acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional
- develop their use and understanding of historical terms, concepts and skills
- make links and draw comparisons within and/or across different periods and aspects of the past
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

## Qualification abbreviations used in this specification

The following abbreviations appear in this specification:

International Advanced Subsidiary – IAS

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

International Advanced Level – IAL.

# Why choose Pearson Edexcel qualifications?

## Pearson – the world’s largest education company

Edexcel academic qualifications are from Pearson, the UK’s largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world’s largest education company, allowing us to drive innovation and provide comprehensive support for Pearson Edexcel students in acquiring the knowledge and skills they need for progression in study, work and life.

## A heritage you can trust

The background to Pearson becoming the UK’s largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Edexcel qualifications have a firm academic foundation, built on the traditions and rigour associated with Britain’s educational system.

## Results you can trust

Pearson’s leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Pearson Edexcel qualifications maintain the highest standards.

## Developed to Pearson’s world-class qualifications standards

Pearson’s world-class standards mean that all Pearson Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought leaders and assessment experts to ensure that Pearson Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the World Class Qualification process and principles please go to *Appendix 2: Pearson World Class Qualification design principles* or visit our website: [uk.pearson.com/world-class-qualifications](http://uk.pearson.com/world-class-qualifications).

# Why choose Pearson Edexcel International Advanced Subsidiary/Advanced Level qualifications in History?

We have listened to feedback from all parts of the international school subject community, including a large number of teachers, higher education institutions and History professional bodies. These qualifications will engage international learners and give them skills that will support their progression to further study of History and to a wide range of other subjects.

## Key qualification features

**Structure:** two-unit (IAS) or four-unit (IAL) modular qualifications. The IAS is nested in the IAL and IAS results contribute to IAL overall grade. Students will study one topic from each unit. These qualifications provide a secure foundation for further study and also a worthwhile course for students who will end their study at the International Advanced Subsidiary or International Advanced Level stage.

**Content:** up to date, engaging and relevant to an international audience developing students' understanding of the nature of historical studies. These qualifications' approach focuses on depth, breadth and interpretation of event in history. In the focus on depth, students will look at the history of one country in detail over a short period of time; in the breadth approach, students will study the history of one country through four key topic areas over an extended time scale and for the interpretations of event in history, students will look at development of international relations over a broad historical period.

**Assessment:** 100 percent external assessment, with January and June assessment opportunities (see *The Information Manual* for available History options).

**Clear and straightforward question papers:** our question papers are clear and accessible for students of all ability ranges. Our mark schemes are straightforward so that the assessment requirements are clear.

**Broad and deep development of learners' transferable skills:** we designed the International Advanced Level qualifications to extend students' knowledge by broadening and deepening skills. For example, students will develop:

- **Critical thinking skills:** develop a critical perspective on an aspect of history.
- **Reasoning:** construct a reasoned argument in a piece of extended writing to support a considered judgment about an historical issue or about an interpretation of history.
- **Teamwork:** working with other students on researching a theme related to a historical issue or development.

**Progression:** International Advanced Level qualifications enable successful progression to undergraduate studies, further education or employment. Through our world-class qualification development process we consulted with higher education, history teachers and History professional bodies to validate the appropriateness of these qualifications, including content, skills and assessment structure.

Our History qualifications sit within our wider subject offer for IAL Humanities. More information can be found on our International Advanced Level website.

# Supporting you in planning and implementing these qualifications

## Planning

- Our *Getting Started Guide* gives you an overview of the Pearson Edexcel International Advanced Subsidiary/Advanced Level in History qualifications to help you understand the changes to content and assessment, and what these changes mean for you and your students.
- We will provide you with an editable course planner and scheme of work, which is currently included in the *Getting Started Guide* document.

## Teaching and learning

- We are providing a number of free teaching and learning materials, including Topic Guides and Exemplars scripts with examiner commentary to promote any time, any place learning and to indicate the standards required to successfully complete this course.

## Preparing for exams

We will also provide a range of resources to help you prepare your students for the assessments, including:

- exemplar candidate scripts to support assessment and indicate standards required at different grade levels in these qualifications
- Examiner Reports following each examination series.

## ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' examination performance. It can help you identify the topics and skills where further learning would benefit your students.

## examWizard

This is a free online resource designed to support students and teachers with examination preparation and assessment.

## Training events

In addition to online training, we host a series of training events each year for teachers to deepen their understanding of our qualifications.

## Get help and support

Our subject advisor service will ensure that you receive help and guidance from us. You can sign up to receive the Pearson Edexcel newsletter for qualification updates and product and service news.

# Qualification at a glance

## Qualification overview

### **Pearson Edexcel International Advanced Subsidiary in History**

This qualification consists of two externally examined units.

The International Advanced Subsidiary is the first half of the International Advanced Level qualification and consists of two IAS units, Unit 1 and 2. This qualification may be awarded as a discrete qualification or may contribute 50 percent towards the International Advanced Level qualification.

### **Pearson Edexcel International Advanced Level in History**

This qualification consists of four externally examined units.

