

# GCE History A

OCR Advanced Subsidiary GCE in History A H106

OCR Advanced GCE in History A H506

version 3 – September 2013

# specification

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| 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 A for teaching from September 2013.

These specifications are designed to offer candidates and centres the opportunity to select from a wide variety of periods and topics in English, European and American history, from the medieval to the late 20th century. They offer candidates the opportunity to study history in length and breadth as well as in depth, to develop expertise in various skills (general as well as historical) and to acquire and demonstrate knowledge and understanding of the periods studied. They give an opportunity to introduce more 'stretch and challenge' into A Level History.

These specifications enable candidates to study:

- significant events, individuals and issues;
- a range of historical perspectives;
- the diversity of society;
- the history of more than one country or state;
- a substantial element of English history;
- continuity and change over a period of time.

These specifications offer teachers:

- considerable variety;
- coherent and exciting courses suitable to their own circumstances, resources and interests;
- flexibility and choice in the selection of topics.

## 1.1 The Two-Unit AS

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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.

The AS GCE, from September 2013, is made up of **two** mandatory units which 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 F961 *British History Period Studies* with Unit F964 *European and World Enquiries*; **or** Unit F962 *European and World History Period Studies* with Unit F963 *British History Enquiries*.

## 1.2 The Four-Unit Advanced GCE

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The Advanced GCE, from September 2013, is made up of **two** mandatory units at AS and **two** further units at A2.

There are two units at A2: Unit F965 *Historical Interpretations and Investigations* and Unit F966 *Historical Themes*.

Unit F965 *Historical Interpretations and Investigations* is externally set, with candidates choosing from a list of pre-approved coursework models that are internally assessed and externally moderated. Unit F966 *Historical Themes* is externally assessed.

## 1.3 Qualification Titles and Levels

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These qualifications are shown on a certificate as:

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

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

## 1.4 Aims

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The aims of these specifications are to:

- develop a coherent knowledge of the past – both within and across the topics chosen; centres should note that, whilst coherence is most obviously achieved through the selection of topics within a common chronological framework (the topics available within each unit therefore provide the option to choose clear routes through historical periods of specialisation), chronological contrast can nevertheless be as important as similarity, and the study of different periods within the specification can lead to a coherent whole. Coherent knowledge of the past is developed through the historical skills required and engendered by the units, as well as by the unit content. For advice on the selection of topics see sections 2.2 and 2.4.
- 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

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No prior knowledge of the subject is required. The specifications build on, but do not depend on, the knowledge, understanding and skills specified for GCSE History. 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

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### Unit F961: *British History Period Studies*

#### **Unit F961 Option A: *Medieval and Early Modern 1035–1642***

- From Anglo-Saxon England to Norman England 1035–87
- Lancastrians, Yorkists and Tudors 1450–1509
- Henry VIII to Mary I, 1509–58
- Church and State 1529–89
- England under Elizabeth I, 1558–1603
- The Early Stuarts and the Origins of the Civil War 1603–42

#### **Unit F961 Option B: *Modern 1783–1994***

- From Pitt to Peel 1783–1846
  - Liberals and Conservatives 1846–95
  - Foreign and Imperial Policies 1856–1914
  - Domestic Issues 1918–51
  - Foreign and Imperial Policies 1945–90
  - Post-war Britain 1951–94
-

**Unit F962 Option A: *Medieval and Early Modern 1095–1609***

- The Crusades and Crusader States 1095–1192
- The Renaissance from c.1400–c.1550
- Exploration and Discovery c.1445–c.1545
- Spain 1469–1556
- Charles V: International Relations and the Holy Roman Empire 1519–59
- Philip II, Spain and the Netherlands, 1556–1609

**Unit F962 Option B: *Modern 1795–2003***

- Napoleon, France and Europe 1795–1815
  - Monarchy, Republic and Empire: France 1814–70
  - The USA in the 19th Century: Westward expansion and Civil War 1803–c.1890
  - Peace and War: International Relations c.1890–1941
  - From Autocracy to Communism: Russia 1894–1941
  - Democracy and Dictatorship: Italy 1896–1943
  - The Rise of China 1911–90
  - Democracy and Dictatorship in Germany 1919–63
  - The Cold War in Europe from 1945 to the 1990s
  - Crisis in the Middle East 1948–2003
-



### Unit F963: *British History Enquiries*

#### **Unit F963 Option A: *Medieval and Early Modern 1066–1660***

- The Normans in England 1066–1100
- Mid-Tudor Crises 1536–69
- The English Civil War and Interregnum 1637–60

#### **Unit F963 Option B: *Modern 1815–1945***

- The Condition of England 1815–53
- The Age of Gladstone and Disraeli 1865–86
- England and a New Century 1900–1924
- Churchill 1920–45

### Unit F964: *European and World History Enquiries*

#### **Unit F964 Option A: *Medieval and Early Modern 1073–1555***

- The First Crusade and the Crusader States 1073–1130
- The German Reformation 1517–55

#### **Unit F964 Option B: *Modern 1774–1975***

- The Origins and Course of the French Revolution 1774–95
  - The Unification of Italy 1815–70
  - The Origins of the American Civil War, 1820–61
  - Dictatorship and Democracy in Germany 1933–63
  - The USA and the Cold War in Asia 1945–75
-

## 2.2 Routes through AS

Candidates will enter for either unit F961 with unit F964, or for unit F962 with unit F963. Within the units there are no restrictions over which study topic or topics are chosen. However, centres wishing to specialise in periods may find the tabulation of topics below useful.

Centres should note that the equivalence of topics is ensured by their demand and difficulty, and not in all instances by their chronological parameters, and should refer to the detailed topic content in section 3. Further, where overlap in dates between Period Study and Enquiry topics exists (eg see the Late Modern examples below), the content and types of history included in the units are still varied, and such combinations do not offer candidates an advantage; rather they enable centres to achieve coherence.

### AS specialisation by period

PERIOD	PERIOD STUDY (F961 <sup>1</sup> or F962 <sup>2</sup> )	ENQUIRY (F963 or F964)
Medieval	<ul style="list-style-type: none"> <li>From Anglo-Saxon England to Norman England 1035–87 (F961)</li> <li>The Crusades and Crusader States 1095–1192 (F962)</li> </ul>	<ul style="list-style-type: none"> <li>The First Crusade and the Crusader States 1073–1130 (F964)</li> <li>The Normans in England 1066–1100 (F963)</li> </ul>
Early Modern (15–17th Century)	<ul style="list-style-type: none"> <li>Lancastrians, Yorkists and Tudors 1450–1509 (F961)</li> <li>Henry VIII to Mary I, 1509–58 (F961)</li> <li>Church and State 1529–89 (F961)</li> <li>England under Elizabeth I 1558–1603 (F961)</li> <li>The Renaissance from c.1400–c.1550 (F962)</li> <li>Exploration and Discovery c.1445–c.1545 (F962)</li> <li>Spain 1469–1556 (F962)</li> <li>Charles V: International Relations and the Holy Roman Empire 1519–59 (F962)</li> <li>Philip II, Spain and the Netherlands, 1556–1609 (F962)</li> <li>The Early Stuarts and the Origins of the Civil War 1603–42 (F961)</li> </ul>	<ul style="list-style-type: none"> <li>The Mid-Tudor Crises 1536–69 (F963)</li> <li>The German Reformation 1517–55 (F964)</li> <li>The English Civil War and Interregnum 1637–60 (F963)</li> </ul>
Modern (18th–19th Century)	<ul style="list-style-type: none"> <li>From Pitt to Peel 1783–1846 (F961)</li> <li>Liberals and Conservatives 1846–95 (F961)</li> <li>Foreign and Imperial Policies 1856–1914 (F961)</li> <li>Napoleon, France and Europe 1795–1815 (F962)</li> <li>Monarchy, Republic and Empire: France 1814–70 (F962)</li> <li>The USA in the 19th Century: Westward Expansion and Civil War 1803–c.1890 (F962)</li> </ul>	<ul style="list-style-type: none"> <li>The Origins and Course of the French Revolution 1774–95 (F964)</li> <li>The Unification of Italy 1815–70 (F964)</li> <li>The Origins of the American Civil War, 1820–61 (F964)</li> <li>The Condition of England 1815–53 (F963)</li> <li>The Age of Gladstone and Disraeli 1865–86 (F963)</li> </ul>

<sup>1</sup> If choosing a Period Study topic(s) from F961, centres must choose an Enquiry from F964

<sup>2</sup> If choosing a Period Study topic(s) from F962, centres must choose an Enquiry from F963

### AS specialisation by period (cont)

PERIOD	PERIOD STUDY (F961 or F962)	ENQUIRY (F963 or F964)
Late Modern (19th–20th Century)	<ul style="list-style-type: none"> <li>• Domestic Issues 1918–51 (F961)</li> <li>• Foreign and Imperial Policies 1945–90 (F961)</li> <li>• Post-War Britain 1951–94 (F961)</li> <li>• From Autocracy to Communism: Russia 1894–1941 (F962)</li> <li>• Democracy and Dictatorship: Italy 1896–1943 (F962)</li> <li>• The Rise of China 1911–90 (F962)</li> <li>• Democracy and Dictatorship in Germany 1919–63 (F962)</li> <li>• The Cold War in Europe from 1945 to the 1990s (F962)</li> <li>• Crisis in the Middle East 1948–2003 (F962)</li> </ul>	<ul style="list-style-type: none"> <li>• Dictatorship and Democracy in Germany 1933–63 (F964)</li> <li>• The USA and the Cold War in Asia 1945–75 (F964)</li> <li>• England and a New Century 1900–1924 (F963)</li> <li>• Churchill 1920–45 (F963)</li> </ul>

Centres wishing to teach contrast and parallels between periods at AS are encouraged to select options from different periods; examples are given in section 2.4.

