

## **GCE History B**

OCR Advanced Subsidiary GCE in History B H108

OCR Advanced GCE in History B H508

**version 3 – September 2013**

# **specification**

# Contents

<b>1</b>	<b>About these Qualifications</b>	<b>4</b>
1.1	The Two-Unit AS	5
1.2	The Four-Unit Advanced GCE	6
1.3	Qualification Titles and Levels	7
1.4	Aims	7
1.5	Prior Learning/Attainment	8
<b>2</b>	<b>Summary of Content</b>	<b>9</b>
2.1	AS Units	9
2.2	A2 Units	10
<b>3</b>	<b>Unit Content</b>	<b>11</b>
3.1	AS Units F981 and F982: <i>Historical Explanation</i>	11
3.2	AS Units F983 and F984: <i>Using Historical Evidence</i>	24
3.3	A2 Units F985 and F986: <i>Historical Controversies</i>	33
3.4	A2 Unit F987: <i>Historical Significance</i>	43
<b>4</b>	<b>Schemes of Assessment</b>	<b>48</b>
4.1	AS GCE Scheme of Assessment	48
4.2	Advanced GCE Scheme of Assessment	49
4.3	Unit Order	50
4.4	Unit Options (at AS/A2)	50
4.5	Synoptic Assessment (A Level GCE)	51
4.6	Stretch and Challenge	51
4.7	Assessment Availability	51
4.8	Assessment Objectives	52
4.9	Quality of Written Communication	53
<b>5</b>	<b>Technical Information</b>	<b>54</b>
5.1	Making Unit Entries	54
5.2	Making Qualification Entries	54
5.3	Grading	55
5.4	Result Enquiries and Appeals	56
5.5	Shelf-life of Units	56
5.6	Unit and Qualification Re-sits	56
5.7	Guided Learning Hours	56
5.8	Code of Practice/Subject Criteria/Common Criteria Requirements	56
5.9	Arrangements for Candidates with Particular Requirements	57
5.10	Prohibited Qualifications and Classification Code	57
5.11	Coursework Administration/Regulations	57

<b>6</b>	<b>Other Specification Issues</b>	<b>59</b>
6.1	Overlap with other Qualifications	59
6.2	Progression from these Qualifications	59
6.3	Key Skills Mapping	59
6.4	Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues	60
6.5	Sustainable Development, Health and Safety Considerations and European Developments	60
6.6	Avoidance of Bias	61
6.7	Language	61
6.8	Disability Discrimination Act Information Relating to these Specifications	61
<hr/>		
	<b>Appendix A: Performance Descriptions</b>	<b>62</b>
	<b>Appendix B: Coursework Assessment Criteria for A2 Unit F987: <i>Historical Significance</i></b>	<b>65</b>
	<b>Appendix C: Record of Programme of Study Form for Unit F987</b>	<b>71</b>

| Vertical black lines indicate a significant change to the previous printed version.

# 1 About these Qualifications

This booklet contains OCR's Advanced Subsidiary GCE and Advanced GCE specifications in History for teaching from September 2013.

OCR GCE History B represents a major development in the study of history at GCE level. By focusing on the nature of the subject, the specification not only builds on recent developments in GCSE history, but also prepares candidates for the further study of history in a new and effective manner.

History B represents a distinct alternative to conventional specifications as it encourages candidates to explore the nature of the discipline of history. It is organised around four crucial aspects of the subject. Candidates are required to explore the theoretical and methodological issues behind each of these aspects before applying them through the study of an historical topic. At AS, candidates study theories of historical explanation and the role of sources in historical enquiry. At A2, they build on this by looking at the role of interpretations in history and at historical significance.

There is a clear progression from AS Units F981/F982 and F983/F984 to the A2 Units F985/F986. In Units F985/F986 issues of explanation and the use of sources are revisited at a higher level, in the context of how and why historians disagree. Unit F987 requires a synthesis of all the skills and understandings acquired across the whole course of study.

Each of the four units is designed to be introduced through a consideration of the relevant theoretical and methodological issues. This approach enables teachers to build on the approaches of the GCSE Schools History Project, which examines history from a variety of perspectives. However, these introductory sections also make the specification accessible to candidates with no prior experience of studying history.

In shifting the emphasis of GCE History firmly to the 'why' and 'how', alongside the more traditional 'what', of the historian's work History B offers an effective introduction to the new ways in which the subject is now taught and studied in Higher Education. This is also exemplified by new topics in the specification that are in keeping with recent developments in the subject. Over the last 50 years the study of history has developed links with other disciplines and these links are represented in several parts of this specification.

The integrity of history as a discipline comes under attack more frequently than that of any other liberal arts subject; and at the same time the content of history as a subject in our schools is under constant debate. The 'stuff' of history is the cause of much controversy and raises much passion, now more than ever, and History B not only explicitly recognises this but challenges candidates to confront the debate head on. OCR History B candidates will be uniquely equipped to contribute to the debate and so to defend and define the essence of the subject.

History B allows candidates breadth of study by requiring them to study both British and non-British history in the AS Units F981/F982 and F983/F984. The requirement to study Units F981/F982 ensures study in depth. It is in these units that significant individuals, societies, events, developments and issues are studied within a broad historical context.

The specification requires candidates, in Units F983/F984, to study change, continuity and development over at least 100 years.

Developments affecting different groups within the societies studied are covered in both Units F981/F982 and Units F983 and F984 – for example in the units on the Vikings; Radicalism in Britain; and War and Society in Britain. These units also encourage candidates to acquire an understanding of different identities within society; and an appreciation of social, cultural, religious and ethnic diversity. For example: the units on War and Society in Britain and on Race and American Society provide some focus on ethnic diversity; social diversity is a major theme in the unit on the impact of the Black Death; religious diversity is considered in the units on Elizabeth and on the German Reformation; while cultural diversity is a major issue in the unit on the Renaissance.

Units F981/F982 and F983/984 also require a range of historical perspectives to be studied including cultural, economic, political, religious and social.

## 1.1 The Two-Unit AS

---

The Advanced Subsidiary GCE is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, ie between GCSE and Advanced GCE.

From September 2013 the AS GCE is made up of **two** units that are externally assessed and form 50% of the corresponding four-unit Advanced GCE.

There are **four** units at AS, of which candidates do **two**: **either** Unit F981: *Historical Explanations – British History* with Unit F984: *Using Historical Evidence – Non-British History*; **or** Unit F982: *Historical Explanations – Non-British History* with Unit F983: *Using Historical Evidence – British History*.

Units F981 and F982 are concerned with the theory and practice of historical explanation – of ideas, actions and events – located within topics spanning 20–40 years.

Units F983 and F984 are concerned with the theory and critical use of historical evidence and the construction, revision and validity of interpretations, using examples located within period studies of about 100 years. The focus will be on testing interpretations, using in-context, evidence-based enquiry methods.

Each unit contains **four** options. Each set of options contains one Medieval, one Early Modern and two Modern (one predominantly 19th century and one 20th century) topics.

The two AS units studied by candidates complement each other and provide a coherent and worthwhile course of study in themselves. Candidates are required to study both British and non-British history thus ensuring breadth. Depth is provided by different approaches to explanation in Units F981 and F982, while change and development are studied in Units F983 and Units F984.

Together, the two units studied by candidates also require them to learn about a range of appropriate historical perspectives, for example cultural, economic, ethnic, political, religious and social.

The AS course also requires candidates to demonstrate their ability to explain ideas, actions and events in the past; to analyse and evaluate a range of historical source material; and to analyse and evaluate how aspects of the past have been interpreted and represented in different ways.

## 1.2 The Four-Unit Advanced GCE

---

From September 2013 the Advanced GCE is made up of **two** mandatory units at AS and **two** further units at A2. The A2 Units F985 and F986 are externally assessed; and Unit F987 (coursework) is internally assessed and externally moderated.

There are **three** units at A2, of which candidates do **two**: **either** Unit F985 *Historical Controversies – British History* **or** unit F986 *Historical Controversies – Non-British History* **and** Unit F987 *Historical Significance*.

Units F985 and F986 are concerned with the nature, origins and consequences of historical controversy. Having tested interpretations in Units F981 or F982, candidates will learn in Units F983 or F984 that historians will always disagree to some extent and that this does not necessarily amount to a problem. Candidates will therefore be concerned with an appreciation and explanation of, rather than adjudication between, the competing views of historians.

Units F985 and F986 each contain four options. Each set of options contains one Medieval, one Early Modern, one Mid-Modern and one 20th century topic. Candidates choose one option from the four offered.

Unit F987, the Personal Study, is concerned with the theory and assessment of historical significance. Candidates will be required to propose and produce a personal study of 3,000 words and a research diary of 1,000 words. Each study must be concerned with the significance of events, people or sites – either over time or across time, or both.

It is intended that, in the personal study, candidates demonstrate their understanding of explanation, historiography, and the critical use of the evidence they have gathered over the three previous units. The assessment of both A2 units is thus synoptic and designed to stretch and challenge candidates, to enable them to show an understanding of the topics and to demonstrate the skills and knowledge essential to the subject.

A number of strategies can be adopted when choosing a route through the specification to construct a coherent and worthwhile course of study.

- A chronological approach, providing candidates with wide coverage of different periods as well as the histories of different countries – eg Charlemagne; Lancastrians and Yorkists; the debate over Britain's 17th century crises; and a Personal Study of the significance of a 20th century individual or event from outside Britain.
- A focused approach, providing candidates with the opportunity to study different aspects of a period – eg the 16th and 17th centuries via Protest and Rebellion in Tudor England; Luther and the German Reformation; the debate over Britain's 17th century crises; and a Personal Study of the significance of a 17th century individual or event from outside Britain.

- A concentrated approach, providing candidates with considerable geographical contrasts – eg Russia in turmoil; the impact of war on British society and politics in the 20th century; different American Wests; and a Personal Study of the significance of an individual or event taken from Africa or the Far East.
- An approach focusing on different types of protest and rebellion can be taken – eg Robespierre and the French Revolution; Radicalism, Popular Politics and Control; the debate over Britain's 17th century crises; and a Personal Study of the significance of a revolutionary individual or event taken from an earlier period.
- An approach focusing on issues of diversity of societies – eg poverty in Elizabethan England; race and American society; the debate over the Norman Conquest; and a Personal Study of the significance of an individual or event in a society/or societies where issues of diversity were of crucial importance, such as in the Middle East.

### 1.3 Qualification Titles and Levels

---

These qualifications are shown on a certificate as:

- OCR Advanced Subsidiary GCE in History B.
- OCR Advanced GCE in History B.

Both qualifications are Level 3 in the National Qualification Framework (NQF).

### 1.4 Aims

---

The aims of this specification are to:

- develop a coherent knowledge of the past – both within and across the topics chosen;
- develop and apply understanding of historical concepts – including explanation, evidence, interpretations and significance;
- develop the techniques of critical thinking in a historical context – and the skills necessary to analyse and solve historical problems;
- develop critical awareness of a range of historical dimensions – conditional and contingent, synchronic and diachronic;
- develop the ability to communicate historical arguments and conclusions clearly and succinctly with reference to appropriate historical terminology.

## 1.5 Prior Learning/Attainment

---

No prior knowledge of the subject is required. The specification builds on, but does not depend on, the knowledge, understanding and skills specified for GCSE History. Some options, such as *Different American Wests 1840–1900*, may appear to be similar to topics studied for GCSE but they adopt a radically different approach to the topic. Candidates who have not studied these topics before will be at no disadvantage. It is recommended that candidates have attained communication and literacy skills at a level equivalent to GCSE Grade C in English.

# 2 Summary of Content

## 2.1 AS Units

---

### Unit F981 *Historical Explanation – British History*

- Lancastrians and Yorkists, 1437–85
- Tudor Finale: the Reign of Elizabeth I, 1558–1603
- Liberal Sunset: the Rise and Fall of ‘New Liberalism’, 1890–1922
- The End of Consensus: Britain 1945–90

### Unit F982 *Historical Explanation – Non-British History*

- Charlemagne
- Luther and the German Reformation, 1517–47
- Robespierre and the French Revolution, 1774–95
- Russia in Turmoil, 1900–1921

### Unit F983: *Using Historical Evidence – British History*

- The Impact and Consequences of the Black Death in England up to the 1450s
- Protest and Rebellion in Tudor England, 1489–1601
- Radicalism, Popular Politics and Control, 1780–1880s.
- The Impact of War on British Society and Politics since 1900

### Unit F984: *Using Historical Evidence – Non-British History*

- The Vikings in Europe, 790s–1066
- The Italian Renaissance c.1420–c.1550
- European Nationalism, 1815–1914: Germany and Italy
- Race and American Society, 1865–1970s

## 2.2 A2 Units

---

### Unit F985: *Historical Controversies – British History*

- The Debate over the Impact of the Norman Conquest, 1066–1216
- The Debate over Britain's 17th Century Crises, 1629–89
- Different Interpretations of British Imperialism, c.1850–c.1950
- The Debate over British Appeasement in the 1930s

### Unit F986: *Historical Controversies – Non-British History*

- Different Approaches to the Crusades, 1095–1272
- Different Interpretations of Witch-hunting in Early Modern Europe, c.1560–c.1660
- Different American Wests, 1840–1900
- Debates about the Holocaust

### Unit F987: *Historical Significance*

- No specified content
-

# 3 Unit Content

## 3.1 AS Units F981 and F982: *Historical Explanation*

---

The first unit is designed to show candidates how to explain and make sense of the past. Without this understanding, they cannot fully appreciate the purpose of historical enquiry (Unit F983/F984), the reasons why historians agree or disagree (Unit F985/F986), or methods of attaching significance to individuals and events (Unit F987).