The International Advanced Level consists of the two IAS units (Unit 1 and 2) and two IA2 units (Unit 3 and 4). Students wishing to take the International Advanced Level must, therefore, complete all four units.

## Course of study

The structure of these qualifications allows teachers to construct a course of study that can be taught and assessed as either:

- distinct modules of teaching and learning, with related units of assessment taken at appropriate stages during the course; or
- a linear course assessed in its entirety at the end.

## Content and assessment overview

For information about the Assessment Objectives (AOs), please refer to *the Assessment information* section.

<b>IAS</b> <b>Unit 1: Depth Study with Interpretations</b>	<b>*Unit code:</b> <b>WHI01/01</b>	
Externally assessed Written examination: 2 hours Availability: January and June** First assessment: June 2016 50 marks	50% of the total IAS	25% of the total IAL
<p><b>Content overview</b></p> <p>Students must choose <b>one</b> of the following options:</p> <ul style="list-style-type: none"> <li>• <b>1A:</b> France in Revolution, 1774–99</li> <li>• <b>1B:</b> Russia in Revolution, 1881–1917</li> <li>• <b>1C:</b> Germany, 1918–45</li> <li>• <b>1D:</b> Britain, 1964–90.</li> </ul> <p><b>Forbidden combinations:</b></p> <p>Unit 1 option 1B: Russia in Revolution, 1881–1917 with Unit 2 option 1C: Russia, 1917–91: From Lenin to Yeltsin.</p> <p>Unit 1 option 1C: Germany, 1918–45 with Unit 3 option 1C: Germany: United, Divided and Reunited, 1870–1990.</p>		
<p><b>Assessment overview</b></p> <p>Each paper has four questions. Students must answer two 25-mark essay questions from a choice of four.</p> <p>Essay questions assess understanding of the period in depth (AO1) and the ability to analyse and evaluate historical interpretations (AO3).</p>		

<b>IAS</b> <b>Unit 2: Breadth Study with Source Evaluation</b>	<b>*Unit code:</b> <b>WHI02/01</b>	
Externally assessed Written examination: 2 hours Availability: January and June** First assessment: June 2016 50 marks	50% of the total IAS	25% of the total IAL
<p><b>Content overview</b></p> <p>Students must choose <b>one</b> of the following options:</p> <ul style="list-style-type: none"> <li>• <b>1A:</b> India, 1857–1948: The Raj to Partition</li> <li>• <b>1B:</b> China, 1900–76</li> <li>• <b>1C:</b> Russia, 1917–91: From Lenin to Yeltsin</li> <li>• <b>1D:</b> South Africa, 1948–2014.</li> </ul> <p><b>Forbidden combinations:</b></p> <p>Unit 2 option 1C: Russia, 1917–91: From Lenin to Yeltsin with Unit 1 option 1B: Russia in Revolution, 1881–1917.</p>		
<p><b>Assessment overview</b></p> <p>Students answer two questions: one from Section A and one from Section B. A source booklet is provided for Section A.</p> <p><b>Section A</b> comprises one compulsory question in two parts, which assesses the ability to analyse and evaluate two sources (AO2).</p> <p><b>Section B</b> comprises a choice of three essays, which assess understanding of the period in depth (AO1).</p>		

<b>IA2</b> <b>Unit 3: Thematic Study with Source Evaluation</b>	<b>*Unit code:</b> <b>WHI03/01</b>	
Externally assessed Written examination: 2 hours Availability: January and June ** First assessment: January 2017 50 marks	50% of the total IA2	25% of the total IAL
<p><b>Content overview</b></p> <p>Students must choose <b>one</b> of the following options:</p> <ul style="list-style-type: none"> <li>• <b>1A:</b> The USA, Independence to Civil War, 1763–1865</li> <li>• <b>1B:</b> The British Experience of Warfare, 1803–1945</li> <li>• <b>1C:</b> Germany: United, Divided and Reunited, 1870–1990</li> <li>• <b>1D:</b> Civil Rights and Race Relations in the USA, 1865–2009.</li> </ul> <p><b>Forbidden combinations:</b></p> <p>Unit 3 option 1B: The British Experience of Warfare, 1803–1945 with Unit 4 option 1A: The Making of Modern Europe, 1805–71.</p> <p>Unit 3 option 1C: Germany: United, Divided and Reunited, 1870–1990 with Unit 1 option 1C: Germany, 1918–45.</p>		
<p><b>Assessment overview</b></p> <p>Students answer two questions: one from Section A and one from Section B. A source booklet is provided for Section A.</p> <p><b>Section A</b> comprises one compulsory essay, which assesses source analysis and evaluation skills (AO2).</p> <p><b>Section B</b> comprises a choice of two essays, which assess the ability to evaluate the significance of historical explanations of the period in breadth (AO1).</p>		