## 2.3 A2 Units

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### Unit F965: *Historical Interpretations and Investigations*

**This is a coursework unit, with two 2,000-word pieces – one focusing on *Interpretations* and the other focusing on *Investigations*. The topics available are:**

- a. The Age of Justinian
- b. The Reign of Charlemagne 768–814
- c. Alfred the Great 871–899
- d. The Reign of King John 1199–1215\*
- e. The Wars of the Roses 1450–85\*
- f. Philip II of Spain 1556–98\*
- g. Elizabeth I, 1558–1603\*
- h. Oliver Cromwell 1599–1658\*
- i. Peter the Great 1689–1725
- j. Louis XIV 1661–1715\*
- k. British India 1784– 1878
- l. Napoleon I, 1795–1815\*
- m. Gladstone and Disraeli 1865–86\*
- n. Bismarck and German Unification 1815–71\*
- o. Russian Revolutions 1894–24\*
- p. America Between the Wars 1918–41
- q. The Causes of World War II, 1918–41\*
- r. The Cold War 1941–56\*
- s. The War in Vietnam 1955–75\*
- t. The Development of Rights for Women in Great Britain 1867–1918
- u. Nazi Germany 1933–45\*
- v. Britain under Margaret Thatcher 1979–90\*

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\* These topics have prohibited combinations with some AS or A2 options – refer to Coursework Guidance for full details.

**Unit F966 Option A: *Medieval and Early Modern 1066–1715***

- English Government and the Church 1066–1216
- Rebellion and Disorder under the Tudors 1485–1603
- England's Changing Relations with Foreign Powers 1485–1603
- The Catholic Reformation 1492–1610
- The Development of the Nation State: France 1498–1610
- The Ascendancy of France 1610–1715

**Unit F966 Option B: *Modern 1789–1997***

- The Challenge of German Nationalism 1789–1919
  - The Changing Nature of Warfare 1792–1945
  - Britain and Ireland 1798–1921
  - Russia and its Rulers 1855–1964
  - Civil Rights in the USA 1865–1992
  - The Development of Democracy in Britain 1868–1997
-

## 2.4 Routes through A Level

The table below is included for the benefit of centres wishing to choose routes through the A Level based on specialisation by period. The A2 Themes, where the emphasis is on developing and interpreting a **broad overview** of the period studied of approximately 100 years (see section 3.6), have been designed to build on AS study but not to duplicate it. Hence there are no prohibited combinations of Themes and AS Units. Centres will need, however, to ensure that there is no overlap between their Interpretation/Investigation topic (unit F965) and the other three units. This is policed through the moderation of coursework, with full guidance on prohibited combinations provided in the Coursework support documents.

PERIOD	AS PERIOD STUDY (F961 <sup>4</sup> or F962 <sup>5</sup> )	AS ENQUIRY (F963 or F964)	A2 INTERPRETATION/ INVESTIGATION (F965) <sup>6</sup>	A2 THEMES (F966)
Medieval	<ul style="list-style-type: none"> <li>From Anglo-Saxon England to Norman England 1035–87 (F961)</li> <li>The Crusades and Crusader States 1095–1192 (F962)</li> </ul>	<ul style="list-style-type: none"> <li>The First Crusade and the Crusader States 1073–1130 (F964)</li> <li>The Normans in England 1066–1100 (F963)</li> </ul>	<ul style="list-style-type: none"> <li>The Age of Justinian</li> <li>The Reign of Charlemagne 768–814</li> <li>Alfred the Great 871–899</li> <li>The Reign of King John 1199–1215</li> </ul>	<ul style="list-style-type: none"> <li>English Government and the Church 1066–1216</li> </ul>
Early Modern (15–17th Century)	<ul style="list-style-type: none"> <li>Lancastrians, Yorkists and Tudors 1450–1509 (F961)</li> <li>Henry VIII to Mary I, 1509–58 (F961)</li> <li>Church and State 1529–89 (F961)</li> <li>England under Elizabeth I, 1558–1603 (F961)</li> <li>The Renaissance from c.1400–c.1550 (F962)</li> <li>Exploration and Discovery c.1445–c.1545 (F962)</li> <li>Spain 1469–1556 (F962)</li> <li>Charles V: International Relations and the Holy Roman Empire 1519–59 (F962)</li> <li>Philip II, Spain and the Netherlands, 1556–1609 (F962)</li> <li>The Early Stuarts and the Origins of the Civil War 1603–42 (F961)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Tudor Crises 1536–69 (F963)</li> <li>The German Reformation 1517–55 (F964)</li> <li>The English Civil War and Interregnum 1637–60 (F963)</li> </ul>	<ul style="list-style-type: none"> <li>The Wars of the Roses 1450–85</li> <li>Philip II of Spain 1556–98</li> <li>Elizabeth I, 1558–1603</li> <li>Oliver Cromwell 1599–1658</li> <li>Peter the Great 1689–1725</li> <li>Louis XIV 1661–1715</li> </ul>	<ul style="list-style-type: none"> <li>Rebellion and Disorder under the Tudors 1485–1603</li> <li>England's Changing Relations with Foreign Powers 1485–1603</li> <li>The Catholic Reformation 1492–1610</li> <li>The Development of the Nation State: France 1498–1610</li> <li>The Ascendancy of France 1610–1715</li> </ul>

<sup>4</sup> If choosing a Period Study topic(s) from F961, centres must choose an Enquiry from F964

<sup>5</sup> If choosing a Period Study topic(s) from F962, centres must choose an Enquiry from F963

<sup>6</sup> Some Interpretations/Investigations topics have prohibited combinations with the other units. Refer to the Coursework Guidance for full details.

PERIOD	AS PERIOD STUDY (F961 <sup>7</sup> or F962 <sup>8</sup> )	AS ENQUIRY (F963 or F964)	A2 INTERPRETATION/ INVESTIGATION (F965) <sup>9</sup>	A2 THEMES (F966)
Modern (18th–19th Century)	<ul style="list-style-type: none"> <li>From Pitt to Peel 1783–1846 (F961)</li> <li>Liberals and Conservatives 1846–95 (F961)</li> <li>Foreign and Imperial Policies 1856–1914 (F961)</li> <li>Napoleon, France and Europe 1795–1815 (F962)</li> <li>Monarchy, Republic and Empire: France 1814–70 (F962)</li> <li>The USA in the 19th Century: Westward Expansion and Civil War 1803–c.1890 (F962)</li> </ul>	<ul style="list-style-type: none"> <li>The Origins and Course of the French Revolution 1774–95 (F964)</li> <li>The Unification of Italy 1815–70 (F964)</li> <li>The Origins of the American Civil War, 1820–61 (F964)</li> <li>The Condition of England 1815–53 (F963)</li> <li>The Age of Gladstone and Disraeli 1865–86 (F963)</li> </ul>	<ul style="list-style-type: none"> <li>British India 1815–78</li> <li>Napoleon I, 1795–1815</li> <li>Gladstone and Disraeli 1865–86</li> <li>Bismarck and German Unification 1815–71</li> </ul>	<ul style="list-style-type: none"> <li>The Challenge of German Nationalism 1789–1919</li> <li>The Changing Nature of Warfare 1792–1945</li> <li>Britain and Ireland 1798–1921</li> </ul>
Late Modern (19th–20th Century)	<ul style="list-style-type: none"> <li>Domestic Issues 1918–51 (F961)</li> <li>Foreign and Imperial Policies 1945–90 (F961)</li> <li>Post-war Britain 1951–94 (F961)</li> <li>From Autocracy to Communism: Russia 1894–1941 (F962)</li> <li>Democracy and Dictatorship: Italy 1896–1943 (F962)</li> <li>The Rise of China 1911–90 (F962)</li> <li>Democracy and Dictatorship in Germany 1919–63 (F962)</li> <li>The Cold War in Europe from 1945 to the 1990s (F962)</li> <li>Crisis in the Middle East 1948–2003 (F962)</li> </ul>	<ul style="list-style-type: none"> <li>Dictatorship and Democracy in Germany 1933–63 (F964)</li> <li>The USA and the Cold War in Asia 1945–75 (F964)</li> <li>England and a New Century 1900–1924 (F963)</li> <li>Churchill 1920–45 (F963)</li> </ul>	<ul style="list-style-type: none"> <li>Russian Revolutions 1894–24</li> <li>America Between the Wars 1918–41</li> <li>The Causes of World War II, 1918–41</li> <li>The Cold War 1941–56</li> <li>The War in Vietnam 1955–75</li> <li>The Development of Rights for Women in Great Britain 1867–1918</li> <li>Nazi Germany 1933–45</li> <li>Britain under Margaret Thatcher 1979–90</li> </ul>	<ul style="list-style-type: none"> <li>Russia and its Rulers 1855–1964</li> <li>Civil Rights in the USA 1865–1992</li> <li>The Development of Democracy in Britain 1868–1997</li> </ul>

<sup>7</sup> If choosing a Period Study topic(s) from F961, centres must choose an Enquiry from F964

<sup>8</sup> If choosing a Period Study topic(s) from F962, centres must choose an Enquiry from F963

<sup>9</sup> Some Interpretations/Investigations topics have prohibited combinations with the other units. Refer to Coursework Guidance

Centres are reminded that breadth, balance and coherence are provided not simply by the content of a course in terms of dates, but by the skills, concepts and approaches adopted; and are encouraged to select options from across periods should they wish. Such an approach is increasingly in keeping with the structure of many History courses offered in Higher Education. Possible combinations, drawing from different periods, are indicated in the table below. These are exemplar routes only, and the list is not intended to be exhaustive. Centres may use the flexibility of the specification to look beyond these combinations, and to identify their own links between options.