The unit will include study of:

- i. the theory of historical explanation;
- ii. the application of the theory – constructing and evaluating historical explanations;
- iii. the content of the chosen topic.

The unit should begin with an introduction to the nature of historical explanation. This should cover:

- the purpose of historical explanation – developing an understanding of different modes of explanation and that selection of one or other mode depends on what is being explained:
  - use of the empathetic mode – concerned with explaining ideas, attitudes and beliefs;
  - use of the intentional mode – concerned with explaining motives, intentions and actions;
  - use of the causal mode – concerned with explaining events or states of affairs;
- critical analysis – determining the role of explanatory factors;
- critical evaluation – determining the relative importance of explanatory factors;
- integrated explanation – showing that the different modes are interdependent and can be combined to produce a complex explanatory narrative.

Guidance on these issues is available from *OCR GCE History B: Tutor Support and Guidance*.

These issues should then be considered through the study of the chosen historical topic.

One of the following content options should be studied.

---

## AS Unit F981 – *British History*

### Study Topic 1: *Lancastrians and Yorkists, 1437–85*

---

Candidates will demonstrate and apply their understanding of different kinds of historical explanation to the ideas, actions and events that contributed to the period known as the Wars of the Roses.

---

#### **The personal rule of Henry VI to 1450**

Candidates will use their knowledge of Henry VI's personal rule to explain why certain beliefs and ideas were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, the significance of Henry VI's achieving his majority; the difficulties facing the English in retaining their French possessions; the ambitions and rivalries of the nobility; the extent to which the King's religious devotion affected his reign; why he decided to marry Margaret of Anjou; why the Earl of Suffolk rose to power and why he was so unpopular.

---

#### **Preparation for Civil War, 1450–55**

Candidates will use their knowledge of this period of turbulence and instability to explain why certain beliefs and ideas were held, why certain actions were taken and why certain events happened.

Candidates may be asked, for example, to explain why the English were expelled from their French possessions; the grievances underlying Cade's Rebellion; the rivalries surrounding the battle of Heworth Moor; the grievances and ambitions of Richard of York; why Henry VI became unfit to rule; the extent of the influence of Margaret of Anjou; the events leading to the First Battle of St. Albans.

---

#### **The Wars of the Roses, 1455–85**

Candidates will use their knowledge of this period of conflict to explain why certain beliefs and ideas were held, why certain actions were taken and why certain events happened.

Candidates may be asked, for example, to explain why civil strife was protracted whilst military engagement was sporadic; how far the contest arose out of dynastic rivalry between the houses of Lancaster and York; the role played by individuals such as Margaret of Anjou, Richard of York and Warwick; the importance of factional struggles such as between the Nevilles and Percies; the part played by the concept of good lordship and affinities/bastard feudalism; how seriously civil strife affected the English economy, society and culture.

---

#### **Edward IV and Warwick, 1461–71**

Candidates will use their knowledge of Edward IV's first reign and his relationship with Richard Neville, Earl of Warwick to explain why certain beliefs and ideas were held, why certain actions were taken and why certain events happened.

Candidates may be asked, for example, to explain why Edward IV was able to take the throne in 1461; how far Edward owed his position to Warwick; why Edward and Warwick were able to deal with Lancastrian resistance; the significance of Edward's marriage to Elizabeth Woodville; the reasons for the breach between Edward and Warwick; how and why Edward was deposed in 1470 yet was able to return to the throne in 1471.

---

---

**Edward IV's Second Reign, 1471–83**

Candidates will use their knowledge of Edward's second reign to explain why certain beliefs and ideas were held, why certain actions were taken and why certain events happened.

Candidates may be asked, for example, to explain why Edward was able to restore the authority and finances of the Crown; to what extent Edward's kingship may be regarded as a 'New Monarchy'; how well Edward handled his nobility; why the Duke of Clarence was executed in 1478; the aims of Edward's policies towards France, Burgundy and Scotland; Edward's motives in arranging for the succession.

---

**Richard of Gloucester as Duke and King, 1469–85**

Candidates will use their knowledge of the career of Richard of Gloucester in the period 1469–85 to explain why certain beliefs and ideas were held, why certain actions were taken and why certain events happened.

Candidates may be asked, for example, to explain the nature of Gloucester's relationship with his brothers, Edward IV and Clarence; his intentions, ambitions and achievements as Duke of Gloucester; his motives and actions on the death of Edward IV and the nature of the evidence; how and why Richard III usurped the throne and the extent of his responsibility for the disappearance of his nephews; why Richard was unable to keep the support of the nobility; why he was defeated at Bosworth Field.

---

---

## AS Unit F981 – *British History*

### Study Topic 2: *Tudor Finale: the Reign of Elizabeth I, 1558–1603*

---

Candidates will demonstrate and apply their understanding of different kinds of historical explanation to the ideas, actions and events that shaped the reign of Elizabeth I.

---

#### **Catholics and Puritans: the Religious Settlement of 1558–9 and its aftermath**

Candidates will use their knowledge of the Settlement and reactions to it to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked, for example, to explain why competing religious positions were so strongly held; why Elizabeth acted as she did in enforcing the Settlement; why the Religious Settlement survived such a clamorous birth; why both Catholics and Puritans were dissatisfied with the Settlement; how Elizabeth's government dealt with continuing opposition; or why the Catholic threat had largely disappeared by the end of the reign.

---

#### **The problem posed by Mary Queen of Scots**

Candidates will use their knowledge of the threat posed by Mary Queen of Scots – both before and after her arrival in England – to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked, for example, why Mary's behaviour in Scotland caused such outrage; why Mary repeatedly refused to renounce her claim to the English throne; why she became involved in several plots against Elizabeth's life; or why Mary's trial and execution, having been delayed for so long, finally took place on 8 February, 1587.

---

#### **The struggle with Spain**

Candidates will use their knowledge of Elizabeth's relations with Philip II of Spain to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, why the two rulers – Elizabeth and Philip II of Spain – held such different values and beliefs; why Philip lent his assistance to plots to unseat Elizabeth; why Elizabeth succeeded in dealing with the Jesuit threat; why she decided to assist the Dutch rebels; or why the Armada was launched and defeated.

---

#### **The problem of men and marriage**

Candidates will use their knowledge of the various offers of marriage that were made to Elizabeth to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, why Elizabeth was under pressure to marry and why she consistently resisted the pressure; the motives and actions of Cecil in advising Elizabeth on the question of marriage; why negotiations for a marriage to Alençon (Anjou) finally collapsed in 1584; or why the Essex 'rebellion' of 1601 took place.

---

#### **The Governance of Elizabethan England**

Candidates will use their knowledge of the relations between Elizabeth, her Council and her parliaments to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked, for example, to explain the relationship and reasons for tension between Queen, Council and Parliament; the role of court faction in controlling political behaviour; why Elizabeth acted as she did against individual MPs; or why, despite heated exchanges, opposition always fell short of open revolt.

---

**The Growth and Treatment of Poverty in Elizabethan England**

Candidates will use their knowledge of social conditions during Elizabeth's reign to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

**Cultural Renaissance: *Gloriana* and the Cult of Majesty**

Candidates will use their knowledge of cultural renewal during Elizabeth's reign to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, attitudes to poverty and vagrancy at the beginning of the period; why the number of poor increased during the period and why this caused a threat to law and order; why the crucial distinction was made between deserving and undeserving poor; or how this led to more enlightened methods of treatment, culminating in the Poor Law of 1601.

---

Candidates may be asked to explain, for example, why there was a flowering of the arts during this period; how both rich and poor reacted to this; why the movement became increasingly centred on the person of Elizabeth herself in the form of poetry, music and painting/portraiture; or how this was used as a political device to establish the popular cult of *Gloriana*.

---

---

## AS Unit F981 – *British History*

### Study Topic 3 : *Liberal Sunset: the rise and fall of ‘New Liberalism’, 1890–1922*

---

Candidates will demonstrate and apply their understanding of different kinds of historical explanation to the following topics contributing to the decline and effective disappearance of political Liberalism in the years between 1890 and 1922.

---

#### **Socialism, Trade Unionism and the Rise of Labour c.1890–1906**

Candidates will use their knowledge of social, economic and political conditions at the turn of the late 19th century to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked, for example, to explain why Socialism began to gather a mass appeal and what this meant for mainstream Liberalism; why, and with what result, the Independent Labour Party and Labour Representation Committee were formed; or why trade unions enjoyed mixed fortunes between the London Dockers’ Strike of 1889 and the Taff Vale judgement of 1901.

---

#### **New Liberalism: The 1906 General Election**

Candidates will use their knowledge of the situation surrounding the General Election of 1906 to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked, for example, to explain how the Boer War impacted on the popularity of Imperialism; why Joseph Chamberlain pursued Tariff Reform to the point of making the Conservatives unelectable; or whether the Conservatives lost the 1906 Election or the Liberals won it.

---

#### **The Liberal Reforms: 1906–14**

Candidates will use their knowledge of the Liberal Reforms after 1906 to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, how and why New Liberalism marked a break with the Liberalism of Gladstone; why, and with what results, the Lords rejected the Budget of 1909; why the Parliament Act was passed in 1911; or why a second constitutional crisis was narrowly averted in 1914.

---

#### **Women and the Vote: 1900–1918**

Candidates will use their knowledge of various women’s suffrage movements to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked, for example, to explain why women’s suffrage became such an important issue at the turn of the century; why the WSPU committed themselves to militant action and why they were supported or opposed; or why women over 30 received the vote in 1918.

---

#### **The Problem of Ireland 1912–22**

Candidates will use their knowledge of events in Ireland between 1912 and 1922 to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked, for example, to explain why Home Rule no longer satisfied an increasing number of Irishmen after 1914; why the Easter Rising of 1916 failed and the short and longer-term consequences of the failure; or why civil war broke out in Ireland on 28 June 1922.

---

**War, Disunity and Collapse: 1914–22**

Candidates will use their knowledge of wartime and immediate post-war conditions to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked, for example, to explain why Asquith proved such a poor war leader; his replacement as prime minister by Lloyd George; why Lloyd George was able to continue in office in 1918; the poor record of the Coalition Government between 1918 and 1922; Lloyd George's overthrow and the end of coalition government in 1922; or the inability of the Liberal Party to recover its former strength after 1922.

---

Candidates will demonstrate and apply their understanding of different kinds of historical explanation to the following topics contributing to the gradual removal of social, economic and political consensus from British politics between 1945 and 1990.

---

**The Post-war Labour Government (1945–51): the beginning of consensus**

Candidates will use their knowledge of the post-war Labour Government to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, why Labour won the Election of 1945; why the Government agreed to the independence and partition of India; why post-war Britain provided conditions conducive to political, economic and social consensus; whether the new Government was extending earlier measures or introducing something more fundamental; or why, despite considerable opposition, Aneurin Bevan succeeded in passing the National Health Service Act.

---

**The Macmillan Years (1957–64): consensus confirmed**

Candidates will use their knowledge of social, economic and political developments under Macmillan to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, how far, if at all, Macmillan's beliefs about social and economic policy were different from those of the Labour Opposition; why Macmillan was able to claim in July 1957 that "people have never had it so good"; why Labour suffered its third election defeat in 1959; or why Macmillan resigned following the Profumo Affair.

---

**Wilson's Labour Governments (1964–70): consensus devalued**

Candidates will use their knowledge of social and economic problems under Harold Wilson to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, why Labour governments were plagued with social and economic difficulties during this period; why Callaghan decided to devalue the pound in November 1967; why Enoch Powell was sacked from the shadow cabinet for his speech on immigration in 1968; or why Edward Heath won such an unexpected electoral victory in 1970.