<b>IA2</b> <b>Unit 4: International Study with Historical Interpretations</b>	<b>*Unit code:</b> <b>WHI04/01</b>	
Externally assessed Written examination: 2 hours Availability: January and June** First assessment: June 2017 50 marks	50% of the total IA2	25% of the total IAL
<b>Content overview</b> Students must choose <b>one</b> of the following options: <ul style="list-style-type: none"> <li>• <b>1A:</b> The Making of Modern Europe 1805–71</li> <li>• <b>1B:</b> The World in Crisis 1879–1945</li> <li>• <b>1C:</b> The World Divided: Superpower Relations, 1943–90</li> <li>• <b>1D:</b> The Cold War and Hot War in Asia, 1945–90.</li> </ul> <b>Forbidden combinations:</b> Unit 4 option 1A: The Making of Modern Europe, 1805–71 with Unit 3 option 1B: The British Experience of Warfare, 1803–1945.		
<b>Assessment overview</b> Students answer two questions: one from Section A and one from Section B. A source booklet is provided for Section A. <b>Section A</b> comprises one compulsory question, which assesses the ability to evaluate contrasting interpretations of the period studied (AO1) and (AO3). <b>Section B</b> comprises a choice of two essays, which assess understanding of the period in depth (AO1).		

\*See *Appendix 1: Codes* for a description of this code and all other codes relevant to these qualifications.

\*\*Please see *The Information Manual* for available options.

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# Unit 1: Depth Study with Interpretations

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**IAS compulsory unit**

**Externally assessed**

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## Unit introduction

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

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

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

Unit 1 option 1B: Russia in Revolution, 1881–1917 is forbidden in combination with Unit 2 option 1C: Russia, 1917–91: From Lenin to Yeltsin.

Unit 1 option 1C: Germany, 1918–45 is forbidden in combination with Unit 3 option 1C: Germany: United, Divided and Reunited, 1870–1990

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## Assessment information

- First assessment: June 2016.
  - The assessment is 2 hours.
  - The assessment is out of 50 marks.
  - The assessment consists of four questions.
  - Students must answer two 25-mark essay questions from a choice of four.
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# Option 1A: France in Revolution, 1774–99

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## Overview

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

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

## What students need to learn

### 1 The origins and onset of revolution, 1774–89

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

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

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

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

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

### **4 From the Directory to Brumaire, 1795–99**

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

## Option 1B: Russia in Revolution, 1881–1917

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### Overview

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

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

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

### What students need to learn

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

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

## **2 The First Revolution and its impact, 1903–14**

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

## **3 The end of Romanov rule, 1914–17**

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

#### **4 The Bolshevik seizure of power October 1917**

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

## Option 1C: Germany, 1918–45

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### Overview

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

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

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

### What students need to learn

#### 1 The democratic experiment 1918–29

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

## **2 The rise of the Nazis, 1919–33**

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

## **3 Nazi Germany, 1933–39**

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

#### **4 Germany at war, 1939–45**

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

# Option 1D: Britain, 1964–90

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## Overview

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

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

## What students need to learn

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

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

### 2 States of emergency, 1970–79

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

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

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

### **4 A changing society, 1964–90**

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

# Unit 2: Breadth Study with Source Evaluation

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## IAS compulsory unit

## Externally assessed

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### Unit introduction

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

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

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

Unit 2 option 1C: Russia, 1917–91: From Lenin to Yeltsin is forbidden in combination with Unit 1 option 1B: Russia in Revolution, 1881–1917.

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### Assessment information

- First assessment: June 2016.
  - The assessment is 2 hours.
  - The assessment is out of 50 marks.
  - The assessment consists of two sections: A and B.
  - Students must answer two questions: one from Section A and one from Section B.
  - A source booklet is provided for Section A.
  - Section A comprises one compulsory question in two parts, which assesses the ability to analyse and evaluate two sources (AO2).
  - Section B comprises a choice of three essays, which assess understanding of the period in depth (AO1).
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# Option 1A: India, 1857–1948: The Raj to Partition

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## Overview

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

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

## What students need to learn

### 1 The British Raj: the government of India, 1857–1948

- India in 1857: the extent and nature of British control, including the role of the East India Company, the Indian Civil Service (ICS) and the role of Indian functionaries as junior civil servants and administrators; indirect rule and the princely states; Indian society and religion.
- ***The changes brought about by the Indian Mutiny: the significance of the Royal Proclamation and the Government of India Act 1858, the Indian Councils Act 1861 and the Royal Titles Act 1876.***
- Later significant changes: the reforms associated with Ripon and Ilbert 1880–84; ***the significance of Lord Curzon as Viceroy 1898–1905***; the Morley-Minto reforms 1905–10; the Montagu Declaration (1917) and the Government of India Act 1919; the Irwin Declaration 1929 and the Government of India Act 1935; the coming of independence and partition.

### 2 The economics of empire, 1857–1948

- The changing pattern of British trade with India, including exports to and imports from; India as a trading hub within the wider British Empire; the significance of changing tariffs and the decline and growth of Indian industry.
- Investment and development: extent of British investment, including ***growth of railways and their impact 1857–1914***; irrigation and drainage; port facilities and inland waterways.
- Changes in living standards in urban and rural communities, including in the village economy: population growth; ***famines 1876–78, 1899, 1943***; impact of taxation.