	AS PERIOD STUDY	AS ENQUIRY	A2 INTERPRETATION/ INVESTIGATION	A2 THEME
Emphasis on French History	Henry VIII to Mary I, 1509–58	The Origin and Course of the French Revolution 1774–95	Reign of Charlemagne 768–814	The Ascendancy of France 1610–1715
Emphasis on World History	The Rise of China 1911–90/ Crisis in the Middle East 1948–2003	The Age of Gladstone & Disraeli 1865–86	British India 1815–78	The Changing Nature of Warfare 1792–1945 / Civil Rights in the USA 1865–1992
Emphasis on Nationalism	The Early Stuarts and the Origins of the Civil War 1603–42	The Unification of Italy 1815–70	Bismarck and German Unification 1815–71	Britain and Ireland 1798–1921
Emphasis on State Formation	From Anglo-Saxon England to Norman England 1035–1087	The Origins and Course of the French Revolution 1774–95	Peter the Great 1689–1725	The Development of the Nation State: France 1498–1610
Emphasis on Religious Conflict	Crisis in the Middle East 1948–2003 <i>or</i> Church and State 1529–89	Mid-Tudor Crises 1536–69 <i>or</i> German Reformation	Philip II of Spain 1556–98	Catholic Reformation 1492–1610
Emphasis on Revolution	From Autocracy to Communism: Russia 1894–1941 / Domestic Issues 1918–51	The English Civil War and Interregnum 1637–60 / The Origins and Course of the French Revolution 1774–95	Peter the Great 1689–1725	Russia and its Rulers 1855–1964



	AS PERIOD STUDY	AS ENQUIRY	A2 INTERPRETATION/ INVESTIGATION	A2 THEME
Emphasis on Social/ Economic issues	USA in the 19th Century	The Condition of England 1815–53	America between the Wars 1918–41	Russia and its Rulers 1855–1964
Emphasis on Cultural History	The Renaissance from c.1400–c.1550	England under Elizabeth I, 1558–1603	The Age of Justinian	Catholic Reformation 1492–1610
Emphasis on Military History	Napoleon, France and Europe 1795–1815 or Foreign and Imperial Policies 1856–1914	English Civil War or The First Crusade and the Crusader States 1073–1130	Alfred the Great 871–899	Changing Nature of Warfare 1792–1945
Emphasis on Rebellions	Philip II, Spain and Netherlands	Mid-Tudor Crises or English Civil War and Interregnum 1637–60	Reign of King John 1199–1215	Rebellion and Disorder under the Tudors 1485–1603
Emphasis on Empires	Foreign and Imperial Policies 1856–1914	USA and the Cold War in Asia	British India 1815–78	Russia and its Rulers 1855–1964
Sample routes with emphasis on contrast	From Anglo-Saxon England to Norman England 1035–87	The USA and the Cold War in Asia 1945–75	Russian Revolutions 1894–24	Britain and Ireland 1798–1921
	Henry VIII to Mary I 1509–58	Dictatorship and Democracy in Germany 1933–63 (F964)	Alfred the Great	English Government and the Church 1066–1216

# 3 Unit Content

## 3.1 AS Unit F961: *British History Period Studies*

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The AS Period Studies in British History (F961) and European and World History (F962) have the same aims and assessment objectives; they make the same demands on candidates. In conjunction with the Enquiries units in British History (F963) and European and World History (F964), they provide a sound course of study for candidates, maintain the rigour of AS within GCE A Level and comprise a valid programme for candidates who wish to study only AS Level.

Candidates can develop their use and understanding of historical terms, concepts and skills. The periods encourage candidates to develop their interest in, and understanding of, important developments. They have been chosen because they enable candidates to ask significant questions about important issues. They are sufficiently broad and balanced to ensure coherence and variety appropriate for AS Level. They have sufficient chronological range to provide for the study of change and continuity, which will allow development of the key issues and for the analysis of causes and consequences within the periods. The length of the periods ensures that candidates will not have a borehole approach to their study, but will be able to see change and developments over a substantial length of time, so that they can see issues in a wider perspective. The Topic Areas within the periods include the study of significant individuals, societies, events and issues. They include different historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social and technological.

Candidates will be expected to demonstrate an understanding of key historical terms and concepts relevant to the period studied. They will be expected to be able to recall, select and deploy appropriate knowledge and communicate this clearly and effectively. Candidates will be expected to demonstrate abilities to explain, assess and analyse and to consider the relationships between key features and relationships of the periods that are studied.

The Units will be assessed by two answers, each of which may be drawn from one, or more than one, Key Issue. The essay format of the answers requires candidates to demonstrate appropriate skills in their writing such as structure, vocabulary, and the combination of relevant knowledge and explanation.

Questions may be based on the following:

- analysis;
- assessment;
- comparison of elements within the period;
- judgement about a quotation.

Questions will not be based on the following:

- description;
- comparison with elements outside the period;
- judgement of the views of individual historians.

Centres are encouraged to refer to the sample questions and mark schemes available from the OCR website.

## **Unit F961 Option A: Medieval and Early Modern 1035–1642**

*The Key Issues provide focus for organising teaching and for the examination. The Indicative Content column gives a brief overview of material relevant to the key issues. It should not be taken as definitive.*

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### **Study Topic 1: From Anglo-Saxon England to Norman England 1035–87**

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#### **Key Issues**

- How effectively did Edward the Confessor deal with his problems as king?
- What part did the Godwin family play in the reign of Edward the Confessor?
- What were the reasons for the succession crisis at the end of Edward the Confessor's reign?
- Why did William of Normandy win the Battle of Hastings?
- How did William I deal with opposition to his rule?
- How far did William I change the government and administration in England?

#### **Indicative Content**

- Cnut's successors, the reasons for instability, the powers of the monarchy, the personality and upbringing of Edward the Confessor, his handling of taxation, government, law and military organisation, Edward's Norman connections.
  - The Earl Godwin, Edward's marriage to Edith, the crisis of 1051–52, Harold Godwinson and his brothers.
  - Rival claims to the throne, the succession to Edward the Confessor, the events of 1064–66.
  - William of Normandy's invasion preparations, the Scandinavian landings in Hastings, Saxon preparations and roles at Hastings, the roles of William and his army at Hastings.
  - William I's suppression of rebellions, his military qualities, castle building and the new Norman elite, the harrying of the North.
  - Change and continuity in government and administration during the reign of William I, the fate of Anglo-Saxon earls, the role of the Norman barons and knights, the extent to which England became 'feudal', evidence of change and continuity, towns, rural areas, Domesday Book.
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## Unit F961 Option A

### Study Topic 2: *Lancastrians, Yorkists and Tudors 1450–1509*

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#### Key Issues

- Why were there wars between Lancastrians and Yorkists?
- How far did Edward IV restore order?
- How able a king was Richard III?
- How dangerous to Henry VII's monarchy were the Yorkists?
- How effective was Henry VII's domestic government?
- How far did Henry VII achieve his aims in foreign affairs?

#### Indicative Content

- Henry VI: 'undermighty monarchy', 'overmighty subjects' (especially Warwick), issues between Lancastrians and Yorkists, the reasons for intermittent warfare to 1470.
  - Edward IV: contrasts between his first and second reigns, management of government from 1470, relations with the nobility, royal finance.
  - Reasons for Richard III's accession, government, administration and Parliament, relations with the nobility, defeat by Henry Tudor.
  - The nature and extent of support for the Yorkists in England, Ireland and abroad. Henry VII's handling of the Pretenders and other Yorkist sympathisers.
  - The strength of Henry VII's monarchy, relations with the nobility, strengthening of royal finances, administration.
  - Henry VII's aims in foreign affairs, relations with Burgundy, France, Scotland and Spain, marriage negotiations, trade agreements.
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## Unit F961 Option A

### Study Topic 3: *Henry VIII to Mary I, 1509–58*

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#### Key Issues

- What were Henry VIII's aims as king from 1509 to 1529?
- Why did Wolsey rise and fall during the period 1515–29?
- How significant was the work of Thomas Cromwell?
- How successfully did Henry VIII govern from 1540 to 1547?
- How effective was government during the reign of Edward VI?
- How effective was Mary I's government?