---

**The Heath Government (1970–74): the beginning of the end of consensus**

Candidates will use their knowledge of industrial strife and the emergence of the New Right during the Heath Government to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, in what sense Heath represented a break with the post-war consensus in state intervention and welfare policies; why, and with what results, Heath took the decision to introduce internment to Northern Ireland in August 1971; or why the Conservatives lost the election of 1974.

---

---

**The Thatcher Revolution (1979–83): the end of consensus**

Candidates will use their knowledge of the first Thatcher government to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, what was meant by 'Thatcherism' and why it became so fashionable amongst the New Right of 1979; why the early 1980s were accompanied by so much civil unrest (Toxteth and Brixton); why, and with what results, unemployment rose to 3 million; why Mrs Thatcher decided to go to war over the Falklands in April 1982; how and why victory in the Falklands revived government fortunes; or why the Conservatives gained such a convincing electoral victory in 1983.

---

**The Thatcher Revolution (1983–90): triumph and fall**

Candidates will use their knowledge of Thatcherism and the Thatcher Revolution to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, what Thatcher meant when she said that "there is no such thing as society"; why films such as *Wall Street* seemed to capture the spirit of the 1980s; why the Miners' Strike was defeated; or why Thatcher decided to resign in November 1990.

---

---

## AS Unit F982 – *Non-British History*

### Study Topic 1: *Charlemagne*

---

#### **Court and Government**

Candidates will use their knowledge of the role of the Carolingian court and the government of the Frankish lands to explain why certain beliefs and ideas were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, the importance of Charlemagne's personal authority; the significance of the death of Carloman in 771; the nature of the royal court and why it was peripatetic; the roles of missi, dominici and capitularies in the government of the localities; or the relative importance of arrangements made for the succession.

---

#### **Wars and Warfare**

Candidates will use their knowledge of the wars fought by Charlemagne to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, why Charlemagne was so frequently at war; why wars were fought, in particular, against the Saxons, Lombards, Avars and the rulers of Islamic Spain; how far religion was a motive for war; why the Franks enjoyed success; to evaluate the strengths and weaknesses of Frankish military forces; or to assess Charlemagne's qualities as a military commander.

---

#### **External Relations**

Candidates will use their knowledge of Charlemagne's relations with other rulers and opposition on the periphery of his empire to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, the extent and nature of Charlemagne's influence outside the Frankish lands, with reference in particular to Byzantium, the Anglo-Saxon kingdoms and the rulers of Islamic Spain, and why he was in dispute with Tassilo III of Bavaria and with what consequences.

---

#### **The Frankish Church and Culture**

Candidates will use their knowledge of the Carolingian Church and cultural developments to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, the extent of Charlemagne's reform of the Frankish Church; his relationship with the Papacy, especially Popes Hadrian I and Leo III; the role played by churchmen in government; why the royal court was a centre of intellectual activity; or the relative importance of cultural developments contributing to a 'Carolingian Renaissance'.

---

#### **The Imperial Coronation**

Candidates will use their knowledge of Charlemagne's coronation as Holy Roman Emperor in 800 to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, the importance of the part played by individuals such as Pope Leo III, Alcuin and Einhard; Charlemagne's attitude to the coronation; how and why contemporary accounts of the coronation differ; how and why relations with other rulers, such as the Byzantine Emperor, were changed; the importance of the coronation as a factor affecting the government of Charlemagne's empire; or why, if at all, Charlemagne's reign after 800 was a period of 'decay'.

---

## AS Unit F982 – *Non-British History*

### Study Topic 2: *Luther and the German Reformation 1517–47*

---

#### **The Beginnings of the German Reformation**

Candidates will use their knowledge of the early development of the German Reformation to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, the influence of Humanism upon Luther; differences between Luther and Erasmus; reasons for Luther's spiritual development; or reasons for Luther's opposition to the sale of indulgences and his response in the 95 Theses.

---

#### **The Response of the Church to Luther**

Candidates will use their knowledge of the reaction of the Papacy and the Church in general to Luther's teachings and movement to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, the nature of Leo X's reaction to Luther's actions; the importance of Luther's debates with Cajetan and Eck; the reasons for the condemnation of Luther's teaching and his excommunication; or the effectiveness of the Church in dealing with Lutheranism after 1521.

---

#### **The Response of Lay Authorities to Luther**

Candidates will use their knowledge of the response of lay authorities to Luther's teaching to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, why Charles V was at first slow to respond to the Lutheran challenge; why Luther was summoned to the Diet of Worms; how Charles V attempted to deal with Lutheranism in Germany after 1521 and why he had limited success; why some German princes, cities and towns supported Luther; or why, and with what results, the Schmalkaldic League was formed.

---

#### **The Spread of Lutheranism**

Candidates will use their knowledge of the spread of Lutheranism to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, the significance of Luther's written work, especially that of 1520; Luther's seeming reluctance to be regarded as a rebel; the actions of Luther's collaborators, especially Melancthon, in enabling Lutheranism to appeal to differing social classes; the extent of Luther's influence outside Germany; or the importance of printing in the dissemination of Lutheranism.

---

#### **Luther and Other Reformers**

Candidates will use their knowledge of the variety of religious teachings and movements in this period to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, the extent of Luther's influence upon other religious reformers such as Zwingli and Bucer; how and why the teaching of Protestant reformers differed; or how and why attempts were made at greater unity, including the Colloquy of Marburg, and what the consequences of such attempts were.

---

#### **Radical Social and Religious Movements**

Candidates will use their knowledge of the social, economic and religious ferment of the period to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, why Luther's teaching had more than a religious significance; why it may be considered radical or revolutionary; how and why it contributed to the causes of the Peasants' Wars; how and why they were suppressed; or the reasons for the emergence of religious groups such as the Anabaptists and why they were so widely condemned.

---

**AS Unit F982 – Non-British History****Study Topic 3: Robespierre and the French Revolution 1774–95**

---

**The Collapse of the Ancien Regime, 1785–89**

Candidates will be asked to show their general knowledge of events from 1774 and of the period 1785–89 in detail to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, the range of problems facing France; the influence of writers and intellectuals; the failings of Louis XVI and his ministers; why the privileged orders opposed the government; or why the Estates-General was convened.

---

**The Revolution of 1789**

Candidates will use their knowledge of the events of 1789 in Paris and the provinces to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, the social and economic crisis; the reasons for the success of the Third Estate in forming the National Assembly; the importance of the fall of the Bastille; or the consequences of other popular protests such as the Great Fear in the countryside and the march on Versailles.

---

**The Regeneration of France, 1789–91**

Candidates will be asked to use their knowledge of events in this period of change, reform and constitution-making to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, the nature of the reforms and changes made together with the ideas and motives underpinning them; the roles of individuals such as Mirabeau, Brissot and Robespierre; the growth of political societies; or why the Church attracted increasing hostility.

---

**The Decline and Fall of Constitutional Monarchy, 1791–93**

Candidates will show their knowledge of events during the period of constitutional monarchy in France to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, the growing unease of the King and hostility towards him; the reasons for the flight to Varennes and the effect of this action on the problems already facing the King; why the situation in Paris became increasingly tense; or the events leading to the second revolution of August 1792, and the execution of the King in January 1793.

---

**Revolutionary Government, 1792–95**

Candidates will be asked to use their knowledge of this period of intense revolutionary activity to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, why Robespierre sought to destroy his political rivals, such as Brissot, Danton and Hebert; why the more radical Jacobins (Montagnards) triumphed over the Girondins and why this was important; why an increasingly revolutionary government was established; the ideological and pragmatic reasons for the Reign of Terror; or how and why Robespierre came to be overthrown and the consequences of his fall.

---

**Foreign and Domestic Conflict**

Candidates will be asked to use their knowledge of foreign wars and unrest within France to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, how the foreign war affected political, social and economic issues within France; how and why initial defeats for France were turned into victories; or why Paris was so influential, and why the revolutionary government met with opposition in the provinces.

---

---

## AS Unit F982 – Non-British History

### Study Topic 4: Russia in Turmoil 1900–1921

---

Candidates will demonstrate and apply their understanding of different kinds of historical explanation to the following ideas, actions and events contributing to years of turmoil in Russia between 1900 and 1921.

---

#### **The 1905 Revolution**

Candidates will use their knowledge of the background to the so-called ‘revolution’ of 1905 to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, why competing needs and ideologies brought Tsar, revolutionaries, workers and peasants into conflict; why Nicholas II committed the blunder that resulted in ‘Bloody Sunday’; or why, despite this, the ‘revolution’ eventually failed.

---

#### **Russia 1905–14: An Enlightened Despotism?**

Candidates will use their knowledge of developments between 1904 and 1914 to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, how far the October Manifesto marked a change in Tsarist ideas and attitudes; the importance of the assassination of Stolypin as a cause of the downfall of the Romanovs; or why, despite pressing domestic problems, Nicholas took Russia into the First World War.

---

#### **1917: The ‘February Revolution’**

Candidates will use their knowledge of events surrounding the February Revolution of 1917 to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, whether longer-term social and economic factors, shorter-term factors such as military failures and the incompetence of Nicholas II, or the immediate collapse of Tsarist authority in Petrograd brought Russia to the point of revolution and propelled the abdication of the Tsar on 15 March 1917.

---

#### **1917: The Provisional Government and the October Revolution**

Candidates will use their knowledge of Kerensky’s Provisional Government to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, why the Provisional Government was unable to satisfy workers and peasants; why the promises of the Bolsheviks held more appeal; or why Kerensky’s government was unable to survive the crisis months of March–October 1917.

---

#### **1917: The ‘October Revolution’**

Candidates will use their knowledge of the actions of Lenin and the Bolsheviks during 1917 to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, why the Bolshevik leadership was not prepared to follow Lenin into revolution in March 1917 but did so in November; how Lenin justified revolution in his *April Theses*; the roles of Lenin and Trotsky between April and November 1917; why the October *coup* was successful; or what *kind* of revolution this was.

---

#### **The Consolidation of Bolshevik Power 1917–21**

Candidates will use their knowledge of the actions of the Bolshevik Government between 1917 and 1921 to explain why certain ideas and beliefs were held, why certain actions were taken and why certain events happened.

Candidates may be asked to explain, for example, how far the new leaders of Russia were true to their Marxist roots; why Lenin agreed to sign the treaty of Brest Litovsk; why he presided over the Red Terror and War Communism and ordered the execution of the Tsar and his family at Ekaterinburg in 1918; or how and why the Civil War (1918–21) occurred and why it ended in victory for the Red Army.

## 3.2 AS Units F983 and F984: *Using Historical Evidence*

---

This unit will focus on the study of a topic that covers approximately a hundred years; and will involve candidates in exploring issues relating to the use of historical sources and interpretations.

The unit represents a progression from GCSE work on historical sources in that it requires a range of historical sources to be used together, in context and as evidence, to evaluate and possibly amend an interpretation.

The unit should begin with a short study of the issues surrounding the interpretation, evaluation and use of historical sources as evidence in context, and the role and nature of interpretations. This should cover:

- the distinction between historical sources and historical evidence, and between primary and secondary sources;
- the wide range of different types of historical sources – eg written, pictorial, statistical – and the different issues they raise as well as the different uses they have;
- understanding that historical sources do not speak for themselves, they have to be interpreted;
- appreciating that historical sources do not have a fixed and unalterable meaning – they can be interpreted in many different ways;
- the disciplined use of informed imagination when interpreting historical sources;
- an understanding that interpretations of historical sources must be based on, and consistent with, the content of those sources, and with their historical contexts;
- the importance of the questions asked about historical sources;
- the importance of the purposes, interests and the intended audiences of the authors of historical sources;
- reading historical sources 'against the grain', and ways in which sources can be useful as evidence in ways not intended by the authors;
- historicism and the reading of historical sources; hindsight and the use of sources (the regressive method);
- using historical sources together and cross-referencing between them;
- understanding how and why different interpretations of the past are constructed;
- understanding how interpretations of the past can be amended in the light of evidence;
- using historical sources to test the validity of interpretations.

Guidance on approaching these issues is available from *GCE History B: Tutor Support and Guidance*.

These issues should be considered through the study of one of the following topics.