### 3 Resistance to British rule, 1857–1948

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

### 4 Military power and its limits, 1857–1948

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

## Option 1B: China, 1900–76

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### Overview

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

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

### What students need to learn

#### 1 Order and disorder, 1900–76

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

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

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

### 3 Economic changes, 1900–76

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

### 4 Social and cultural changes, 1900–76

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

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

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## Overview

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

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

This option is forbidden in combination with Unit 1 option 1B: Russia in Revolution, 1881–1917.

## What students need to learn

### 1 Communist government in the USSR, 1917–91

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

### 2 Industrial and agricultural change, 1917–91

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

### 3 Control of the people, 1917–91

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

### 4 Social developments, 1917–91

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

## Option 1D: South Africa, 1948–2014

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### Overview

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

### What students need to learn

#### 1 Governing South Africa, c1948–2014

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

## 2 Opposing the government of South Africa, c1948–2014

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

## 3 Economy and society, c1948–2014

- Demographic changes: the impact of the growth in population and the differential growth between blacks and whites; the impact of urbanisation. The establishment, development and significance of the 'homelands'/'Bantustans' 1959–1994.
- Changes in the economy: the importance of the mining and extractive industries and the dependence on foreign investment and the import of oil and manufactured goods; **changes in living standards for both whites (English speaking and Afrikaners) and non-whites, 1948–73, 1973–94 and 1994–2014.**
- Health and crime: the significance of differential healthcare under apartheid, including child mortality; **the impact of attempts to improve healthcare in the 1990s; the significance of AIDS c1990–2014**; the pattern of crime under the apartheid regime and since 1994.

#### **4 Relations with the outside world, c1948–2014**

- Relations with Britain: the importance of links with the United Kingdom, including immigration, trade, investment and defence links; the reason for decline in importance in the 1960s and 1970s, including leaving the Commonwealth and the rise of the United States as an economic partner for South Africa.
- External pressures and problems for the National Party: the significance of UN opposition to apartheid; the impact of the collapse of the Portuguese Empire in the 1970s and increasing South African involvement in Angola; ***the impact of economic sanctions, including those by the USA 1985–86, and cultural and sporting boycotts.***
- South Africa and the world since 1994: ***the significance of Mandela as a world icon and his defence of human rights and liberal values, including the world's response to his death in 2013;*** the role of Mbeki and his importance in continental African affairs, including his relations with Zimbabwe; the significance of China's growing influence in South Africa; the impact of Zuma on South Africa's standing in the world.

# Unit 3: Thematic Study with Source Evaluation

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## IA2 compulsory unit

## Externally assessed

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### Unit introduction

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

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

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

Unit 3 option 1B: The British Experience of Warfare, 1803–1945 is forbidden in combination with Unit 4 option 1A: The Making of Modern Europe, 1805–71.

Unit 3 option 1C: Germany: United, Divided and Reunited, 1870–1990 is forbidden in combination with Unit 1 option 1C: Germany, 1918–45.

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### Assessment information

- First assessment: January 2016.
  - The assessment is 2 hours.
  - The assessment is out of 50 marks.
  - The assessment consists of two sections: A and B.
  - Students must answer two questions: one from section A and one from Section B.
  - A source booklet is provided for Section A.
  - Section A comprises one compulsory essay, which assesses source analysis and evaluation skills (AO2).
  - Section B comprises a choice of two essays, which assess the ability to evaluate the significance of historical explanations of the period in breadth (AO1).
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# Option 1A: The USA, Independence to Civil War, 1763–1865

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## Overview

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

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

## What students need to learn

### 1 'A New Nation', 1763–83

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

## **2 'A More Perfect Union', 1786–91**

- Unity and disunity: problems with debts, funding and trade; the impact of Shays' rebellion; the significance of Madison and Hamilton in urging and facilitating change.
- The Constitutional Convention May to September 1787: the significance of the theory of 'separation of the powers'; the clash between the 'big states' model and the 'little states' model and the significance of the compromise of 16th July; the clash over slavery and its resolution through compromise.
- Ratification by the states and the debate between Federalists and Anti-Federalists, including what this revealed about the strengths and weaknesses of the new constitution: the roles of Washington, Madison and Hamilton in securing New York and Virginia's approval; the importance of the Bill of Rights; the significance of Washington's election in 1789 and final approval by all 13 states by 1791.

## **3 'Jacksonian Democracy', 1828–37**

- The reasons for and significance of the election of Andrew Jackson 1828: the importance of the enlarged franchise; the personality and ideas of Andrew Jackson; the significance of political organisation and populist policies.
- Jackson's opponents and problems faced throughout his presidency: the significance of John C Calhoun's states' rights and nullification, Henry Clay and Whiggery and Nicholas Biddle and the Bank of the United States; the problem of slavery, including the rise of abolitionism and Nat Turner's Rising.
- Jackson's legacy in American politics, including the emergence of the Democratic Party; the enhanced power and prestige of the presidency and Jackson's relationship with Congress and the Supreme Court.