#### Indicative Content

- Henry VIII's personality, his aims and policies in foreign affairs, his role in government to 1529.
  - Wolsey's administration of government, finances, law, and social reforms. His role in foreign affairs, the divorce issue.
  - The nature of Tudor government and administration in the 1530s, the governmental and administrative reforms of Cromwell, the extent and limits of change by 1547.
  - Henry VIII's role in domestic government, the problems of faction (Seymour and Howard families), war with Scotland and France.
  - The roles of Somerset and Northumberland, their relations with courtiers, handling of social, economic and foreign affairs, rebellions, reasons for their falls.
  - Mary's personality, her aims in government, political, social and economic problems inherited from Edward VI, marriage, Wyatt's rebellion.
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## Unit F961 Option A

### Study Topic 4: *Church and State 1529–89*

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#### Key Issues

- What was the condition of religion and the Church in the early 16th century?
- How much was there support for, and opposition to, the Reformation from 1529 to 1547?
- How far did England become more Protestant during the reign of Edward VI and more Catholic under Mary I?
- What was the balance of religious opinion in 1558–9?
- How far did Puritanism change from 1558 to 1589?
- How successfully did Elizabeth tackle the Catholic challenge to herself and her church?

#### Indicative Content

- Evidence and extent of popularity and criticism of the Church, the Christian humanists (Colet, More), the impact of Wolsey, Henry VIII's attitude to the Church and religion.
  - The importance of the Divorce issue, the roles of Cranmer and Thomas Cromwell, royal supremacy and uniformity, reasons for support for and opposition to the Reformation, the dissolution of the monasteries, the Pilgrimage of Grace, changes in royal policy between 1536 and 1547.
  - Edwardian reforms, the dissolution of the chantries, 1549 and 1552 Prayer Books, rebellions, comparison of the policies of Somerset and Northumberland, support for and opposition to Mary's and Pole's reforms.
  - The religious views of Elizabeth, at court, in Parliament, in the country, concerning the religious settlement 1558–9, and the reactions to the settlement.
  - The support for Puritanism, the aims of the Puritans, the influence of Puritan leaders, the growing diversity of Puritanism, Elizabeth I's and her archbishops' attitude to Puritans.
  - Support for Catholicism; the papal bull of 1570, missionary priests, the plots involving Mary, Queen of Scots, policies towards Catholics, and problems facing Catholics from 1558 to 1589.
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## Unit F961 Option A

### Study Topic 5: *England Under Elizabeth I, 1558–1603*

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#### Key Issues

- What problems faced Elizabeth I in 1558?
- What was the importance of the court and ministers in government?
- How far did the nature and role of Parliament change?
- How successfully did Elizabeth I deal with the issue of succession?
- How successfully did Elizabeth I handle financial and economic affairs?
- How far did the popularity and effectiveness of Elizabeth I's government decline after 1588?

#### Indicative Content

- Elizabeth I's personality as monarch, the condition of government, finance, religion, foreign affairs.
  - The role of the court, ministers, the privy council, factions.
  - The roles of the House of Commons and House of Lords, changing relations with the Queen, issues of co-operation or conflict (especially marriage, succession, religion, parliamentary privilege).
  - The attitude of Elizabeth I, government and parliament towards marriage; Elizabeth I as 'Virgin Queen'; Mary, Queen of Scots; James VI; the succession as an issue in domestic and foreign affairs.
  - Sources of crown income, problems of inflation, methods of handling finance and the economy, overseas trade, monopolies.
  - The defence of the royal prerogative, relations with Parliament, the domestic effects of war with Spain, economic and social problems, the Irish rebellion, Essex's rebellion, the Queen's reputation at the end of the reign.
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## Unit F961 Option A

### Study Topic 6: *The Early Stuarts and the Origins of the Civil War 1603–42*

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#### Key Issues

- What part did foreign relations play in the relationship between James I and Parliament?
- How serious were religious divisions in England during the reign of James I?
- What was the importance of financial issues in relations between James I and Parliament?
- Why did Charles I embark on personal rule in 1629?
- How important was Charles I's personal rule (1629–40) in bringing about the Civil War?
- Why did the Civil War break out in 1642?

#### Indicative Content

- James I's aims and reactions in Parliament, peace with Spain (1604), England and the Thirty Years' War, the Spanish match.
  - The Anglican Church and Puritanism, James I's attitude, the Hampton Court Conference, the development of Arminianism, the growth of a Puritan opposition, attitudes to Catholics.
  - James I's inherited financial problems, the inadequacy of royal finances, James I's extravagance (the court, favourites), financial disputes (monopolies, impositions), the Great Contract.
  - Charles I's aims and problems in 1625, relations with Parliament, effects of foreign policy, financial problems, Buckingham, dissolution of Parliament.
  - Financial policies, religion especially Laud's policies, Wentworth and the policy of 'Thorough' in England and Ireland, the Bishops' Wars, the breakdown of personal rule (1639–40).
  - The short- and long-term (from 1629) causes of the Civil War, the Short and Long Parliaments, the aims and policies of Charles I and the opposition, the resort to arms.
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**Study Topic 1: From Pitt to Peel 1783–1846**

**Key Issues**

- Why did Pitt the Younger dominate politics 1783–93 and how successfully did he face the challenge of the French Revolution 1789–1801?
- How and why was Lord Liverpool able to survive the radical challenges of 1812–22?
- How Liberal were the Tory governments of 1822–30?
- Why was the Great Reform Act passed in 1832?
- How effective was Peel as a party political leader to 1841?
- How successful was Peel's ministry of 1841–46?

**Indicative Content**

- Pitt the Younger: royal support, the 1784 election, reform of finance and administration, trade, the impact of the French Revolution, radical threats, Whig splits 1790–94, anti-radical legislation 1794–1801.
- Liverpool and the radical challenge 1812–22, the Corn Law 1815, Peterloo, government policy on law and order, the Six Acts 1819.
- Tory governments 1822–30; Liverpool, Canning and Wellington as Prime Ministers; Huskisson on trade and finance; Peel at the Home Office; repeal of the combination laws.
- The electoral system before 1830, attitudes to parliamentary reform, Whigs and Tories, extent of popular discontent, the aims and terms of the 1832 Act.
- Peel's aims as a party leader, attitude to parliamentary reform, reconstruction of the Tory party, the Tamworth Manifesto, the 1841 election.
- Budgets and income tax (1842 and 1845), financial reform, the Bank Charter Act, Companies Act, factory reform, Peel's attitude to Ireland (from 1829), the Irish Famine (1845–46), the defeat of the ministry.

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## Unit F961 Option B

### Study Topic 2: *Liberals and Conservatives 1846–95*

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#### **Key Issues**

- How were the Whigs transformed into the Liberals (1846–68)?
- What was Gladstonian Liberalism and how successful was Gladstone's first ministry (1868–74)?
- Why did Disraeli become the Conservatives' leader?
- What was Disraelian Conservatism?
- How successful was Disraeli's second ministry?
- How successful were Gladstone's later ministries (1880–85, 1892–95)?

#### **Indicative Content**

- Changes in the Whigs' groups, Peelite and radical groups, the roles and influence of Palmerston and Gladstone.
  - Gladstonian Liberalism: support for free trade, laissez-faire and administrative competence; attitudes to Ireland and foreign policy; the appeal to different social groups; the 'People's William'; domestic reforms (including Ireland); the reasons for and impact of reforms; the roles of Gladstone and his colleagues; the reason for defeat (1874).
  - The effects of the defeat of Peel, the leadership of Derby, mistrust and political qualities of Disraeli, his support for constitutional reform, the aims and importance of the 1867 Reform Act, defeat in 1868.
  - One-nation Conservatism; the creation of Tory democracy; support for the monarchy, the Church of England and the aristocracy; belief in security at home; attitudes to the Empire and British interests abroad.
  - Domestic reforms and foreign and imperial policies of the 1874–80 ministry (especially the reasons for and impact of reforms), the roles of Disraeli and his colleagues, reasons for defeat in 1880.
  - The aims and influence of Gladstone, economy and foreign policy, Ireland and the failure of Home Rule policies, effects on British politics.
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## Unit F961 Option B

### Study Topic 3: *Foreign and Imperial Policies 1856–1914*

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#### Key Issues

- What principles governed foreign and imperial policies from 1856 to 1902?
- What British issues were involved in the Balkans 1856 to 1902?
- Why was Britain involved in obtaining influence and possessions in Africa from 1868 to 1902?
- How popular was the policy of imperialism in England from 1880 to 1902?
- Why did British attitudes to European countries change from 1902?
- Why did Britain go to war in 1914?

#### Indicative Content

- The balance of power, expanding trade and empire, fear of Russia, limited support for constitutional states.
  - The Eastern Question; fears of Russian expansion in the Balkans and Mediterranean; attitude to the Ottoman Empire; protection of trade routes; the attitudes of Palmerston, Disraeli and Salisbury.
  - The protection of routes to India, strategic and economic motives, the influence of Rhodes and Chamberlain, humanitarian and missionary motives.
  - The extent and limits of popular and cultural support for imperialism, the political exploitation of imperialism (eg the Khaki Election), the importance of the second Boer War (1899–1902) and implications for the prestige of the Empire.
  - The end of ‘Splendid Isolation’, Anglo-French entente, Anglo-Russian entente, relations with Germany, the naval race, Morocco crises (1905–06, 1911), reasons for changing relations.
  - British policy towards the Balkans and towards major European powers; the role of British politicians, especially Grey; the Sarajevo Crisis; the invasion of Belgium; military and naval preparations; attitudes of the Conservative, Liberal and Labour parties; public opinion.
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## Unit F961 Option B

### Study Topic 4: *Domestic Issues 1918–51*

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#### Key Issues

- What was the impact of the First World War on the Labour and Liberal parties by 1918; and why did the Labour party gain and lose power in 1924?
- How successful was the Conservative party from 1918 to 1929?
- What were the causes and significance of the General Strike (1926)?
- Why was a National government formed in 1931 and how successfully did the National governments of 1931–39 deal with their domestic problems?
- What was the relationship between war and welfare developments 1939–51?
- Why did the Labour Party win the 1945 Election but lose in 1951?