---

## AS Unit F983 – *British History*

### Study Topic 1: *The Impact and Consequences of the Black Death in England up to the 1450s*

---

**Patterns of change and continuity should be considered in relation to the following issues:** **These issues should be considered through a study of the following content:**

- geographical variations in the impact of the Black Death;
  - the impact on different groups in society and who benefited and who suffered;
  - how far changes had already begun and how far they were due to other factors;
  - differing reactions to changes;
  - which was more important – the immediate impact or the longer term consequences;
  - how long-lasting and permanent were the effects of the Black Death?
  - how different was the England of 1450 from that of 1340? How far was the Black Death responsible for these changes and how far were they due to other factors, eg how important a factor was war in impacting on society?
- England in the early 14th century – structure of society, towns and country; stresses and strains caused by famine, population growth and war;
  - the arrival and spread of the Black Death in England; its immediate impact on individuals, families, rural and urban communities and different social classes; different explanations of the Black Death; the reactions of ordinary people and the authorities, including measures to stop it spreading;
  - longer term consequences up to the 1450s – economic and social consequences including its impact on population levels, wages, economic recession, living standards, different social classes and the relationships between these classes; differences between country and towns; regional variations; the impact of the Black Death on the role and status of women. How long-lasting were the effects?
  - the reaction of the government to the problems caused by the Black Death, eg the Statute of Labourers 1351;
  - the impact of the Black Death on the authority and power of the Church;
  - the Black Death and the Peasants Revolt of 1381, the causes and aims of the revolt;
  - the impact of the Black Death on culture and art;
  - other factors that were causing changes in society and the economy from 1340–1450.

---

Candidates are not expected to demonstrate a detailed knowledge of the content but are expected to have a knowledge and understanding of the main developments.

---

---

## AS Unit F983 – *British History*

### Study Topic 2: *Protest and Rebellion in Tudor England, 1489–1601*

---

**Patterns of change and continuity should be considered in relation to the following issues:**      **These issues should be considered through a study of the following content:**

- the distinction between protest and rebellion;
- the causes, aims and demands of protestors and rebels;
- how protests and rebellions were justified at the time;
- who protested and who rebelled, including the role of women;
- the importance of leadership in protests and rebellions;
- the organisation and methods and effectiveness of protests and rebellions;
- their geographical distribution and their frequency over the period;
- reasons why protest and rebellion were feared and why they were seen as being against the natural order of things;
- the nature of the different reactions of the authorities and their relative effectiveness.
- 16th century theories about obedience, authority and rebellion;
- the different causes of the Cornish Rebellion of 1497 and the reaction of the authorities; taxation and rebellion, 1489–1525;
- the nature and significance of enclosure and food riots throughout the 16th century;
- the Lincolnshire Rising and the Pilgrimage of Grace 1536 – only a matter of religion? troubles and control in the North, 1537–1547; the reaction of the authorities;
- the Western Rebellion 1547–1549 – a conservative rebellion? the commotions of 1549 and Kett's Rebellion – how far was Protector Somerset responsible? Wyatt's Rebellion of 1554 – a Protestant rebellion; the differing reactions of the authorities to these rebellions; did the Tudor state face a mid-century crisis?
- the earls rebel – the causes and consequences of the Northern Rebellion 1569–70 and the rebellion of the Earl of Essex in 1601.

---

Candidates are not expected to demonstrate a detailed knowledge of the content but are expected to have a knowledge and understanding of the main developments.

---

---

## AS Unit F983 – *British History*

### Study Topic 3: *Radicalism, Popular Politics and Control, 1780–1880s*

---

**Patterns of change and continuity should be considered in relation to the following issues:**      **These issues should be considered through a study of the following content:**

- the causes, aims and demands of radicalism;
- the membership of radical movements, including the role of women;
- the importance of leadership in radical movements;
- the organisation and methods of radical movements and their effectiveness;
- geographical distribution and periods of high and low radical activity;
- the role/impact of radicalism in political parties and elections;
- the different reactions to radicalism of the middle classes, the landed classes and the state;
- the issue of whether Britain was ever close to a revolution during this period.
- Radicalism in the era of the French Revolution and state repression;
- Luddism and other popular protests by the marginalised and neglected; food riots as social protest; radicalism after the Napoleonic wars and government legislation, including Peterloo, the Cato Street Conspiracy, the Six Acts, and the Swing Riots;
- arguments and agitation before the 1832 Reform Act; reactions to the Reform Act and to Poor Law reform; demands for factory reform; the nature of Chartism, 1838–1850s; and the Rebecca Riots;
- the death (or otherwise) of radicalism in the middle of the century; issues of the labour aristocracy and reformism, and popular demands being absorbed by the state through reforms;
- the development and role of Trade Unions from the 1830s;
- the extent to which the reforms to the franchise and the 1872 Ballot Act, the growth of party organisation and the development of the Caucus, lead to a decline in popular participation; the extent to which radicalism was absorbed into the Liberal Party, and influenced its ideas and policies; and Chamberlain's radicalism.

---

Candidates are not expected to demonstrate a detailed knowledge of the content but are expected to have a knowledge and understanding of the main developments.

---

**Patterns of change and continuity should be considered in relation to the following issues:**    **These issues should be considered through a study of the following content:**

- the impact of war on the responsibilities and powers of government;
- the impact on civil liberties;
- the impact on the changing role of women;
- changing attitudes towards war – the use and impact of propaganda, patriotism and different notions of Britishness;
- the impact on social cohesion – relations between classes, social mobility; relations between different ethnic groups; the impact of war on the standard of living and on British politics;
- How important, and how long-lasting, were changes brought about by war?
- Were these changes due to other long-term factors?
- the Anglo-Boer War 1899–1902 – the attitudes of different classes to the war; the impact on the election of 1906, attitudes towards Empire, the need for welfare reforms;
- the First World War – government powers eg the Defence of the Realm Act, the role of women, the involvement of the whole population, impact on standards of living, industrial strife, franchise reform; attitudes towards war – government propaganda, patriotism, conscientious objectors; welfare and housing reform during and after the war;
- the Second World War – increase in government powers, the role of women, the involvement of the whole population, impact on standards of living, the impact of evacuation, relations between social classes – the Blitz spirit? attitudes towards war – patriotism, government propaganda, conscientious objectors; education reforms, the Beveridge Report and welfare reforms; the 1945 election and the reforms of the Labour government; how the war led to immigration from the Caribbean – the social and political consequences of the immigration and the contribution of the immigrants to British society;
- the Cold War and public attitudes towards the Vietnam War and nuclear weapons – Greenham Common and CND;
- the political impact of the Falklands Conflict;
- government measures and public attitudes towards terrorism – the IRA, Muslim Fundamentalism. – how these have affected British society and politics; the Iraq Wars – opposition to war, the impact on relations between different racial and religious groups.

---

Candidates are not expected to demonstrate a detailed knowledge of the content but are expected to have a knowledge and understanding of the main developments.

---

---

## AS Unit F984 – *Non-British History*

### Study Topic 1: *The Vikings in Europe 790s–1066*

---

**Patterns of change and continuity should be considered in relation to the following issues:** **These issues should be considered through a study of the following content:**

- the nature of Viking civilisation and how it changed over time, reasons for raiding and settling;
- reasons for Viking successes and failures;
- how far the Vikings adopted the culture, way of life and religion of the countries where they settled and how far they imposed their own (issues associated with the evidence – Icelandic sagas, archaeological evidence, chronicles, place names, language);
- the overall impact of the Vikings on Europe at the time.
- Viking Scandinavia – the land and climate, settlements, way of life, social structure, political organisation, culture, craftsmanship, trade, religious beliefs, role and status of women, regional differences;
- the Viking raids – why did the Vikings raid, conquer and settle in many places in Europe? The extent of their voyages – to North America, Russia and North Africa; the Vikings as warriors – their ships, weapons, military tactics, use of forts;
- comparative studies of the invasion and settlement of Normandy, England and Ireland to cover the similarities and differences – motives, methods and patterns of raiding and settlement, establishment of towns and trade, impact on the local peoples, their impact on the Vikings;
- the raids on northern England leading to the conquest of the English kingdoms and settlements; conflicts with Wessex, the treaty of 886, the establishment of the Danelaw, conversion to Christianity; defeat of the Vikings and establishment of a united English kingdom; the way of life of the Vikings in the north of England and their impact; the return of the Vikings from the 980s to 1066;
- Normandy – raiding from the 790s, Rollo made first duke of Normandy in 911, expansion of Normandy, its internal organisation; Viking impact on Normandy, relationship with French kings, French impact on the Vikings;
- Ireland – raiding from the 790s to early 11th century, struggles with the Irish, the establishment of sea bases and settlements, extent of settlement, significance of the defeat at the Battle of Clontarf in 1014; impact on Irish people and culture, impact of the Irish on the Vikings.

---

Candidates are not expected to demonstrate a detailed knowledge of the content but are expected to have a knowledge and understanding of the main developments.

---

---

## AS Unit F984 – *Non-British History*

### Study Topic 2: *The Italian Renaissance c.1420–c.1550*

---

**Patterns of change and continuity should be considered in relation to the following issues:** **These issues should be considered through a study of the following content:**

- How far did the Renaissance represent a break with the Middle Ages and how much continuity was there?
- What were the causes of the Renaissance?
- Why was there a Renaissance in Italy?
- What was the role of the Church?
- What were the main characteristics of architecture, painting and sculpture in the Italian Renaissance?
- What were the main developments in intellectual enquiry, political thought and ideas?
- What were the main developments in warfare, society and the economy?
- What were the main developments in science and medicine?
- What were the main developments in warfare and why were these significant?
- How did the Renaissance change over time? How valid are the terms 'Early Renaissance', 'High Renaissance' and 'Mannerism'?
- How and why did the Italian Renaissance influence other parts of Europe? (Case Study of the Renaissance in the Netherlands.)
- the meaning of the term 'Renaissance' – the return to nature and the discovery of the world, a return to antiquity, a shift from a God-centred to a man-centred world view;
- breaks from, and continuities with, the Middle Ages in eg world outlook, the arts, political organisation, the role of the Church;
- the causes of the Renaissance, including the growth of cities, expansion of trade, rise of rich powerful capitalist patrons, technical progress (including printing), malaise of the Church;
- the conditions in Italy in the mid-15th century, particularly North Italy and the city-states including Florence; the political, social and economic structure; the city-states as trading and banking centres; the guilds; rivalries and warfare between the Italian states and the impact of foreign invasion;
- the importance of the role of money, patrons including the Medici, and corporate pride and identity;
- the importance of Rome; the role of the Church in inspiring and purchasing Renaissance art; the religious motives of patrons; the poor and charitable confraternities;
- the impact of war on society, economy, art and intellectual enquiry; innovations in warfare;
- the main characteristics, innovations and achievements in architecture, painting and sculpture; the significance of eg, Leonardo da Vinci, Raphael and Michelangelo;
- developments in political thought and ideas; Machiavelli, Castiglione and 'The Book of the Courtier'; Humanism;
- the development of the scientific method and the main achievements in science and medicine; Leonardo da Vinci, Copernicus and Vesalius;
- the Renaissance in the Netherlands – Bosch, Brueghel and Vesalius; factors in the Netherlands that made it receptive, eg Van Eyck, trade links, patrons, intellectual developments.

---

Candidates are not expected to demonstrate a detailed knowledge of the content but are expected to have a knowledge and understanding of the main developments.

---

---

## AS Unit F984 – *Non-British History*

### Study Topic 3: *European Nationalism 1815–1914: Germany and Italy*

---

Patterns of change and continuity should be considered in relation to the following issues. These issues should be studied through a comparison of Germany and Italy:

- These issues should be considered through a study of the following content:
- the nature, causes and aims of nationalism;
  - the links between liberalism and nationalism; who the nationalists were;
  - How politically and socially radical the nationalists were; the importance of leadership in nationalist movements;
  - the methods of nationalist movements;
  - the unity of nationalists, the effectiveness of nationalism;
  - the role of other factors in the achievement of unification: individuals, governments, war, economic power, the international situation;
  - the nature of the state that emerged from these processes.
  - the Vienna Settlement of 1815 and issues of liberalism and nationalism;
  - Germany 1815–48 – the situation in Germany in 1815, the German confederation, the repression of liberalism and nationalism, the Zollverein, the rivalry between Prussia and Austria; Italy 1815–48 – the situation in Italy in 1815, the failure of revolutions in the 1820s and early 30s, the contribution of Mazzini and 'Young Italy';
  - the 1848 Revolution in Germany – causes, achievements, reasons for failure; the roles of Prussia and Bismarck, the Frankfurt Parliament, events in the Hapsburg Empire. Were the revolutions a turning point? The 1848 Revolutions in Italy – causes, achievements, reasons for failure; the roles of Charles Albert and Garibaldi. Were the revolutions a turning point?
  - The road to German unification 1850–71 – the roles of nationalist and cultural groups, the Zollverein, Prussia, Bismarck, wars with Denmark, Austria and France;
  - the road to Italian unification 1849–70 – the roles of Cavour, Garibaldi, the Risorgimento, Napoleon III, the international situation;
  - case study of a nation state – the nature of Bismarck's Germany 1871–90; Germany under William II – how much power did he have in a changing Germany?

---

Candidates are not expected to demonstrate a detailed knowledge of the content but are expected to have a knowledge and understanding of the main developments.