## **4 'A House Divided', 1850–61**

- The clash of economic interests between the northern and southern states. The Compromise of 1850 and its consequences: the operation of the Fugitive Slave Act and its impact in the north and south; the significance of the formation of the Republican Party 1854.
- Growing tensions between the states 1854–58: the lack of effective and unifying national leadership; the importance of 'bleeding Sumner' and 'bleeding Kansas'; the impact of the Dred Scott decision 1857; the significance of the Lincoln-Douglas debates 1858.
- The drift to war: the significance of John Brown and Harpers Ferry 1859; the significance of the presidential election of 1860 and Lincoln's victory; the secessions of the southern states and their impact 1861.

**5 War and the end of slavery, 1863–65**

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

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

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## Overview

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

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

This option is forbidden in combination with Unit 4 option 1A: The Making of Modern Europe, 1805–71.

## What students need to learn

### 1 Britain and the Napoleonic Wars, 1803–15

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

### 2 The Crimean War, 1854–56

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

### **3 The second Boer War, 1899–1902**

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

### **4 Trench warfare on the Western Front, 1914–18**

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

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

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

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

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## Overview

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

- 1 relations with and influence of Germany's neighbours
- 2 economic pressures and influences
- 3 authority and leadership
- 4 protest, dissent and workers' organisations
- 5 ideologies and political parties.

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

## What students need to learn

- 1 The birth and early years of the Second Reich, 1870–79**
- War and the birth of the Second Reich: the significance of Bismarck and the impact of war with France; the importance of the Zollverein; the importance of negotiations between Prussia and the South German States; the proclamation of the new Reich.
  - Impact of the new Germany's constitution: trying to reconcile unity and division; the federal government, including the role of the Chancellor, the Kaiser, and the Länder; the importance of the Reichstag and the parties: the impact of regional and social divisions.
  - Attempts to consolidate the new Germany: Bismarck's cooperation, and eventual break with, the National Liberals; the Kulturkampf; the appeal to nationalism to achieve unity; the War in Sight crisis; the reason for and the impact of the Anti-Socialist Law 1878.

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

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

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

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

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

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

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

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

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

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## Overview

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

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

## What students need to learn

### 1 'Free at last', 1865–77

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

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

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

## **3 Roosevelt and race relations, 1933–45**

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

**4 'I have a dream',  
1954–68**

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

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

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

# Unit 4: International Study with Historical Interpretations

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## IA2 compulsory unit

## Externally assessed

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### Unit introduction

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

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

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

Unit 4 option 1A: The Making of Modern Europe, 1805–71 is forbidden in combination with Unit 3 option 1B: The British Experience of Warfare, 1803–1945.

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### Assessment information

- First assessment: June 2017.
  - The assessment is 2 hours.
  - The assessment is out of 50 marks.
  - The assessment consists of two sections: A and B.
  - Students must answer two questions: one from Section A and one from Section B.
  - A source booklet is provided for Section A.
  - Section A comprises one compulsory question, which assesses the ability to evaluate contrasting interpretations of the period studied (AO1) and (AO3).
  - Section B comprises a choice of two essays, which assess understanding of the period in depth (AO1).
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## **Option 1A: The Making of Modern Europe, 1805–71**

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### **Overview**

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

This option is forbidden in combination with Unit 3 option 1B: The British Experience of Warfare, 1803–1945.

### **What students need to learn**

#### **1 Historical**

##### **interpretations:**

**What explains the downfall of the Napoleonic Empire, c1805–14?**

- The importance of Britain's role, including sea power and its economic and financial strength; the role of Castlereagh.
- The significance of the Peninsular War 1808–14, the invasion of Russia in 1812, the conflict in Germany and France 1813–14.
- The significance of military reform in Austria and Prussia.
- The significance of Napoleon's role as a political and military leader, including the implementation of the Continental System.

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

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

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

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

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

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

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

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## Overview

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

## What students need to learn

### 1 Historical interpretations: what explains the outbreak of war in Europe between the great powers in August 1914?

- Great power rivalries and the significance of the making of alliances 1879–1914.
- Military planning and the arms race, and their effects on international relations c1900–14.
- The significance of diplomatic crises and confrontations 1905–13.
- Decision making in 1914 and in particular during the final crisis of June/July and the outbreak of a general war in August.

### 2 Trying to achieve victory and making peace and trying to keep it, 1914–c33

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

### **3 The drift to renewed conflict, 1933–41**

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

### **4 The world in flames, 1941–45**

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

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

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## Overview

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

## What students need to learn

### 1 Historical interpretations: What explains the outbreak and development of the Cold War in the years 1943–53?

- The significance of the clash and role of personalities, including Stalin, Molotov, Roosevelt, Truman, Churchill, Bevin and Mao.
- The significance of rival ideologies throughout the world; policy and propaganda – the battle for hearts and minds.
- The significance of superpower economic issues and interests.
- The significance of the pursuit of hegemony and national security, including military and geopolitical considerations.