#### Indicative Content

- The outcome of the 1918 Election, the fall of Lloyd George's coalition in 1922, divisions among the Liberals, the 1923 Election, MacDonald's aims in government, domestic reforms (eg housing), foreign relations, defeat in 1924.
  - The condition of the Conservative party in 1918, the leadership of Bonar Law and Baldwin, end of the coalition with Lloyd George, the ministries of 1922–29, Churchill as Chancellor of the Exchequer, Chamberlain's reforms.
  - Post-war economic conditions; the problems of the mining industry; 'Red Friday' 1925; the immediate causes of the General Strike; the roles of government, trade unions and popular opinion; the reasons for the failure of the Strike.
  - The 1929 government, MacDonald as Labour Prime Minister, Snowden as Chancellor of the Exchequer, domestic reforms (especially housing), formation of the National government, MacDonald and Baldwin as Prime Ministers, economic problems, unemployment, the policies of the National governments, extent of recovery by 1939.
  - The effects of war on food, women, industry, health and housing; wartime reports (Beveridge, Butler and education); the Labour government 1945–51 and its record on national insurance, health, housing, education and nationalisation; the impact of their reforms.
  - The issues in the 1945 election, reputation of the Conservative and Labour parties, outcome of the election, Attlee as Prime Minister, government policies and achievements, problems (balance of payments, rationing, wage freezes), internal divisions, Conservative reorganisation.
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## Unit F961 Option B

### Study Topic 5: *Foreign and Imperial Policies 1945–90*

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#### Key Issues

- How different were the foreign policies of the Labour and Conservative governments from 1945 to 1964?
- Why did British attitudes to Europe change from 1945 to 1973?
- Why did nuclear weapons cause a continuing debate?
- How successful was Thatcher as a world leader?
- Why did Britain decolonise after 1945?
- How far did Britain remain a great power?

#### Indicative Content

- Attitudes to the USA, USSR and UNO; the Suez Crisis; the diplomacy of Bevin and Macmillan.
  - Attitudes to continental Europe, military and economic issues: priority of imperial or European interests?; attitudes to the Schumann Plan and the Treaty of Rome; Macmillan, Wilson and Heath: relations with the EEC.
  - Decisions to build the atomic and hydrogen bombs, nuclear strategy, attitudes of the Conservative and Labour parties, public opinion, CND, Polaris and relations with the USA.
  - Thatcher's aims, Thatcher and major crises (Zimbabwe, the Falklands War, Kuwait), relations with President Reagan, attitude to closer European links.
  - Decolonisation, changing attitudes to the Empire and Commonwealth, India and Pakistan, Africa and the 'Wind of Change', South Africa and apartheid, West Indies, Malaya and Singapore.
  - Nuclear weapons, influence at UNO and with the superpowers, Britain's role in Europe and in world diplomacy, the balance of international power.
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## Unit F961 Option B

### Study Topic 6: *Post-War Britain 1951–94*

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#### Key Issues

- Why did the Conservatives remain in power from 1951 to 1964?
- Why did the Labour party win the 1964 election?
- How successful were the Labour governments of 1964–70 and 1974–79?
- How far did Heath change the Conservative party?
- Why was Thatcher a controversial Prime Minister in domestic politics?
- Why did Ireland remain a problem (to 1994)?

#### Indicative Content

- Macmillan as Prime Minister, social changes and comparative prosperity of the 1950s, problems of the Labour party.
  - Evidence of the declining fortunes of the Conservatives, Conservative scandals, the succession to Macmillan, the appeal of Wilson as party leader.
  - Wilson and Callaghan as Prime Ministers, economic problems and policies, relations with the trades unions ('In Place of Strife'), divisions in the Labour party.
  - Heath as party leader and Prime Minister, aims and policies, membership of the EEC, economic measures, industrial relations, miners' strike.
  - Election victories, Thatcher and her ministers, reasons for support and opposition, economic and social policies, unemployment, trade unions.
  - Issues between nationalist and loyalist groups, terrorism, Conservative and Labour policies, the failure of power-sharing, the Anglo-Irish Agreement (1985), Downing Street Declaration (1993), IRA and Loyalist declarations of ceasefires (1994).
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## 3.2 AS Unit F962: *European and World History Period Studies*

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The AS Period Studies in British History (F961) and European and World History (F962) have the same aims and assessment objectives; they make the same demands on candidates. In conjunction with the Enquiries units in British History (F963) and European and World History (F964), they provide a sound course of study for candidates, maintain the rigour of AS within GCE A Level and comprise a valid programme for candidates who wish to study only AS Level.

Candidates can develop their use and understanding of historical terms, concepts and skills. The periods encourage candidates to develop their interest in, and understanding of, important developments. They have been chosen because they enable candidates to ask significant questions about important issues. They are sufficiently broad and balanced to ensure coherence and variety appropriate for AS Level. They have sufficient chronological range to provide for the study of change and continuity, which will allow development of the key issues and for the analysis of causes and consequences within the periods. The length of the periods ensures that candidates will not have a borehole approach to their study, but will be able to see change and developments over a substantial length of time, so that they can see issues in a wider perspective. The Topic Areas within the periods include the study of significant individuals, societies, events and issues. They include different historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social and technological.

Candidates will be expected to demonstrate an understanding of key historical terms and concepts relevant to the period studied. They will be expected to be able to recall, select and deploy appropriate knowledge and communicate this clearly and effectively. Candidates will be expected to demonstrate abilities to explain, assess and analyse and to consider the relationships between key features and relationships of the periods that are studied.

The Units will be assessed by two answers, each of which may be drawn from one, or more than one, Key Issue. The essay format of the answers requires candidates to demonstrate appropriate skills in their writing such as structure, vocabulary, and the combination of relevant knowledge and explanation.

Questions may be based on the following:

- analysis;
- assessment;
- comparison of elements within the period;
- judgement about a quotation.

Questions will not be based on the following:

- description;
- comparison with elements outside the period;
- judgement of the views of individual historians.

Centres are encouraged to refer to the sample questions and mark schemes available from the OCR website.



## Unit F962 Option A: *Medieval and Early Modern 1095–1609*

*The Key Issues provide focus for organising teaching and for the examination. The Indicative Content column gives a brief overview of material relevant to the key issues. It should not be taken as definitive.*

### Study Topic 1: *The Crusades and Crusader States 1095–1192*

#### Key Issues

- Why was the First Crusade launched?
- Why was the First Crusade successful?
- Assess the reasons for the development and survival of the Crusader states in the 12th century.
- Assess the causes, course and consequences of the Second Crusade.
- Assess the causes, course and consequences of the Third Crusade.
- How and why did the reaction of the Muslim world to the creation and existence of the Crusader states change during the 12th century?

#### Indicative Content

- Western Europe, Byzantine Empire and Islam in the 11th century; Spanish Reconquista; development of Holy War; Alexius's appeal; Urban II's aims; Clermont and the preaching of the First Crusade; motivation of the crusaders.
- The People's Crusade; the roles of Bohemond, Raymond IV, Godfrey, Adhemar and other Crusade leaders; Alexius Comnenus, Dorylaeum and the journey across Anatolia; the political and religious divisions in Anatolia, Syria and the wider Muslim world; military and religious leadership; military tactics of Crusaders and opponents; religious and other motivation of crusaders; the capture of Edessa, Antioch and Jerusalem.
- The establishment and development of the Crusader states especially Jerusalem and Antioch; role of rulers (especially Kings of Jerusalem); western aid; problems of succession; internal rivalries; manpower; castles; military orders; finance.
- Circumstances in Outremer in 1130s and 1140s, rise of Zengi, the taking of Edessa; Bernard of Clairvaux and the call for crusade; reasons for the failure of the Second Crusade, including problems of leadership, aims and scope; events in Anatolia, Antioch and Acre; the siege of Damascus; the Islamic response; the impact of failure on Outremer and crusading.
- Reasons for the Third Crusade, ie rise of Saladin, problems in Outremer, Hattin and the loss of Jerusalem. The failure of Frederick Barbarossa's expedition; Richard I, Philip, Acre, Jaffa, negotiations with Saladin; the results of the Third Crusade for Outremer, Saladin and Islam, pilgrimage and crusading.
- The reasons for, extent and impact of, Muslim disunity; aggression and accommodation between Muslim powers (Egypt, Damascus, Aleppo, Mosul) and the Crusader states; the Assassins; impact of fall of Edessa; the idea of Jihad; Zengi, Nur ad Din and Saladin.

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## Unit F962 Option A

### Study Topic 2: *The Renaissance from c.1400–c.1550*

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#### Key Issues

- Assess the conditions in Italy that encouraged the development of the Renaissance.
- How important was the role of patrons in the Italian Renaissance?
- Assess the main characteristics of architecture, painting and sculpture in the Italian Renaissance.
- Explain how the Renaissance developed in Florence, Venice, and Rome.
- Assess the developments in social and political thought in this period.
- How far did cultural developments in Italy interact with cultural developments elsewhere in Europe?