---

---

**AS Unit F984 – Non-British History****Study Topic 4 : Race and American Society, 1865–1970s**

---

**Patterns of change and continuity should be considered in relation to the following:**

- differing and changing attitudes towards racial minorities;
- reasons for varying rates of change in these attitudes;
- the role of individuals, groups, and state and federal authorities;
- the methods, aims and effectiveness of civil rights organisations – how these have changed over time;
- the membership of civil rights movements, including the role of women;
- the importance of leadership in these movements; other factors that led to change.

**These issues should be considered through a study of the following content:**

- the situation in 1865 – differing attitudes towards slavery; the abolition of slavery; Reconstruction – the impact on African-Americans of Johnson's reconstruction and of the Black Codes; the reaction of African-Americans; the effectiveness of the reforms passed by Congress 1866–70;
- the establishment of White supremacy in the South – organisations such as the Ku Klux Klan; the reaction of state and federal authorities and of African-Americans; the impact of the 'Jim Crow' laws on the lives of African-Americans;
- the beginning of the struggle for civil rights – the differing ideas of Booker T Washington, W E B Du Bois and Marcus Garvey; the beginnings of organised resistance, eg the NAACP;
- the impact of the First World War; the inter-war period – the Great Migration, the revival of the Klan, the New Deal and African-Americans;
- the impact of the Second World War; Truman and civil rights; reactions to Brown v. Board of Education; African-American resistance, civil rights movements, Martin Luther King; Kennedy and Johnson and civil rights reforms; Malcolm X and Black Power;
- other minorities; Native Americans – the use of reservations and education in the late-19th century to destroy their culture; the American-Indian Movement in the 1960s–70s; the experiences of other minorities – Chicanos, Asian-Americans; Immigration policies since 1945.

---

Candidates are not expected to demonstrate a detailed knowledge of the content but are expected to have a knowledge and understanding of the main developments.

---

### 3.3 A2 Units F985 and F986: *Historical Controversies*

---

This unit builds on Units F981/F982 and Units F983/F984 and involves candidates studying how and why historians disagree about the past. Candidates will focus on one topic. This will involve studying:

- i. how historians work and how the nature of the discipline makes disagreements and different interpretations inevitable;
- ii. how and why different methodological approaches have led to different interpretations of these events;
- iii. the contribution that different approaches and interpretations make to our understanding of the past, and the strengths and weaknesses of these different approaches and interpretations;
- iv. the historical events of the chosen topic.

The unit should begin with a short study of how and why there are different interpretations of the past, and the importance of different interpretations. Candidates will consider the nature of the subject: understanding reasons why historians do not 'reconstruct' the past; why the complete truth about the past will never be known and why there will always be scope for differences when human behaviour and motives are studied. This should lead to an understanding that different interpretations are the very 'stuff' of the discipline of history. The following aspects of historical interpretations should be covered:

- the fragmentary, incomplete and sometimes contradictory nature of historical evidence;
- the different types of evidence used – eg literary, statistical, oral, pictorial, artefacts and archaeology – the selection and interpretation of evidence, and new types of evidence being used;
- the different interests of historians and the different questions they ask, (eg political, social, economic and cultural approaches, issues of gender and class, history from below, the use of local history, comparative history, total history, the history of mentalities);
- the advantages and drawbacks of narrative history and analytical history;
- the historian's view of human society and the past, and the role of theory (eg Marxism, the role of structures and human agency);
- the way in which the work of historians is influenced by the political, social, economic and cultural climate of the time;
- the differences and similarities between different interpretations and their strengths and weaknesses.

Guidance on approaching these issues is available from *GCE History B: Teacher Support and Guidance*. This unit will stretch and challenge candidates in that they will be expected to demonstrate their conceptual understanding and their ability to analyse and evaluate historical interpretations. The nature of assessment promotes stretch and challenge (see sections 4.4 and 4.6).

These issues should then be considered through the study of the chosen historical controversy.

One of the following Study Topics should be studied (next page onwards).

---

## A2 Unit F985 – *British History*

### Study Topic 1: *The Debate over the Impact of the Norman Conquest, 1066–1216*

---

#### Candidates should consider the following approaches to this debate:

- the differing views of English and Norman sources from the 11th and 12th centuries;
- 19th century approaches towards the impact of the Conquest;
- approaches emphasising continuity with Anglo-Saxon England;
- approaches emphasising changes introduced from Normandy after 1066;
- approaches emphasising changes brought about as a result of the Conquest;
- approaches emphasising the importance of changes introduced in later reigns;
- approaches focusing on the importance of individuals and events in bringing about immediate changes;
- approaches focusing on the importance of long-term developments;
- interpretations that view the Conquest as colonial in nature;
- approaches that study the impact of the Conquest from below;
- the contribution to the debate made by the study of gender issues;
- the contribution to the debate made by local studies.

#### Candidate should consider how these approaches have contributed to our understanding of the following issues:

- Feudalism – problems of definition (broad and narrow definitions). How far was England feudal before 1066? The issues of the 'select fyrd' and military organisation;
- How far was Anglo-Saxon England more efficiently governed than Normandy before 1066? How far was there continuity in government institutions in England after 1066?
- How far was the Church reorganised and revived? Did the relationship between king and Church change?
- What was the impact of the Conquest on the growth of towns and the development of trade and manufacturing?
- How far was 1066 a turning point for the role and status of women?
- Were there varying rates of impact and change at different levels of English society?
- To what extent was there a Norman Empire? How far were England and Normandy indivisible? The Normans in Wales;
- The importance of the changes in the reigns of Henry I, Stephen and Henry II.

---

## A2 Unit F985 – *British History*

### Study Topic 2: *The Debate over Britain's 17th Century Crises, 1629–89*

---

#### Candidates should consider the following approaches to this debate:

- the Whig view – a struggle for political and religious liberty;
- social and economic approaches and long-term changes – the rise of the gentry and the decline of the aristocracy;
- Marxist interpretations – the bourgeois revolution and the overthrow of a feudal monarchy;
- interpretations that emphasise the importance of short-term factors – the role of individuals and accidents;
- the turn to regional studies and what they have contributed to the debate;
- approaches emphasising the importance of the Court–Country divide;
- approaches emphasising events in England as part of a European 'general crisis';
- approaches from below – the impact of the crises on the majority of the population; approaches emphasising the significance of radical groups;
- approaches that view the crisis as British rather than English – the 'Three Kingdoms' approach.

#### Candidate should consider how these approaches have contributed to our understanding of the following issues:

- Charles and his eleven years of personal rule: tyranny or effective government?
  - The crises of 1637–42. Did structural weaknesses lead to constitutional collapse, were there other long-term causes, or was the outbreak of Civil War 'accidental'?
  - Why did Parliament win the Civil War? Why was Charles I executed?
  - How can the different constitutional experiments of the Interregnum be characterised?
  - The impact of the Civil Wars and Interregnum on the restored monarchical constitution and political relationships;
  - The impact of the mid-17th century crises on long-term social and economic developments;
  - How significant was religious and political radicalism in the 1640s and 1650s?
  - How close was Britain to absolutism in the period 1660–88?
  - The years 1688–89: invasion, revolution or aristocratic coup?
-

---

## A2 Unit F985 – *British History*

### Study Topic 3: *Different Interpretations of British Imperialism c.1850–c.1950*

---

#### Candidates should consider the following approaches to this debate:

- the traditional approach – emphasis on political, economic and physical domination and exploitation;
- approaches that identify periods of anti-imperialism and new-imperialism;
- the interpretations of Hobson and Lenin and the importance of economic forces;
- approaches that emphasise the importance of forces and decisions in the metropole, and the importance of strategic objectives, eg national security; the concept of 'gentlemanly capitalism';
- interpretations stressing continuity of empire in the 19th century and the idea of an informal empire;
- the contribution made by area studies and approaches that focus on the importance of factors on the periphery, such as the role of indigenous people and local officials;
- the interpretations offered by nationalist histories, with particular reference to the experiences of marginalised communities and to the achievement of independence;
- the turn to cultural factors – how the Empire was represented and experienced; gender as a factor in empire;
- approaches that focus on the impact of empire on Britain.

#### Candidate should consider how these approaches have contributed to our understanding of the following issues:

- How much continuity was there in British Imperialism in the 19th century? Was there a period of anti-imperialism in the middle of the 19th century? Was there a 'new imperialism'?
- How important were economic forces in the development of the Empire? How far was the Empire run and shaped by forces and decisions in Britain and how important were factors (eg the indigenous people, local officials) in the periphery?
- How significant was the role of women in the Empire?
- What was the impact of the Empire in colonised countries? What was the impact of the Empire on Britain?
- The relative importance of different factors contributing to the loss of Empire in the 20th century, eg the World Wars, Britain's declining power, anti-colonial movements.

---

## A2 Unit F985 – *British History*

### Study Topic 4: *The Debate over British Appeasement in the 1930s*

---

#### Candidates should consider the following approaches to this debate:

- intentionalist approaches that focus on human agency – the importance of the actions of a few individuals who misjudged Hitler's intentions; the assumptions behind this interpretation, eg about Hitler's role in decision-making and the freedom of action of decision makers in Britain;
- interpretations emphasising structural issues and the lack of freedom of action of the British government; the impact of the opening up of records showing the perceptions of the appeasers at the time;
- approaches that criticise revisionism and move away from structural explanations and back towards the role of agency; a return to emphasising the importance of Hitler's ideology in determining German policy and of Chamberlain's role; questioning of the appeasers' defence of their policies, eg how far was reference to constraints simply justification after the event and how far was public opinion influenced by the government?

#### Candidates should consider how these approaches have contributed to our understanding of the following issues:

- How far was Hitler in control of German foreign policy? Did Hitler have a pre-planned foreign policy with clear aims?
  - What factors influenced the attitudes of people in Britain towards Hitler and Germany in the 1930s?
  - How important were the views of Chamberlain to the British government adopting a policy of appeasement? What was the relative importance of other factors in persuading the British government to adopt a policy of appeasement?
  - What were the aims of this policy? How far did the British government have freedom of action? How far was appeasement a rational response to factors such as Britain's declining power, lack of allies and public opinion? Was there a real alternative to appeasement? At what stage, if at all, was war inevitable? Was it a mistake to abandon appeasement?
-

---

## A2 Unit F986 – *Non-British History*

### Study Topic 1: *Different Approaches to the Crusades 1095–1272*

---

#### Candidates should consider the following approaches to this debate:

- different approaches to defining the crusades – the views of traditionalists and pluralists; generalists and popularists;
- early accounts of the First Crusade which reflected how people at the time wanted the crusade to be rather than as it really was – the history of the crusades written as ongoing propaganda for the crusading movement;
- 19th century representations of the crusades as chivalric, romantic and heroic;
- early-20th century views of romantic imperialism – the crusades seen as bringing benefits to a heathen world;
- approaches that led to more critical interpretations – the crusades seen as a form of European colonialism and western aggression; the crusades seen as an economic safety valve;
- the impact of modern anti-colonial sentiments and concerns for issues of race on these interpretations;
- more recent sympathetic interpretations – the crusades as defensive against Muslim aggression; approaches that stress the need to understand the crusaders on their own terms and to understand the religious ideals of the crusaders;
- approaches that study the crusades in the context of the concept of ‘a just war’;
- approaches that consider the issue of gender and how the crusades were usually represented as masculine events; new interpretations of the role of women.

#### Candidates should consider how these approaches have contributed to our understanding of the following issues:

- How should the crusades be defined? What were their defining characteristics? How have views about this changed over time? How far are the crusades as a coherent movement a construct of historians?
- Why did the Papacy and Western rulers support crusades? What were the motives of those who went on crusades? How important were motives such as religious intolerance, greed, power and defence of Christianity? How far did motives change in the later crusades?
- How far were the crusades European colonialism and how far were they defensive? What was the impact of the crusades in the West and in the Middle East?
- How far did the nature of the crusades change over time? How far was the early idealism lost?
- How far have accounts of the crusades been gendered to reflect contemporary expectations? What was the role of women in the crusades?

---

## A2 Unit F986 – *Non-British History*

### Study Topic 2: *Different Interpretations of Witch-hunting in Early Modern Europe c.1560–c.1660*

---

#### Candidates should consider the following approaches to this debate:

- approaches to witch-hunting that focus on issues of social order, power and control and see it as a product of stresses and strains caused by social/political/religious change;
- interpretations that claim witchcraft was a form of social revolt or a continuation of pagan cults;
- approaches that study witch-hunting from above – the exercise of power and the superstitious fear of the Protestant churches, the Inquisition, lawyers and secular authorities; witches as scapegoats, witch-hunting as misogyny;
- approaches that study witch-hunting from below – the role of witch-hunting in everyday life, the role of local communities and inter-personal conflicts;
- Marxist and psychoanalytic explanations of witch-hunting;
- the contribution made by regional studies – the extent to which motives for witch-hunting varied from one area to another; the possibility of finding a general explanation;
- the contribution of disciplines such as anthropology and sociology – the view that witchcraft made perfect sense to people at the time;
- the contribution of the study of gender.