### 2 Conciliation and confrontation, 1953–64

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

### **3 Stalemate and Détente, 1964–79**

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

### **4 Renewed confrontation and resolution, 1979–90**

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

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

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## Overview

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

## What students need to learn

### 1 Historical interpretations: what explains the outbreak, course and impact of the Korean War in the period 1950–53?

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

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

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

### **3 War in Indo-China, 1960–73**

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

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

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

# Assessment information

## Assessment requirements

The Pearson Edexcel International Advanced Subsidiary in History consists of two externally examined units.

The Pearson Edexcel International Advanced Level in History consists of four externally examined units.

Please see the *Assessment availability and first award* section for information on when the assessment for each unit will be available from.

Unit	IAS or IA2	Assessment information	Number of raw marks allocated in the unit
Unit 1: Depth Study with Interpretations	IAS	Written examination. The assessment is 2 hours. Students must answer two 25-mark essay questions from a choice of four.	50 marks
Unit 2: Breadth Study with Source Evaluation	IAS	Written examination. The assessment is 2 hours. Section A: students must answer a two-part question of 10 and 15 marks. Section B: students must answer one 25-mark essay question from a choice of three. A source booklet will be provided with two sources given for analysis in Section A.	50 marks
Unit 3: Thematic Study with Source Evaluation	IA2	Written examination. The assessment is 2 hours. Section A: students must answer a 25-mark essay question. Section B: students must answer one 25-mark essay question from a choice of two. A source booklet will be provided with two sources given for analysis in Section A.	50 marks
Unit 4: International Study with Historical Interpretations	IA2	Written examination. The assessment is 2 hours. Section A: students must answer a 25-mark essay question. Section B: students must answer one 25-mark essay question from a choice of two. A source booklet will be provided with two extracts given for analysis in Section A.	50 marks

## Sample assessment materials

Sample papers and mark schemes can be found in the Pearson Edexcel International Advanced Subsidiary/Advanced Level in History Sample Assessment Materials (SAMs) document.

## Assessment objectives and weightings

		% in IAS	% in IA2	% in IAL
<b>A01</b>	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.	45	55	50
<b>A02</b>	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.	25	25	25
<b>A03</b>	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	30	20	25

## Relationship of assessment objectives to units for the International Advanced Subsidiary qualification

Unit number	Assessment objective		
	A01	A02	A03
Unit 1	20%	0%	30%
Unit 2	25%	25%	0%
<b>Total for International Advanced Subsidiary</b>	45%	25%	30%

## Relationship of assessment objectives to units for the International Advanced Level qualification

Unit number	Assessment objective		
	A01	A02	A03
Unit 1	10%	0%	15%
Unit 2	12.5%	12.5%	0%
Unit 3	12.5%	12.5%	0%
Unit 4	15%	0%	10%
<b>Total for International Advanced Level</b>	50%	25%	25%

## Assessment availability and first award

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

From June 2017, **all four units will be assessed** in January, June and October until 2020, and in January and June from then onwards.

From June 2017 **IAL and IAS will both be awarded** in January, June and October until 2020, and in January and June from then onwards.

# Administration and general information

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## Entries, resitting of units and forbidden combinations

### Entries

Details of how to enter students for the examinations for these qualifications can be found in our *International Information Manual*. A copy is made available to all examinations officers and is available on our website: [qualifications.pearson.com](http://qualifications.pearson.com).

### Resitting of units

Students can resit any unit irrespective of whether the qualification is to be cashed in. If a student resits a unit more than once, only the better of the two most recent attempts of that unit will be available for aggregation to a qualification grade. Please refer to the *Entry, Aggregation and Certification* document on our website: [qualifications.pearson.com/IAL-entry-certification-procedures](http://qualifications.pearson.com/IAL-entry-certification-procedures).

### Forbidden combinations

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

## Access arrangements, reasonable adjustments, special consideration and malpractice

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

We are committed to making sure that:

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

### Language of assessment

Assessment of these qualifications will be available in English only. All student work must be in English.

We recommend that students are able to read and write in English at Level B2 of the Common European Framework of Reference for Languages.

## Access arrangements

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

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

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

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

## Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student 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 student 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, including:

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

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

## Special consideration

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

## Further information

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

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).

## Candidate malpractice

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

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form should be emailed to [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

## Staff/centre malpractice

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

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)).

The form, supporting documentation and as much information as possible should be emailed to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice).

## Awarding and reporting

The Pearson Edexcel International Advanced Subsidiary in History will be graded on a five-grade scale from A to E. The Pearson Edexcel International Advanced Level in History will be graded on a six-point scale A\* to E. Individual unit results will be reported. Only Unit 1 and 2 will contribute to the International Advanced Subsidiary grade. All four units will contribute to the International Advanced Level grade.