#### Indicative Content

- The cultural, economic and political condition of Italy in the early 15th century; wealth; trade; the city states; the importance of Rome; the impact of the fall of Constantinople.
  - The patronage of princes and nobles (including the Medici), the role of guilds, merchants, the role of the papacy and the Church.
  - Changes in architecture and painting, classical models and innovation; the development of Renaissance art, sculpture and architecture; the High Renaissance; the significance of leading artists including Masaccio, Donatello, Brunelleschi, Botticelli, Michelangelo, Bramante, Raphael, and Da Vinci.
  - Florence and the Medici (Cosimo, Lorenzo), Florentine artists, guilds, Savonarola; Venice and Byzantine influence, guilds, Bellini, growth of classical influence, Titian; Rome and the role of popes, Bramante, Michelangelo, Raphael.
  - Humanism and its influence, classical influences, writers including Ficino, Mirandola, Bruni, Guicciardini, Machiavelli, Castiglione, neo-Platonism.
  - The impact of Renaissance art, architecture and writing on developments elsewhere: the 'northern Renaissance' and England and France; role of education, printing, visits; influence on monarchs, the Fontainebleau school, Rabelais; Christian humanism, Erasmus, Colet, More, Melanchthon; Holbein, Dürer, Dutch art and music.
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**Unit F962 Option A****Study Topic 3: *Exploration and Discovery c.1445–c.1545***

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**Key Issues**

- Why was this a period of exploration and empire-building?
- Why and how did Portugal develop an overseas empire?
- Why and how did Spain develop an overseas empire?
- How important were individuals in the development of overseas empires?
- Explain the main features and impact of the Portuguese empire.
- Explain the main features and impact of the Spanish empire.

**Indicative Content**

- Motives for discovery and empire-building, ie economic, religious, cultural, political, personal; changes in ship design, map-making and associated developments.
  - Geographical position, role of monarchy and patrons, links between expansion/exploration and internal developments, trade, Henry 'the Navigator', Diaz, da Gama, Cabral, Azores, West Africa, India, Prester John, gold, slaves, spices, trading posts, forts and colonies, Treaty of Tordesillas.
  - Geographical position, Portuguese example, role of monarchy and patrons, links between expansion/exploration and internal developments, trade, gold, spices, spread of Christianity, Columbus, Balboa, Cortes, Pizarro, West Indies, Mexico, Peru, Treaty of Tordesillas.
  - Diaz, da Gama, Magellan, Columbus, Vespucci, Balboa, Cortes, Pizarro, Magellan.
  - Portuguese impact: Atlantic islands, Africa, Asia and Brazil; sugar, spices, dye, staging posts, settlement, gold, slavery, Christianity. Consequences for Portugal.
  - Spanish impact: Caribbean, Mexico, Peru; conquest, government, settlement, gold, silver, slavery, Christianity. Consequences for Spain.
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## Unit F962 Option A

### Study Topic 4: *Spain 1469–1556*

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#### **Key Issues**

- How and why was Isabella able to consolidate her rule of Castile?
- What was the importance of religion during the reigns of Ferdinand and Isabella?
- How successful were Ferdinand and Isabella in dealing with the problems they faced?
- To what extent was Spain unified under Ferdinand and Isabella?
- How effectively did Charles I deal with the problems he faced in the period 1516–24?
- How successful was Charles I in his rule of Spain?

#### **Indicative Content**

- The condition of Spain in the mid-fifteenth century: government, the provinces, social structure, the economy. Securing the throne, civil war, foreign intervention, Joanna, reasons for victory by 1479.
  - ‘Catholic Monarchs’, religious beliefs of Isabella and Ferdinand, the Reconquista, the significance of 1492, Moriscos and Conversos, Cisneros and church reform, the Inquisition.
  - The aims of Ferdinand and Isabella; their administrative methods; their handling of the nobles, towns, law and order, finances, foreign policy and the economy.
  - Castile and Aragon: similarities and differences in government, administration, finances, economy, foreign policy. Aims of Ferdinand and Isabella. Powers of the monarchs. Situation after Isabella’s death. Situation in 1516.
  - The succession of Charles I, the condition of Spain in 1516, absence, foreigners, nobles, towns, Revolt of Comuneros, Germania, Charles I’s position in 1524.
  - Government, the financial condition of the Crown 1516–56, domestic trade and industry and agriculture, the significance of America, absence, religion, situation in 1556.
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**Unit F962 Option A****Study Topic 5: Charles V: International Relations and the Holy Roman Empire 1519–59**

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**Key Issues**

- How and why did Charles V's political relations with the princes change?
- What were Luther's beliefs and how did they develop between 1517 and 1530?
- To what extent did Lutheranism spread in the Holy Roman Empire?
- Why was Charles V unable to crush Lutheranism?
- How successful was Charles V in his wars with France?
- How successful was Charles V in dealing with the Ottoman threat?

**Indicative Content**

- Extent of Charles' power as Holy Roman Emperor, aims of princes, impact of Lutheranism, Diets, Schmalkaldic League, Mühlberg, Peace of Augsburg, succession and abdication.
- Luther's main ideas on the church and the papacy, and on religious belief and practice (especially as expressed in the 95 Theses [1517], and in pamphlets, masses and catechisms); Luther's view of the protestant radicals and Christian humanists.
- Reactions to Luther and his ideas by the secular and religious authorities 1517–21; the effects of Lutheranism on German princes, knights, towns and peasants; extent of spread of Lutheranism and reason for it; situation in 1555.
- Charles V's policies towards Lutheranism and their application, support for Luther, role of princes, decisions of Diets, role of Charles's problems elsewhere, Peace of Augsburg.
- Reasons for the wars, situation in 1521, strengths and weaknesses of France and Charles's Empire in relation to war, development of the wars 1521–59, extent of and reasons for Charles's successes and defeats, the Treaty of Cateau-Cambrésis.
- Situation in 1519, expansion of Ottoman power in the Balkans and Mediterranean, actions against Barbarossa, impact of war with France, Ferdinand and Hungary, Siege of Vienna and after, situation in 1540s, impact of problems in the Holy Roman Empire.

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## Unit F962 Option A

### Study Topic 6: *Philip II, Spain and the Netherlands, 1556–1609*

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#### Key Issues

- Assess the condition of Spain at the time of Philip's accession.
- How successful was Philip II in his rule of Spain?
- How successful was Philip II's foreign policy?
- Why did Philip II face opposition and rebellion in the Netherlands?
- Why did the revolt in the Netherlands last so long?
- Why were the northern provinces able to win their independence by 1609?

#### Indicative Content

- Philip II's legacy from Charles I (V), the condition of Spain in the last years of Charles I's reign, the abdication of Charles I, the Treaty of Cateau-Cambrésis.
- Philip II's personal style of government, his policies towards court faction and provincialism; the finances and economy, inflation, religion, the defence of Catholicism, the Morisco problem; the condition of Spain at the end of the reign.
- Corsairs and Turks, Lepanto, relations with the papacy, aims in Europe, Cateau-Cambrésis, peace and war: changing relations with England, France and Portugal.
- The origins of the Dutch Revolt: Philip II's policies towards centralisation, religion and taxation; regional traditions, the growing significance of Calvinism, the economy of the Netherlands, the growing economic problems of Spain.
- Spanish policies and actions; Alva, Requesens, Don John, Parma; William of Orange as a leader of the Revolt: his aims, his politics and military abilities; role of foreign interventions; religion; north and south.
- Union of Utrecht, foreign intervention, Spanish concerns elsewhere, strategic position of northern provinces, Maurice of Nassau, stalemate and ceasefire, truce of 1609.

**Study Topic 1: *Napoleon, France and Europe 1795–1815***

**Key Issues**

- How and why did Napoleon come to power in 1799?
- Assess the reforms introduced during the Consulate, 1799–1804.
- To what extent was Napoleon nothing more than a dictator in his rule of France between 1799 and 1815?
- Why was Napoleon able to achieve so much military success in Europe in the period 1796 to 1809?
- Assess the reasons for Napoleon's downfall in 1814 and 1815.
- Assess the impact of Napoleon on Europe.

**Indicative Content**

- The major elements of Napoleon's rise to power: Napoleon's position in 1795, success in Italy, the Egyptian campaign, return to France and Brumaire. The reasons for Napoleon's rise to power, including: Napoleon's ability and reputation, the weaknesses of the Directory, the role of the army, war against the Second Coalition, the coup of Brumaire.
- Constitutional changes, reforms of government and administration, legal and judicial reforms, economic and financial reforms, religious policy, education reforms; the motives for, aims and impact of, the reforms; the relationship between these reforms and the Revolutionary principles of liberty, equality, fraternity and property.
- The constitutions of 1800, 1802, 1804 and 1815; system of government (central and local); police; censorship and propaganda; dealing with opposition and criticism; changes in education, religion, law and justice over the period; the Hundred Days in France.
- Napoleon's military campaigns 1796 to 1809 and the reasons for their success, including: Napoleon's strengths and weaknesses as a military leader; the nature of the French army and the impact of reforms made before and during Napoleon's leadership; the international situation and Napoleon's diplomacy; the weaknesses of Napoleon's opponents.
- War and diplomacy 1809–15, the various reasons to explain Napoleon's downfall including: British opposition; the Continental blockade/system; the Peninsular War; the Russian campaign; the War of Liberation; the Waterloo campaign; opposition in France and Europe; weaknesses in Napoleon's leadership and the quality of his armed forces; the reforms of opponents' armies; the development of concerted opposition, including the Fourth Coalition.
- Napoleon's treatment of conquered territory, satellites and allies; the creation of the Napoleonic Empire and the reorganisation of states; the reaction to French rule; the impact of the Continental System; Napoleon and nationalism.