#### Candidates should consider how these approaches have contributed to our understanding of the following issues:

- What was the context of witch-hunting – the way ordinary people lived and how they thought about the world including popular culture and beliefs; the stresses and strains caused by major social, economic, religious and political changes at the time including the Protestant Reformation?
- How was witch-hunting organised and carried out, what were the legal processes?
- Who were witches – issues of gender, age and social status? How common was witch-hunting?
- Why did Europe experience major outbreaks of witch-hunting in this period?
- Why was witch-hunting more prevalent in some areas of Europe than others? Was witch-hunting more common in some types of communities than others, eg rural and urban?
- Why did witch-hunting decline?

---

## A2 Unit F986 – *Non-British History*

### Study Topic 3: *Different American Wests 1840–1900*

It should be noted that this unit adopts a radically different approach to the topic of the American West from that adopted in GCSE specifications. The focus in this unit is on how and why historians and the media have created different American Wests. It considers the role of the frontier in interpretations of American history, and how each generation of historians has created their own American West. These issues are not covered at GCSE and candidates who have not studied this topic before will not be at a disadvantage.

---

#### Candidates should consider the following approaches to this debate:

- early representations of the West as an arid desert and romantic accounts written to satisfy the taste back East;
- popular representations of the West in the cinema and their use in advertising;
- Turner's 'frontier thesis' and the traditional narrative of pioneers, savages, ranchers and farmers; the influence of the frontier and the West on America's development and character – individualism and democracy; the breaking free from eastern and European influences; the idea of the West as a safety valve for the East; the closing of the frontier in 1890 as the ending of an era in American history;
- approaches that question Turner's interpretation and emphasise co-operation, kinship groups and communities rather than individuals; issues of gender, the industrial and urban west, the key roles of land speculators, the federal government, large corporations, and ownership of natural resources;
- approaches that stress the West as a field of conflict;
- approaches that emphasise the history of Native Americans and their marginalisation by the myth of the West;
- approaches that question other aspects of Turner's thesis – the West as a safety valve for the East; the West as a land of freedom and democracy with no legacy from the East or Europe; the concept of free land and its implicit dismissal of the Native Americans and their influence on the West; the uniqueness of the American frontier and American democracy;
- approaches that question the importance of the frontier as the key to American history and stress other factors, eg slavery, the Civil War.

---

#### Candidates should consider how these approaches have contributed to our understanding of the following issues:

- What was the West in 1840 – the geography of the West, the culture of the Native Americans, the extent of exploration and settlement by white Americans?
- Why did the American government want the West settled? Who were the settlers and what were their motives for moving west?
- What kind of society was established in the West? Was it free and democratic? Was it a tolerant society? – the experiences of minority groups. How far was it a 'new' society and how far was it influenced by the East and by Europe? How far was individualism the key to success or were communities important?
- How important were the roles of the federal government, business and industry in the West?
- What contribution did women make to the West?
- Was 1890 the end of an era in American history?
- Were the American frontier and American democracy unique?
- Why did the Native Americans and the US army come into conflict? What were the consequences of this conflict for both groups?

---

**AS Unit F986 – Non-British History**  
**Study Topic 4: Debates about the Holocaust**

---

**Candidates should consider the following approaches to this debate:**

- different approaches towards the question of the role of the German people and whether the Holocaust was Nazi or German; Hannah Arendt's thesis, theories of mass psychology, the role of Nazi propaganda; Goldhagen's approach and thesis and the ensuing debate; approaches that variously stress the Holocaust as a product of German history, European anti-semitism and 19th century colonial practices;
- Intentionalist approaches towards explaining the Holocaust, emphasising Hitler's role;
- Functionalist approaches towards explaining the Holocaust, emphasising other factors including the role of the bureaucracy and local factors;
- attempts to produce a synthesis of these approaches, eg Kershaw;
- factors influencing different approaches and interpretations, eg the start of the Cold War and the need to place responsibility for the Holocaust on Hitler and the Nazis, differing views about human agency and structuralist approaches in History;
- different views about Jewish resistance;
- approaches that stress the minorities who were victims of the Holocaust;
- the issues surrounding Holocaust denial and the Irving trial.

**Candidate should consider how these approaches have contributed to our understanding of the following issues:**

- How far can the roots of the Holocaust be found in the 19th century?
- How did persecution of Jews in Germany develop into the Holocaust – the nature of Nazism and the Nazi state?
- How far was the Holocaust the result of Hitler's long-term planning? How far was it a reaction to circumstances, eg the failure of Nazi deportation policy, German bureaucracy, logistical problems of occupation and the importance of local factors?
- What was the role of the German people, how much did they know and were they knowingly involved? How can their role be explained?
- Jewish resistance;
- Why were other groups victims of the Holocaust?
- Defending against denial: should Holocaust denial be a criminal offence?

## 3.4 A2 Unit F987: *Historical Significance*

---

### 3.4.1 Purpose and nature of coursework

This unit focuses on the notion of historical significance and its application to historical individuals, events and sites.

Candidates will develop an understanding that:

- significance is a value that can be measured against criteria such as depth, width and size of impact;
- significance is a value that can be measured both over time and across time (building on understanding gathered in Units F981/F982 and Units F983/F984);
- significance is a provisional and negotiable value, that can vary with the perspective of the observer – eg from that of a contemporary or historian (building on understanding gathered in Units F985/F986).

Thus this unit will stretch and challenge candidates in that it allows for simultaneous study of both in-depth and long views of the past (see section 4.6 for more detail on stretch and challenge).

### 3.4.2 Specific skills to be assessed

By the end of this unit, candidates should be able to:

- use the vocabulary of significance – depth, width, size of impact (across time); trend, turning point, false dawn (over time) – to assess the significance of individuals, events or sites;
- construct narratives, in which the *contemporary* impact of individuals, events or sites can be demonstrated;
- construct narratives, in which patterns of development can be discerned and the significance of individuals, events or sites *over time* can be demonstrated;
- construct complex narratives, in which measures of significance across and over time can be compared and combined;
- demonstrate how and why claims about significance may be provisional or negotiable – depending upon the perspective or circumstances of the claimant.

### 3.4.3 There will be two elements in the assessment: the Research Diary and Personal Study.

#### The Research Diary

The Research Diary is no longer than 1,000 words in length. It takes the form of a log, organised according to each candidate's choosing, but demonstrating the ability to:

- plan a systematic process of historical research, based on a valid historical question;
- adapt and modify objectives in the light of the research;
- reflect critically upon the processes undertaken and the progress being made.

In particular, candidates are required to:

- propose a question that defines their study – this must not overlap with any of the defined content of the study topics chosen for the other three units, and must use an approved question stem from the OCR History Specification B coursework guidance document. As part of their diary, candidates must complete a **Record of Programme of Study form** for each candidate before commencing teaching Unit F987. This form is included as Appendix C to this specification and is available from OCR's website. Its purpose is to ensure that there is no overlap between Unit F987 and the other three units, and also that the candidates' choices of titles are viable. **Centres are reminded that in choosing questions, candidates must study either a different period or a different state or country to that studied in A2 unit F985/F986.** Record of Programme of Study forms for each candidate must be submitted with the moderation sample;
- justify their question by reflecting explicitly on how it meets the criteria laid down for the study;
- derive from this justification a series of research questions designed to address different facets of the main question;
- identify an appropriate range of source material (primary and/or secondary) and comment critically upon its content, context and usefulness to the study;
- assemble a bibliography;
- plan the conduct of the study – eg deadlines for initial reading, completion of research notes and first written drafts, periodic meetings with teachers to monitor progress.

## The Personal Study

The Personal Study is no longer than 3,000 words in length. It tests candidates' understanding of the notion of historical significance and ability to apply this understanding to questions of their own making.

Candidates should demonstrate an understanding that:

- historical significance can be measured by using appropriate criteria;
- historical significance can be measured across time or over time – or by reference to both dimensions;
- claims about historical significance are provisional and negotiable.

Candidates should be able to:

- propose a title question that defines the study;
- construct narratives in which the significance of an individual, event or site is demonstrated;
- construct narratives that are organised around criteria for determining historical significance;
- construct narratives in which the significance of individuals, ideas or events is measured **either** across time, **or** over time, **or** by reference to both dimensions;
- construct narratives dealing with significance that may include:
  - explanations of ideas, actions or events (building on Unit F981), **and/or**
  - critical use of primary and/or secondary source material (Unit F982), **and/or**
  - critical evaluation of historians' interpretations (Unit F983).

Candidates have choice over the topic to be studied as long as: they do not choose topics which they have already studied at AS; and they choose a different period or state or country to the topic they are studying for the Historical Controversies Unit. OCR requires centres to inform coursework moderators which topics candidates have studied for other units to ensure this provision is met.

Examples of suitable question formats and guidance on approaching these issues is available from *GCE History B: Teacher Support and Guidance*.

### 3.4.4 Extent of supervision in the carrying out of tasks

There are three different stages in the production of coursework: planning of the task; first draft; final submission. The permitted level of supervision varies at each stage.

#### I Planning of the task

**What teachers can do:** provide detailed guidance to candidates in relation to the purpose and requirement of the task. Teachers' might give advice:

- following discussion, on an appropriate and effective title;
- on recommended reading;
- as to a possible structure;
- to resolve practical and conceptual problems;
- on research techniques;
- to help with time planning;
- on the monitoring of progress throughout the process, to ensure that candidates are proceeding successfully.

#### II First draft

**What teachers can do:** review the work in either written or oral form, concentrating on the appropriateness of the title and content, structure and references.

**What teachers cannot do:** having reviewed the candidate's coursework it is not acceptable for teachers to give, either to individual candidates or to groups, detailed advice and suggestions as to how the work may be improved in order to meet the assessment criteria. Examples of unacceptable assistance include:

- detailed indication of errors or omissions;
- advice on specific improvements needed to meet the criteria;
- the provision of outlines, paragraph or section headings, or writing frames specific to the coursework task(s);
- personal intervention to improve the presentation or content of the coursework.

### **III Final submission**

Once the final draft is submitted it must not be revised.

- In no circumstances are 'fair copies' of marked work allowed.
- Adding or removing any material to or from coursework after it has been presented by a candidate for final assessment would constitute malpractice.

#### **3.4.5 Submission of work to OCR**

Centres should ensure that the final piece of work is written or typed or word-processed on A4 paper, double-spaced, using a font size of 11 or 12 pt when typed. Pages should be numbered and fastened together with a staple. Folders, files or plastic pockets need not be used. Work may be presented on CD.

# 4 Schemes of Assessment

## 4.1 AS GCE Scheme of Assessment

### AS GCE History B H108

#### AS Units F981 and F982: *Historical Explanation*

50% of the total AS GCE marks  
1.5h written paper  
50 marks

This unit assesses the theory of historical explanation through an in-depth study of a society over approximately 20–40 years. Candidates have a choice of either a British or a non-British option, each offering 4 different historical periods from Medieval to Modern.

Candidates answer **one** question from a choice of two questions for their chosen period. Each question is worth a maximum of 50 marks.

Questions are structured in two parts: 2 out of the 3 historical explanations (explaining events; explaining ideas, attitudes and beliefs; explaining actions) will be examined in each two-part question.

#### AS Units F983 and Unit F984: *Using Historical Evidence*

50% of the total AS GCE marks  
1.5h written paper  
50 marks

This unit assesses the nature and status of historical evidence and its use in testing interpretations. It focuses on historical enquiry of a topic over a period of approximately 100 years.

Candidates have a choice between either a British or a non-British option, each offering 4 different historical periods from Medieval to Modern.

Candidates answer **two** questions for their chosen period. The first question is worth a maximum of 35 marks, the second question is worth a maximum of 15 marks.

Questions are source-based, with 5–7 sources per option. Sources will be primary or secondary and may include written, statistical and/or pictorial evidence. The first question will require candidates to use the sources and their own knowledge to evaluate and possibly amend an interpretation. The second question will require candidates to analyse the sources for their usefulness and their problems.

## 4.2 Advanced GCE Scheme of Assessment

---

### Advanced GCE History B H508

AS Units as above, Units F981/F982 being 25% of the total Advanced GCE marks and Units F983/F984 being 25% of the Advanced GCE marks.

#### A2 Units F985 and F986: *Historical Controversy*

30% of the total A2 GCE marks  
3h controlled assessment  
60 marks

This unit assesses how historians' approaches to their work, and the kind of questions they ask, lead to differing interpretations. It focuses on a particular historical controversy and the work and opinions on that controversy of three historians.