The first certification opportunity for the Pearson Edexcel International Advanced Subsidiary in History will be in August 2016. The first certification opportunity for the Pearson Edexcel International Advanced Level in History will be in August 2017. A pass in an International Advanced Subsidiary subject is indicated by one of the five grades A, B, C, D, E, of which grade A is the highest and grade E the lowest. A pass in an International Advanced Level subject is indicated by one of the six grades A\*, A, B, C, D, E, of which grade A\* is the highest and grade E the lowest. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

## Unit results

Students will receive a uniform mark between 0 and the maximum uniform mark for each unit.

The uniform marks at each grade threshold for each unit are:

### Unit 1 - 4

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

## Qualification results

The minimum uniform marks required for each grade:

### International Advanced Subsidiary (cash-in code: XHI01)

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

Students with a uniform mark in the range 0–79 will be Unclassified (U).

### International Advanced Level (cash-in code: YHI01)

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

Students with a uniform mark in the range 0–159 will be Unclassified (U).

To be awarded an A\*, students will need to achieve an A for the International Advanced Level qualification (at least 320 uniform marks) **and** at least 90% of the total uniform mark available across the IA2 units combined (at least 180 uniform marks).

## Student recruitment and progression

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 these qualifications.

Students who would benefit most from studying these qualifications are likely to have a Level 2 qualification such as a GCSE in History.

## Progression

Students can progress from these qualifications 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.



## Appendices

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## Appendix 1: Codes

Type of code	Use of code	Code
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1: WHI01/01 Unit 2: WHI02/01 Unit 3: WHI03/01 Unit 4: WHI04/01
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	International Advanced Subsidiary – XHI01  International Advanced Level – YHI01
Entry codes	The entry codes are used to: <ul style="list-style-type: none"> <li>• enter a student for the assessment of a unit</li> <li>• aggregate the student's unit scores to obtain the overall grade for the qualification.</li> </ul>	Please refer to the <i>Pearson Information Manual</i> , available on our website.

## Appendix 2: Pearson World Class Qualification design principles

Pearson’s World Class Qualification design principles mean that all Pearson Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.



We work collaboratively to gain approval from an external panel of educational thought leaders and assessment experts from across the globe. This is to ensure that Pearson Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today’s fast-changing world.

Pearson’s Expert Panel for World-Class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

*"I’m excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education."* Sir Michael Barber.

## Endorsement from Pearson’s Expert Panel for World Class Qualifications for the International Advanced Subsidiary (IAS)/International Advanced Level (IAL) development process

**May 2014**

“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 world class qualification development process that has included, where appropriate:

- 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.

Importantly, we have worked to ensure that the content and learning is future-oriented, and that the design has been guided by Pearson’s Efficacy Framework. This is a structured, evidence-based process, which means that 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, but as a result of our work as a panel we are confident that we have supported the development of Edexcel IAS and IAL 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

**Dr Peter Hill**

Former Chief Executive, ACARA

**Professor Jonathan Osborne**

Stanford University

**Professor Dr Ursula Renold**

Federal Institute of Technology, Switzerland

**Professor Janice Kay**

Provost, University of Exeter

**Jason Holt**

CEO, Holts Group

**Professor Lee Sing Kong**

Dean and Managing Director, National Institute of Education International, Singapore

**Bahram Bekhradnia**

President, Higher Education Policy Institute

**Dame Sally Coates**

Director of Academies (South), United Learning Trust

**Professor Bob Schwartz**

Harvard Graduate School of Education

**Jane Beine**

Head of Partner Development, John Lewis Partnership

All titles correct as at May 2014

# Appendix 3: Transferable skills

## The need for transferable skills

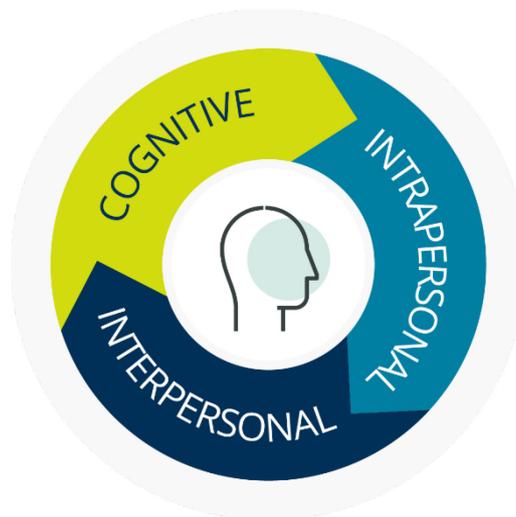
In recent years, higher-education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

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

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 <sup>[2]</sup> as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy skills.