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## Unit F962 Option B

### Study Topic 2: *Monarchy, Republic and Empire: France 1814–70*

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#### Key Issues

- How successful was the reign of Louis XVIII?
- Why was Charles X overthrown in 1830?
- How successful were Louis Philippe's domestic and foreign policies?
- Assess the causes and consequences of the 1848 revolution in France to 1852.
- How successful was Napoleon III's domestic policy?
- How far did Napoleon III achieve his aims in foreign policy?

#### Indicative Content

- Legacy of the French Revolution and Napoleon; First and Second Restorations; the problems facing Louis XVIII, his attitude and his policies, the Charter, Ultras, Richelieu, Decazes, murder of Berry, Villèle, liberal and reactionary policies, foreign policy.
  - The policies and attitude of Charles X, coronation, Villèle, the Law of Indemnity, the Law of Sacrilege, clericalism and anti-clericalism, liberal recovery, Polignac, economic and social problems, 1830 election, Ordinances of St Cloud, July Revolution.
  - The establishment of the July Monarchy; character, attitude and policies of Louis Philippe; revision of the Charter; early crises. Foreign policy, including Belgium, Mehmet Ali crisis, Tahiti. Domestic policies; political, economic and social problems; repression; Guizot and 'immobilism'; corruption; extent and development of liberal, republican, Bonapartist and socialist criticism and opposition.
  - The long- and short-term political, social and economic causes of the 1848 Revolution; the Second Republic; June Days; constitution; election of Louis Napoleon; character, attitude and policies of Louis Napoleon; foreign and domestic policies (Rome, Falloux Law, changes to franchise); Coup of December 1851; establishment of Empire.
  - Napoleon's ideas and aims; constitution; economic and social policies, railways, banking, free trade, Haussman, Saint-Simonianism; elections, liberalisation and opposition; army reform, Ollivier and the 'Liberal' Empire; fall of Napoleon III.
  - Napoleon's ideas and aims; Crimean War; Italy; Mexico; relations with Britain; Austria, Prussia and Germany; the Franco-Prussian War.
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## Unit F962 Option B

### Study Topic 3: *The USA in the 19<sup>th</sup> Century: Westward Expansion and Civil War 1803–c.1890*

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#### Key Issues

- Assess the main factors that contributed to the opening up of the West in this period.
- Assess the impact of Federal government on westward expansion.
- Assess the impact of westward expansion on Native Americans.
- Assess the developments in the period from 1850 to 1861 that led to secession and civil war.
- How effective was military and political leadership in the North and the South during the Civil War?
- Why did the Union eventually win the Civil War?

#### Indicative Content

- The roles of exploration, fur trade, cattle, mining and farming; trails, roads, steamboats, railways, telegraph; Mormons; push and pull factors – ‘Manifest Destiny’, opportunities, incentives and escape.
- Louisiana purchase; Florida, Texas, Oregon, Gadsden Purchase; admission of new states to the Union; Federal government and developments in communication; Cumberland Road, mail and telegraph, railways; Homestead Act, Morrill Act; conservation.
- Situation in the early 19<sup>th</sup> century; Tecumseh’s Confederacy, First Seminole War and other ‘wars’; Jackson and the Indian Removal Act; Bureau of Indian Affairs; treaties and the Indian Wars of 1860s and 1870s; reservations, Dawes Act and Americanisation; reasons for destruction of Native-American society.
- Main differences between North and South; the issues of slavery and western expansion as they developed in the 1850s (1850 Compromise, Kansas-Nebraska, Dred Scott, John Brown); Lincoln and the Republican Party; Election of 1860, secession and failure of compromise.
- Lincoln and the Union, character, appointments, relations with ministers, organisation of war effort, Emancipation Proclamation, election of 1864; Davis and Confederacy, character, appointments, relations with ministers, states, organisation of war effort; effectiveness of McClellan, Grant, and Lee as military commanders
- Resources, morale, strategies, the significance of major campaigns and battles (for example Antietam, Shiloh, Vicksburg, Gettysburg, the march through Georgia, Wilderness Campaign), naval blockade, international situation. [Candidates will not be expected to have a detailed knowledge of military campaigns or battles but should be prepared to discuss the significance of key events.]

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**Unit F962 Option B****Study Topic 4: *Peace and War: International Relations c.1890–1941***

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**Key Issues**

- Assess the causes of the First World War.
- Why did the First World War last so long before Germany was defeated?
- Assess the aims, the terms and the immediate impact of the Paris peace settlement.
- Assess the success of international diplomacy in resolving disputes in the 1920s.
- Assess the reasons for the outbreak of War in Europe in 1939.
- Assess the reasons for war in Asia to 1941.

**Indicative Content**

- Nationalism; Imperialism; Militarism; Alliance System; Moroccan crises; Balkan Crises; 'Weltpolitik' and German policies; aims and policies of Austria-Hungary, Russia, France and Britain; the July Crisis.
  - War Plans and stalemate: strategy, tactics, technology, trench warfare and generals; changes in 1917–18 (including roles of Russia and USA, technology, strategy and tactics); naval warfare, blockades; events in Germany in 1918.
  - Aims and motives of the 'Big Four'; Paris Peace Conference; terms of Treaty of Versailles; treaties of St Germain, Trianon, Neuilly, Sèvres; immediate impact on and reaction in Germany; impact on Austria-Hungary and the Ottoman Empire; Treaty of Lausanne.
  - Conference of Ambassadors; League of Nations; impact of First World War; disputes (including Corfu Incident, Greece–Bulgaria War); Washington Naval Agreement, Locarno treaties; Kellogg-Briand Pact.
  - Impact of Great Depression; failure of the League of Nations; Italian aggression; German foreign policy; foreign policies of Britain and France; appeasement; Czechoslovakia; Nazi-Soviet pact; invasion of Poland.
  - Japanese nationalism and the impact of the Great Depression; League of Nations and the Manchurian Crisis; Sino-Japanese War; Japanese, British and American aims and actions in foreign policy in Asia; Greater Asia Co-Prosperty Sphere and invasion of Indo-China; Pearl Harbour.
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## Unit F962 Option B

### Study Topic 5: *From Autocracy to Communism: Russia 1894–1941*

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#### Key Issues

- How successful was Tsar Nicholas II in dealing with the problems he faced between 1894 and 1905?
- How stable was Russia between 1905 and 1914?
- Why were there two revolutions in Russia in 1917?
- How effectively did Lenin deal with the problems he faced between 1917 and 1924?
- Why and how was Stalin able to gain and consolidate his power between 1924 and 1941?
- How successful were Stalin's economic policies in the 1930s?

#### Indicative Content

- Character, attitude and abilities of Nicholas II; political, economic and social problems; opposition, liberals, populists and Marxists, national minorities; Pobedonostsev, Witte; Russo-Japanese War; the causes of the 1905 Revolution.
- The extent, nature and consequences of the 1905 Revolution; Witte and the October Manifesto; Fundamental Law, the Dumas; repression and reform under Stolypin; the political, economic and social situation of Russia on the eve of war.
- Impact of First World War: defeats, losses, economic dislocation, food shortages, transport problems, inflation; Tsar's leadership; Rasputin; criticism in the duma; events of March 1917; Provisional Government and Petrograd Soviet; return of exiles and April Theses; July Days; Kornilov revolt; events of November 1917; roles of Lenin and Trotsky.
- Constituent Assembly. Civil War: White forces, foreign intervention, Red army, 'war communism'; murder of Tsar; Red Terror; Kronstadt Rising; NEP; constitution and government; strengths and weaknesses of Lenin as leader.
- Character and abilities of Stalin; rivalries in communist party; Trotsky, Bukharin, Kamenev, Zinoviev; Stalin's tactics; 'socialism in one country' v. 'permanent revolution'; propaganda and Cult of Personality, growth of police state (OGPU, NKVD, purges and gulags).
- Gosplan, kulaks, voluntary and forced collectivisation, mechanisation, industrialisation and the first two Five Year Plans; economic, social and political effects of collectivisation and Five Year Plans.

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## Unit F962 Option B

### Study Topic 6: *Democracy and Dictatorship: Italy 1896–1943*

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#### Key Issues

- How well did Italian governments deal with internal problems 1896–1915?
- Assess the role of, and impact on, Italy of the First World War to 1920.
- Assess the factors that brought Mussolini to power in October 1922.
- How effectively did Mussolini consolidate his political power in Italy?
- How successful were Mussolini's economic and social policies?
- How far did Mussolini achieve his aims in foreign policy?