Candidates answer **two** questions on their chosen period. The first question requires analysis of an extract or extracts from the work of one historian and asks what you can learn from the extract about the interpretation, approach or method of that historian. The second question asks how a particular approach has contributed to our understanding of the topic.

Each question is worth a maximum of 30 marks.

This unit is assessed through an externally set, externally marked, task. The task must be completed during a two-week period nominated by OCR. Candidates have 3 hours to complete the task.

It is expected that the task will be completed in a classroom during normal lesson time. The task can be sat in one sitting or in several provided that no longer than 3 hours is allowed.

Candidates should have access to their class-notes, books and other materials including, if possible, the internet. Candidates must be supervised at all times during the three hours of the task. At the end of each period of work, any work of the candidates must be collected in and given out again at the beginning of the next period of work.

Once candidates have begun work on the task they may not bring into the classroom any work prepared elsewhere and they may not take their work out of the classroom. Candidates may not introduce any new material into their work that is not accessed during the three-hour period.

Candidates may not communicate with each other about the task during the 3 hours.

Teachers may not discuss the task with candidates at any time between periods of work.

At the end of the 3 hours, teachers must collect in the candidates' work for dispatch to the designated examiner in the usual way.

## A2 Unit F987 *Historical Significance*

20% of the total A2 GCE marks  
Coursework Unit  
40 marks

This unit assesses significance and research skills.

Assessment is by personal study. Candidates produce a 3,000-word essay or equivalent appropriate presentation, and a research diary of up to 1,000 words.

Candidates choose their own study topic, but the focus must be concerned with the significance of historical events, sites or individuals.

This unit is marked internally and externally moderated.

## 4.3 Unit Order

The normal order in which the unit assessments could be taken is one of AS Units F981/F982 and one of Units F983/F984 in the first year of study, leading to an AS GCE award; then one of A2 Units F985/F986 and Unit F987 leading to the Advanced GCE award. However, the unit assessments may be taken in any order.

Alternatively, candidates may take a valid combination of unit assessments at the end of their AS GCE or Advanced GCE course in a 'linear' fashion.

## 4.4 Unit Options (at AS/A2)

Candidates can only be entered for the following rules of combination.

At AS Level, candidates have two alternative routes:

**either** AS Unit F981 + AS Unit F984

**or** AS Unit F982 + AS Unit F983.

At Advanced Level, candidates have four alternative routes as shown in the following table.

<b>Route 1</b>	AS Unit F981	AS Unit F984	A2 Unit F985	A2 Unit F987
<b>Route 2</b>	AS Unit F981	AS Unit F984	A2 Unit F986	A2 Unit F987
<b>Route 3</b>	AS Unit F982	AS Unit F983	A2 Unit F985	A2 Unit F987
<b>Route 4</b>	AS Unit F982	AS Unit F983	A2 Unit F986	A2 Unit F987

## 4.5 Synoptic Assessment (A Level GCE)

---

The specification conforms to QCA requirement for synoptic assessment through the combination of Units in A2. Synoptic assessment sustains the idea of Advanced GCE Levels as coherent courses and maintains high levels of demand for candidates. It is defined as the drawing together of knowledge and skills in order to demonstrate overall historical understanding.

The two A2 units require knowledge, understanding and skills that are essential to History and that candidates are able to demonstrate expertise in the subject.

## 4.6 Stretch and Challenge

---

The four units will stretch and challenge candidates in at least four complementary ways. First, each unit is designed to develop candidates' understanding of a specific historical concept; and assessment criteria have been based on what is known about what A Level candidates can achieve in this area of understanding. Second, the units are genuinely progressive, in the sense that knowledge and understanding in the AS units contribute to the greater challenge of the A2 units. Third, the relationship between the units allows for both an in-depth and a long-view study of the past – simultaneously in the case of unit F987. Finally, the design of the specification releases the possibility of more innovative and varied teaching methods than has previously been the case at A Level.

## 4.7 Assessment Availability

---

There is **one** examination series each year in June.

From 2014, both AS units and A2 units will be assessed in June only.

## 4.8 Assessment Objectives

There are two assessment objectives, AO1 and AO2. Candidates are expected to demonstrate the following (in the context of the content described).

### AO1 Demonstrate Knowledge and Understanding

---

- AO1a: recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.
- AO1b: demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgements of:
  - key concepts such as causation, consequence, continuity, change and significance within an historical context;
  - the relationships between key features and characteristics of the periods studied.

### AO2 Analysis, Evaluation and Application

---

- AO2a: as part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination;
- AO2b: analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

### AO weightings in AS GCE

---

Units	% of AS GCE			
	AO1	AO2(a)	(b)	Total%
AS Unit F981/F982 <i>Historical Explanation</i>	50	0	0	50%
AS Unit F983/F984: <i>Using Historical Evidence</i>	20	20	10	50%
Total AS	70%	20%	10%	100%

### AO weightings in Advanced GCE

---

Units	% of Advanced GCE			
	AO1	AO2(a)	(b)	Total (%)
AS Unit F981/F982: <i>Historical Explanation</i>	25	0	0	25%
AS Unit F983/F984: <i>Using Historical Evidence</i>	10	10	5	25%
A2 Unit F985/F986: <i>Historical Controversies</i>	15	0	15	30%
A2 Unit F987: <i>Historical Significance</i>	10	5	5	20%
Total Advanced	60%	15%	25%	100%

## 4.9 Quality of Written Communication

---

AS and A Level specifications are required to cover the assessment of candidates' quality of written communication in accordance with the guidance document produced by QCA. All History B Units require responses in continuous prose, and therefore include the assessment of quality of written communication (including clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling).

Candidates' quality of written communication will **not** be assessed separately but will pervade the communication requirement of Assessment Objective AO1.

# 5 Technical Information

## 5.1 Making Unit Entries

---

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework.

**It is essential** that unit entry codes are quoted in all correspondence with OCR. See Sections 4.1 and 4.2 for these unit entry codes.

## 5.2 Making Qualification Entries

---

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- AS GCE certification (entry code H108).
- Advanced GCE certification (entry code H508).

A candidate who has completed all the units required for the qualification, and who did not request certification at the time of entry, may enter for certification either in the same examination series (within a specified period after publication of results) or in a later series.

AS GCE certification is available from June 2014.  
Advanced GCE certification is available from June 2014.

## 5.3 Grading

All GCE units are awarded a–e. The Advanced Subsidiary GCE is awarded on the scale A–E. The Advanced GCE is awarded on the scale A–E with access to an A\*. To be awarded an A\*, candidates will need to achieve a grade A on their full A Level qualification and an A\* on the aggregate of their A2 units. Grades are reported on certificates. Results for candidates who fail to achieve the minimum grade (E or e) will be recorded as unclassified (U or u) and this is not certificated.

A Uniform Mark Scale (UMS) enables comparison of candidates' performance across units and across series and enables candidates' scores to be put on a common scale for aggregation purposes. The two-unit AS GCE has a total of 200 *uniform* marks and the four-unit Advanced GCE has a total of 400 *uniform* marks.

OCR converts the candidate's *raw* mark for each unit to a *uniform* mark. The maximum *uniform* mark for any unit depends on that unit's weighting in the specification. In these History specifications, the four units of the Advanced GCE specification have UMS weightings of 25%/25%/30%/20% (and the two units of the AS GCE specification have UMS weightings of 50%/50%). The UMS totals are 100/100/120/80 respectively. Each unit's *raw* mark grade boundary equates to the *uniform* mark boundary at the same grade. Intermediate marks are converted on a pro-rata basis.

*Uniform* marks correspond to *unit* grades as follows:

(Advanced GCE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade					u
		a	b	c	d	e	
30%	120	120–96	95–84	83–72	71–60	59–48	47–0
25%	100	100–80	79–70	69–60	59–50	49–40	39–0
20%	80	80–64	63–56	55–48	47–40	39–32	31–0

OCR adds together the unit *uniform* marks and compares these to pre-set boundaries (see the table below) to arrive at *qualification* grades.

Total uniform marks correspond to qualification grades.

Qualification	Qualification Grade					U
	A	B	C	D	E	
AS GCE	200–160	159–140	139–120	119–100	99–80	79–0
Advanced GCE	400–320	319–280	279–240	239–200	199–160	159–0

Candidates achieving at least 320 UMS marks in their Advanced GCE, ie grade A, and who also gain at least 180 UMS in their two A2 units, will receive an A\* grade.

## 5.4 Result Enquiries and Appeals

---

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquires on results and appeals, centres should consult the OCR *Administration Guide for General Qualifications* and the document *Enquiries about Results and Appeals: Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from OCR.

## 5.5 Shelf-life of Units

---

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 5.6 Unit and Qualification Re-sits

---

There is no restriction on the number of times a candidate may re-sit each unit before entering for certification for an AS GCE or Advanced GCE.

Candidates may enter for the full qualifications an unlimited number of times.

## 5.7 Guided Learning Hours

---

AS GCE History requires **180** guided learning hours in total.  
Advanced GCE History requires **360** guided learning hours in total.

## 5.8 Code of Practice/Subject Criteria/Common Criteria Requirements

---

These specifications comply in all respects with the revised *GCSE, GCE, GNVQ and AEA Code of Practice as available on the QCA website*, the subject criteria for GCE History and *The Statutory Regulation of External Qualifications 2004*.

## 5.9 Arrangements for Candidates with Particular Requirements

---

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council. In such cases, advice should be sought from OCR as early as possible during the course.

## 5.10 Prohibited Qualifications and Classification Code

---

Candidates who enter for the OCR GCE specifications may not also enter for any other GCE specification with the certification title *History* in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Achievement and Attainment Tables.

The classification code for these specifications is 4010.

## 5.11 Coursework Administration/Regulations

---

### Supervision and Authentication

---

As with all coursework, teachers must be able to verify that the work submitted for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework marks with confidence.

### Submitting marks to OCR

---

Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework. Coursework administration documents are sent to centres on the basis of estimated entries. Marks may be submitted to OCR either via Interchange on the computer-printed Coursework Mark Sheets (MS1) provided by OCR (sending the top copy to OCR and the second copy to their allocated moderator) or by EDI (centres using EDI are asked to print a copy of their file and sign it before sending to their allocated moderator).

The deadline for the receipt of coursework marks is:  
15 May for the June session.

For regulations governing coursework, centres should consult the OCR *Administration Guide for General Qualifications*. Further copies of the coursework administration documents are available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

## Standardisation and Moderation

---

All internally-assessed coursework is marked by the teacher and internally standardised by the centre. Marks must be submitted to OCR by the agreed date, after which postal moderation takes place in accordance with OCR procedures.

The purpose of moderation is to ensure that the standard for the award of marks in internally-assessed coursework is the same for each centre, and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is submitted to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

## Minimum Coursework Required

---

If a candidate submits no work for a unit, then the candidate should be indicated as being absent from that unit on the coursework mark sheets submitted to OCR. If a candidate completes any work at all for that unit then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be zero.

# 6 Other Specification Issues

## 6.1 Overlap with other Qualifications

There is overlap between the content of these specifications and those for Advanced GCE History A.

## 6.2 Progression from these Qualifications

The AS GCE and Advanced GCE specifications provide a suitable foundation for the study of History or related courses in further and higher education. At the same time, they offer worthwhile courses of study for candidates who do not wish to progress further in the subject. The various skills required by the specifications provide opportunities for progression directly into employment. Equally, they contribute to candidates' lifelong learning, especially through the Key Skills.

## 6.3 Key Skills Mapping

These specifications provide opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 2 and/or 3. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities *may* exist for at least some coverage of the various Key Skills criteria at Levels 2 and/or 3 for each unit.

Unit	C				AoN			IT			WwO			IoLP			PS			
	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	
F981/F982	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
F983/F984	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
F985/F986	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
F987	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓

## 6.4 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

---

These specifications offer opportunities that can contribute to an understanding of these issues in the following topics.

Spiritual and moral issues are defined as:

- the knowledge and awareness of the values and attitudes of individuals and society as a whole and socially accepted codes of behaviour;
- skill in reasoning on matters concerning values;
- attitudes and actions of individuals in society;
- the ability to make responsible judgements on issues of significance to individuals and society in general.

These issues are raised specifically in some parts of the specifications where appropriate, and implicitly in other parts which deal with the values and attitudes of individuals, groups and societies.