The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in history and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for student development is given on the subject pages of our website: [qualifications.pearson.com](http://qualifications.pearson.com)

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<sup>1</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

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

<b>Cognitive skills</b>	Cognitive processes and strategies	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Problem solving</li> <li>• Analysis</li> <li>• Reasoning/argumentation</li> <li>• Interpretation</li> <li>• Decision making</li> <li>• Adaptive learning</li> <li>• Executive function</li> </ul>	<p>Selecting and deploying relevant material in order to construct a response to a historical problem or issue posed as a matter for judgment.</p>
	Creativity	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Innovation</li> </ul>	
<b>Intrapersonal skills</b>	Intellectual openness	<ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Personal and social responsibility</li> <li>• Continuous learning</li> <li>• Intellectual interest and curiosity</li> </ul>	<p>Understanding the attitudes and values of people of a different time when explaining motives. Understanding the terminology and views expressed in sources contemporary to the period and infer values and concerns, showing the ability to broaden conceptual horizons.</p>
	Work ethic/conscientiousness	<ul style="list-style-type: none"> <li>• Initiative</li> <li>• Self-direction</li> <li>• Responsibility</li> <li>• Perseverance</li> <li>• Productivity</li> <li>• Self-regulation (metacognition, forethought, reflection)</li> <li>• Ethics</li> <li>• Integrity</li> </ul>	
	Positive core self-evaluation	<ul style="list-style-type: none"> <li>• Self-monitoring/self-evaluation/self-reinforcement</li> </ul>	
<b>Interpersonal skills</b>	Teamwork and collaboration	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Teamwork</li> <li>• Cooperation</li> <li>• Empathy/perspective taking</li> <li>• Negotiation</li> </ul>	<p>Explore the attitudes and values of others in historical context in an oral or written presentation in a discussion of the perspective of a historical figure.</p>
	Leadership	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Assertive communication</li> <li>• Self-presentation</li> </ul>	

## Appendix 4: Level 3 Extended Project qualification

### What is the Extended Project?

The Extended Project is a standalone qualification that can be taken alongside International Advanced Level (IAL) qualifications. It supports the development of independent learning skills and helps to prepare students for their next step – whether that be higher education or employment. The qualification:

- is recognised by higher education institutions for the skills it develops
- is worth half of an International Advanced Level (IAL) qualification at grades A\*–E
- carries UCAS points for university entry.

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

Students can choose from one of four approaches to produce:

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

The qualification is non-examined assessment-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.

The Extended Project has 120 guided learning hours (GLH) consisting of a 40-GLH taught element that includes teaching the technical skills (for example, research skills) and an 80-GLH guided element that includes mentoring students through the project work. The qualification is 100% internally assessed and externally moderated.

### 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 either an area of personal interest or a topic of interest from within the History qualification content.

Through the Extended Project, students will develop skills that support their study of History, including:

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

In the context of the Extended Project, critical thinking refers to the ability to identify and develop arguments for a point of view or hypothesis and to consider and respond to alternative arguments. The Extended Project is an ideal vehicle to develop the transferable skills identified in *Appendix 3: Transferable skills*.

## Types of Extended Project related to History

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

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

The dissertation uses secondary research sources to provide a reasoned defence or a point of view, with consideration of counter-arguments.

An alternative might be an investigative project or field study involving the 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.

## Using the Extended Project to support breadth and depth

In the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through completing this work. Students should demonstrate that they have extended themselves in some significant way beyond what they have been studying in History. Students can demonstrate extension in one or more dimensions:

- **deepening understanding** – where a student explores a topic in greater depth than in the specification content. A student could choose to conduct a deeper analytic study about a topic, or exploration of a concept such as revolution
- **broadening skills** – where a student learns a new skill
- **widening perspectives** – where the student's project spans different subjects. This might involve discussing the political, social, philosophical or psychological aspects of a topic or making links with other subject areas such as geography or economics.

A wide range of information to support the delivery and assessment of the Extended Project, including the specification, teacher guidance for all aspects, an editable scheme of work and exemplars for all four approaches, can be found on our website.

## Appendix 5: Glossary

Term	Definition
Assessment objectives	The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations or coursework/non-examined assessment. Assessment objectives may be assessed individually or in combination.
External assessment	An examination that is held at the same time and place in a global region.
International Advanced Subsidiary	Abbreviated to IAS.
International Advanced Level	Abbreviated to IAL.
International A2 (IA2)	The additional content required for an IAL.
Linear	Linear qualifications have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.
Modular	Modular qualifications contain units of assessment. These units can be taken during the course of study. The final qualification grade is worked out from the combined unit results.
Non-examined Assessment (NEA)	This is any assessment that is not sat in examination conditions at a fixed time and place. It includes coursework, oral examinations and practical examinations.
Performance description	This is a statement of the expected performance of a student for selected grades. Usually for IAL, performance descriptions are provided for grades A and E.
Raw marks	Raw marks are the actual marks that students achieve when taking an assessment. When calculating an overall grade, raw marks often need to be converted so that it is possible to see the proportionate achievement of a student across all units of study.
Uniform Mark Scale (UMS)	Student actual marks (or raw marks) will be converted into a UMS mark so that it is possible to see the proportionate result of a student. Two units may each be worth 25% of a total qualification. The raw marks for each unit may differ, but the uniform mark will be the same.
Unit	A modular qualification will be divided into a number of units. Each unit will have its own assessment.

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)

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