The specifications include cultural issues through the study of a range of historical perspectives. Examples of these issues in the specifications are:

### AS

*Tudor Finale: the Reign of Elizabeth I; Liberal Sunset: the Rise and Fall of 'New Liberalism'; The End of Consensus: Britain 1945–90; The Impact and Consequences of the Black Death; The Italian Renaissance; Radicalism, Popular Politics and Control, 1780–1880s; The Impact of War on British Society and Politics since 1990; The Vikings in Europe.*

### A2

*The Debate over the Impact of the Norman Conquest; Different Interpretations of British Imperialism c. 1850–c. 1950; Different Approaches to the Crusades, 1095–1272; Different Interpretations of Witch-hunting in Early Modern Europe; Different American Wests; Debates about the Holocaust. The Personal Study – eg a study of the significance of the Great Exhibition of 1851.*

## 6.5 Sustainable Development, Health and Safety Considerations and European Developments

---

There are no sustainable development issues or health and safety considerations in these specifications. European developments are studied by candidates in the European and World History topics and English History topics that involve relationships with Europe.

## 6.6 Avoidance of Bias

---

OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

## 6.7 Language

---

These specifications and associated assessment materials are in English only.

## 6.8 Disability Discrimination Act Information Relating to these Specifications

---

AS/A Levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council (refer to Section 5.9 of this specification).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in the future.

# Appendix A: Performance Descriptions

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A Level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

## AS performance descriptions for History B

	Assessment Objective 1	Assessment Objective 2
Assessment Objectives	<ul style="list-style-type: none"> <li>Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.</li> <li>Demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgments of:               <ul style="list-style-type: none"> <li>key concepts such as causation, consequence, continuity, change and significance within an historical context</li> <li>the relationships between key features and characteristics of the periods studied.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.</li> <li>Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.</li> </ul>
AS A/B boundary Performance Descriptions	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>recall, select and deploy accurate, relevant and detailed historical knowledge appropriately</li> <li>show evidence of understanding through analysis and explanation reach appropriate judgements about key concepts</li> <li>show evidence of understanding through analysis and explanation and reach appropriate judgements about the relationships between key features / characteristics of the historical period</li> <li>communicate clearly and fluently, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</li> </ol>	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>analyse and evaluate source material in its historical context with a degree of discrimination</li> <li>use the sources appropriately to support arguments</li> <li>show an understanding of, and comment on, how in relation to the historical context, aspects of the past have been interpreted and represented in different ways.</li> </ol>
AS E/U boundary Performance Descriptions	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>recall and select some relevant historical knowledge appropriately</li> <li>show some evidence of understanding through analysis and/or explanation and attempt some judgements about key concepts</li> <li>show evidence of some understanding through analysis and/or explanation and attempt limited judgements about the relationships between key features / characteristics of the historical period</li> <li>convey meaning clearly, although powers of expression may be limited and there will be errors in spelling, punctuation and grammar.</li> </ol>	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>comprehend, identify and extract some information from a range of sources. Offer limited analysis and evaluation of source material</li> <li>use some sources as evidence to support limited arguments</li> <li>show some awareness of different interpretations and representations of historical issues, events and/or individuals.</li> </ol>

## A2 performance descriptions for History B

	Assessment Objective 1	Assessment Objective 2
Assessment Objectives	<ul style="list-style-type: none"> <li>Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.</li> <li>Demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgments of:               <ul style="list-style-type: none"> <li>key concepts such as causation, consequence, continuity, change and significance within an historical context</li> <li>the relationships between key features and characteristics of the periods studied.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.</li> <li>Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.</li> </ul>
A2 A/B boundary Performance Descriptions	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>recall, select and deploy accurate, relevant and precise historical knowledge appropriately</li> <li>show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about key concepts</li> <li>show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about the relationships between key features / characteristics of the historical period</li> <li>communicate accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</li> </ol>	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>analyse and evaluate source material in its historical context with insight and discrimination</li> <li>use the sources appropriately to substantiate arguments</li> <li>analyse and evaluate how, in relation to the historical context, aspects of the past have been interpreted and represented in different ways.</li> </ol>
A2 E/U boundary Performance Descriptions	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>recall, select and deploy some relevant historical knowledge appropriately</li> <li>show evidence of understanding through limited analysis and explanation and reach some judgements about key concepts</li> <li>show evidence of understanding through explanation and analysis and offer some judgements about the relationships between key features / characteristics of the historical period</li> <li>convey meaning clearly and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.</li> </ol>	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>comprehend, identify and select information from a range of sources. Offer limited analysis and evaluation of the source material making tentative links to the historical context</li> <li>use a range of sources as evidence to support arguments, although these may be limited in places</li> <li>show awareness that aspects of the past have been interpreted and represented in different ways and offer limited analyses and evaluation of these.</li> </ol>

# Appendix B: Coursework Assessment Criteria for A2 Unit F987: *Historical Significance*

Maximum mark for Unit F987: 40.

Mark allocation in Unit F987: AO1: 20; AO2: 20 (AO2a: 10; AO2b: 10).

	<b>AO1 Knowledge and Understanding</b>	<b>AO2a Sources</b>	<b>AO2b Interpretations</b>
<b>Level 5</b>	17–20	9–10	9–10
<b>Level 4</b>	13–16	7–8	7–8
<b>Level 3</b>	9–12	5–6	5–6
<b>Level 2</b>	5–8	3–4	3–4
<b>Level 1</b>	1–4	1–2	1–2
<b>Level 0</b>	0	0	0

Generic mark scheme for Research Diary [D] and Personal Study [St]

	AO1 Knowledge and Understanding	AO2a Sources	AO2b Interpretations
<b>Level 5</b>	<p>[D] Shows a synoptic understanding of the discipline of history by proposing and justifying, in terms of the requirements for the study, a valid historical question; planning a systematic historical enquiry containing a range of research questions based on historical sources and historians' interpretations, adapting the objectives if necessary in the light of research; and reflecting critically on progress made. Provides a plan which identifies an appropriate range of source material and comments critically upon it. Assembles a bibliography of appropriate sources.</p> <p>[St] Demonstrates the ability to plan to make effective use of the available time. Explains the research plan clearly and cogently. Constructs a complex narrative that <i>combines contemporary and historical perspectives</i> to assess the significance of a person, event or site. Demonstrates a <i>relationship</i> between perspectives that may or may not be complementary. Uses appropriate historical terminology accurately. Structure of argument is coherent. High quality of written expression.</p> <p>[17–20]</p>	<p>[D] Justifies selection of resources as a set on the basis of fitness for purpose, showing how they provide sufficient balance, range and depth of evidence and/or interpretations in relation to the enquiry. Shows the ability to review the range of resources chosen in the light of research undertaken and to adapt or extend the range if necessary for the enquiry.</p> <p>[St] Makes critical use of sources in context to generate or evaluate complex claims about the significance of a person, event or site.</p> <p>[9–10]</p>	<p>[St] Makes critical use of historians' views to generate or evaluate complex claims about the significance of a person, event or site.</p> <p>[9–10]</p>
<b>Level 4</b>	<p>[D] Shows some synoptic understanding of the discipline of history by proposing and justifying, in terms of the requirements of the study, an historical question; planning an historical enquiry containing research questions in relation to historians' interpretations, adapting the objectives if necessary in the light of research; and reflecting on some aspects of the progress made. Provides a plan which identifies an appropriate range of source material and comments upon it. Assembles an accurate bibliography of the sources identified. Demonstrates the ability to make effective use of the time available. Explains the research plan clearly.</p>	<p>[D] Justifies selection of resources as a set on basis of range of evidence and/or balance of interpretations in relation to the enquiry. Shows the ability to review the range of resources chosen in the light of research undertaken and extend the range if necessary for the enquiry.</p>	

<p><b>Level 4 Cont'd</b></p>	<p>[St] Constructs a narrative that assesses the <i>contemporary and historical</i> significance of a person, event or site, treating the two perspectives as separate (though not necessarily complementary) elements of a single interpretation. Uses historical terminology accurately. Structure of argument is clear. Some unevenness in quality of written expression.</p> <p>[13–16]</p>	<p>[St] Makes critical use of sources in context to generate or evaluate claims about the <i>contemporary</i> significance of a person, event or site.</p> <p>[7–8]</p>	<p>[St] Makes critical use of historians' views to generate or evaluate claims about the <i>historical</i> significance of a person, event or site.</p> <p>[7–8]</p>
<p><b>Level 3</b></p>	<p>[D] Shows some synoptic understanding of the discipline of history by proposing an historical question; planning an historical enquiry and adapting the plan if necessary in the light of research; and reflecting on limited aspects of progress made. Provides a plan which identifies some appropriate sources and comments on them in terms of practicalities of acquisition and use. Assembles a limited bibliography. Describes the research plan in simple terms.</p> <p>[St] Constructs a narrative that assesses the <i>contemporary or historical significance</i> of a person, event or site [or failed attempts at Level 4 that succeed with one dimension]. Uses a limited range of historical terminology accurately. Fair attempt to provide structured argument. Writing mainly accurate with some careless errors.</p> <p>[9–12]</p>	<p>[D] Justifies selection of resources as a set on the basis of range of content in relation to the enquiry. Shows the ability to review the utility of individual resources for the enquiry and to identify additional resources to be used to add to the evidence base.</p> <p>[St] Begins to makes critical use of sources in context to generate or evaluate claims about <i>contemporary or historical</i> impact of a person, event or site.</p> <p>[5–6]</p>	<p>[St] Begins to make critical use of historians' views to generate or evaluate claims about the <i>contemporary or historical</i> impact of a person, event or site.</p> <p>[5–6]</p>

<p><b>Level 2</b></p>	<p>[D] Shows a little synoptic understanding of the discipline of history by identifying a suitable topic for research; identifying a limited range of appropriate sources; and showing some evidence of deciding on a plan of action. Provides a plan which lists the steps taken in terms of actions. Communicates the plan in very brief note form.</p> <p>[St] Constructs a narrative about a person, event or site showing how significance can vary according to the standpoint of the observer. Uses a limited range of historical terminology with some accuracy. An attempt to argue relevantly. Writing contains several weaknesses at paragraph and sentence level.</p> <p>[5–8]</p>	<p>[D] Lists resources used, justifying selection in terms of utility of individual items in relation to the enquiry. Justifies any changes made during the enquiry on the basis of additional content or views needed to produce an enquiry of the required length.</p> <p>[St] Uses sources largely at face value to generate claims about the significance of a person, event or site. Makes no distinction between evidence and information. Does not consider the value of sources used.</p> <p>[3–4]</p>	<p>[St] Juxtaposes statements by historians that agree or disagree about the significance of a person, event or site.</p> <p>[3–4]</p>
<p><b>Level 1</b></p>	<p>[D] Shows a little synoptic understanding of the discipline of history by identifying a suitable topic for research; identifying a limited range of appropriate sources; and showing some evidence of deciding on a plan of action. Provides a plan which lists the steps taken in terms of actions. Communicates the plan in very brief note form.</p> <p>[St] Constructs a largely chronological narrative that includes comments about the significance of a person, event or site by assertion or common-sense reasoning. Use of historical terminology is insecure. Structure of writing is weak, with poor paragraphing and inaccuracy at sentence level.</p> <p>[1–4]</p>	<p>[D] Lists resources used, justifying choice on the basis of the amount of information contained in them. Notes and justifies changes to the list of resources in terms of practical considerations such as availability of resources or time available for research or need for more information.</p> <p>[St] Uses sources in the narrative for the purpose of illustration only.</p> <p>[1–2]</p>	<p>[St] Selects relevant statements by historians that refer to the significance of a person, event or site.</p> <p>[1–2]</p>

<p><b>Level 0</b></p>	<p>[D] Fails to demonstrate synoptic understanding by identifying an unhistorical question and failing to recognise this and adapt as necessary. Does not demonstrate the ability to plan an enquiry or to reflect on the process of research. Fails to identify appropriate source material or provide a bibliography. Notes on research do not communicate what the candidate did.</p> <p>[St] No successful attempt to assess the significance of the chosen person, event or site. Assumes that significance 'speaks for itself'. Does not use appropriate historical terminology. Structure is incoherent.</p> <p>[0]</p>	<p>[D] Lists resources chosen with little or no justification of selection other than availability.</p> <p>[St] No valid use is made of sources. Misunderstands sources.</p> <p>[0]</p>	<p>[St] There is no critical sense of the work of historians.</p> <p>[0]</p>
-----------------------	--	---	--



# Appendix C: Record of Programme of Study Form for Unit F987



**F987 Historical Significance**

**Record of GCE History B: Programme of Study**

Centre Name ..... Centre Number .....

Learner Name ..... Learner Number .....

A/S Units	Study Topic Studied		
F981/F982			
F983/F984			
A2 Unit	Study Topic Studied (candidates are required to study the history of more than one country or state or the history of more than one period at A2)		
F985/986			
Unit F987: Title	Date	Teacher's comments	Teacher's signature
<i>Example: To what extent was the execution of Charles I the defining moment in the English Revolution?</i>	10/01/13	<i>This is a viable question and does not overlap with the other options studied at AS or A2</i>	