#### Indicative Content

- Italy in 1896, transformismo, economic and political problems, violence, strikes, Giolitti's ministries, reforms, industrialisation, Tripoli, irredentism and nationalism, Catholic Church, socialism and Red Week.
  - Neutrality; entry into war and Treaty of London; management of war effort, key battles and campaigns; debt and inflation; Orlando and Paris Peace Conference; 'mutilated victory'; nationalists and D'Annunzio; economic, social and political problems.
  - Economic problems in agriculture and industry, rise of socialism, 'two red years', weaknesses of liberal governments, fascism, Mussolini, violence, electoral pact of 1921, Facta, Victor Emmanuel and the 'March on Rome'.
  - From Prime Minister to 'il Duce': Acerbo Law, Matteotti murder, Aventine Secession, electoral law of 1928, restrictions on power of the King, Fascist Grand Council, reform of local government, Lateran Accords; propaganda and police.
  - Fascist aims and ideas in economic and social policy: education and youth policy, media, sport, Dopolavoro; Corporatism, battles for lira, land, grain and births, railways and roads.
  - Corfu Incident; Locarno and Kellogg-Briand Pact; policy towards Britain, France, Austria, Germany; Dollfuss; Stresa Front; Abyssinian Crisis; Spanish Civil War; Rome–Berlin Axis; Anti-Comintern Pact; Munich Conference; Pact of Steel; Albania; Second World War; defeat.
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**Unit F962 Option B****Study Topic 7: *The Rise of China 1911–90***

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**Key Issues**

- Assess the consequences of the Chinese revolution of 1911.
- How successful was Jiang Jieshi (Chiang Kai Shek) as the Nationalist leader of China from 1928 to 1949?
- Why was Mao Zedong successful in achieving a Communist Revolution in 1949?
- How successful was the Communist government in its domestic policies in the 1950s and early 1960s?
- Assess the origins and consequences of the Cultural Revolution.
- Assess the extent of political, economic and social change since the death of Mao Zedong.

**Indicative Content**

- Sun Yat-sen, Nationalist China and the warlords; Japan, the 21 demands, and the 4 May Movement; Three People's Principles; united front of the Guomindang and the Communist Party; the Northern March and 'white terror', Jiang Jieshi (Chiang Kai Shek).
- Campaigns against the communists; Nationalist policies, limited reform and the New Life Movement; Nationalist policy on foreigners; Manchuria and the Sino-Japanese war; the Nationalists and the Second World War.
- The growth and appeal of the Communist Party; struggle with the Nationalists; the Long March and the Shensi Soviet; the CCP-Guomindang Popular Front 1937–45; success in the civil war 1945–49.
- Communist government; collectives and communes; industry and the Five Year Plan; social reforms and ideology; The Hundred Flowers Campaign; the Great Leap Forward.
- Maoists and Rightists in China; Red Guards, the Little Red Book and the Cultural Revolution; Three in One Committees; restoration of order; economic, social and political consequences.
- Gang of Four; Deng Xiaoping and policy changes; reaction and the Democracy Wall; modernisation; the 1987 crisis; Tiananmen Square; China in the 1990s.

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## Unit F962 Option B

### Study Topic 8: *Democracy and Dictatorship in Germany 1919–63*

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#### Key Issues

- How strong was Weimar Germany in the 1920s?
- How and why did the Nazi Party come to power in 1933?
- How effectively did the Nazis maintain their position in power after 1933?
- How successful were Hitler's economic and social policies, 1933–45?
- Why and with what consequences was Germany divided after the Second World War?
- How successful was Adenauer as Chancellor from 1949 to 1963?

#### Indicative Content

- Consequences of First World War; Impact of the Treaty of Versailles, Weimar constitution, coalitions, Communist revolts and the Kapp Putsch and Munich Putsch; Invasion of Ruhr; Stresemann, Dawes and Young Plans; foreign loans; 'Golden Years'; situation in 1929.
  - Legacy of Versailles and weaknesses of Weimar; Nazi Party in 1928; impact of Great Depression, elections and governments 1928–33; communism; rise and appeal of Nazism, role of propaganda and Hitler; Hindenburg; Papen, Schleicher and 'backstairs' intrigue; Reichstag Fire; election of March 1933.
  - Gleichschaltung, Enabling Law and the creation of a one-party state, death of Hindenburg, system of government and administration, censorship and propaganda, machinery of terror (courts, SS, Gestapo, concentration camps), Night of the Long Knives, treatment of opposition, religious policy, benefits of Nazi rule.
  - Schacht's Four Year Plan and Goering's New Plan, public works, conscription, autarky, German Labour Front and 'strength through joy', policy towards women, education and youth policies, racial policy, war economy and Total War.
  - Consequences of Second World War, Cold War, Potsdam, division of Germany and Berlin, denazification, Bizonia and developments in the Soviet Zone, currency and the Berlin Blockade, creation of West Germany and the GDR.
  - The Basic Law and constitution of West Germany, 1949 election; the 'economic miracle', political and social stability; rapprochement with France, EEC; rearmament and NATO, policy towards USA and USSR, GDR; elections of 1953, 1957 and 1961; Berlin Wall, Adenauer's decline and the Der Spiegel crisis of 1962; West Germany in 1963.
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## Unit F962 Option B

### Study Topic 9: *The Cold War in Europe from 1945 to the 1990s*

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#### Key Issues

- Assess the origins of the Cold War in Europe to 1945.
- Assess how and why the Cold War developed in Europe between 1945 and 1948.
- Assess the importance of Germany in the development of the Cold War between 1948 and the 1980s.
- Why did the Soviet Union face problems in controlling Eastern Europe from the 1950s to the 1980s; and how successfully were the problems dealt with?
- Why did the Cold War come to an end in Europe?
- Assess the consequences of the collapse of the Soviet Union for Eastern Europe in the 1990s.

#### Indicative Content

- Capitalism and Communism and general attitudes East and West since 1917, wartime tensions in the Grand Alliance; Tehran Conference; the 'liberation of Europe' in the East and West; tensions and difficulties at the Yalta and Potsdam Conferences; relations between Stalin, Churchill, Roosevelt (and later Truman, Attlee).
- 'Iron Curtain' speech, the establishment of Soviet control of Poland, Romania, Hungary; Greece, the Truman Doctrine and Marshall Aid; Cominform, developments in Germany, Czechoslovakia; Yugoslavia.
- Berlin Blockade, NATO, the creation of West and East Germany, Comecon, issues of western security and the rearmament of West Germany, problems in East Germany, Warsaw Pact, the Berlin Wall, the development of détente and Ostpolitik, the impact of the 'New Cold War' (1979–85) on Ostpolitik.
- Nationalism, economic problems, lack of political and religious freedom in Eastern Europe; Destalinisation; problems in Poland in 1956; cause, course and consequences of the Hungarian crisis in 1956; causes, course and consequences of the Prague Spring in 1968 (including the Brezhnev Doctrine); causes, course and consequences of the Polish crisis in 1980–81.
- Economic and social problems in USSR and Eastern Europe; western influences; Polish Solidarity movement; Gorbachev, glasnost and perestroika; costs of defence and war in Afghanistan; events of 1989 in Poland, Hungary, East Germany, Czechoslovakia, Romania.
- The fall of Gorbachev and the coup of 1991; Russia under Yeltsin, the Commonwealth of Independent States; reunification of Germany and its consequences; civil war and the break-up of Yugoslavia to 1995.
- [NB Whilst knowledge of the wider context of the Cold War is not required, a general awareness of the key developments and events insofar as they affected developments in Europe would be useful.]

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## Unit F962 Option B

### Study Topic 10: *Crisis in the Middle East 1948–2003*

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#### Key Issues

- Why was the state of Israel created?
- Assess the causes and consequences of the Arab–Israeli wars of 1948–49, 1967 and 1973.
- Assess the impact of Nasser and Sadat on Egypt and the Arab world to 1981.
- Assess the difficulties in achieving a settlement of the Palestinian question since the Yom Kippur war.
- Assess the causes and consequences of the Iran–Iraq war (1980–88).
- Why have Western powers intervened in Iraq in the period from 1991 to 2003?

#### Indicative Content

- Balfour Declaration, British rule in Palestine, Jewish immigration, Arab opposition, impact of Nazism and Second World War, Biltmore Declaration, Ben Gurion, Begin and Irgun, Stern Gang, American attitudes, British withdrawal, creation of Israel and war with Arabs.
  - Causes and consequences of: the First Arab–Israeli War, the Six Day War and the Yom Kippur War.
  - Nasser and the Egyptian Revolution; causes and consequences of the Suez Crisis; Nasser’s leadership of Egypt and relations with the Arab World, Soviet Union and the USA to 1970. Egypt under Sadat: relations with Arab states, Israel, the USA and the Soviet Union; assassination 1981.
  - The Palestine Liberation Organisation, Israel and the civil war in the Lebanon; major peace efforts (Treaty of Washington 1979, Oslo Accords 1993, Palestinian self-rule 1995, Camp David 2000, Road Map for Peace); roles of USA, Arafat and Israeli leaders; intifadas; Israeli settlements; terrorism and suicide bombs; impact of 9/11.
  - Iran and Iraq in the 1970s; Khomeini and the Islamic Revolution, Khuzestan, Shatt el Arab and oil; Sunni and Shi-a, course of war, involvement of other powers (Russia, China, USA, Arab states), end and cost of war, impact on Middle East.
  - Reasons for Saddam Hussein’s attack on Kuwait, involvement of USA and coalition, war of 1991, UN and sanctions on Iraq, no-fly zones, weapons inspections, September 11 2001 and the ‘war on terror’, decision to go to war in 2003.
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### 3.3 AS Unit F963: *British History Enquiries*

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The focus of the Historical Enquiry AS papers F963 and F964 is the critical use of evidence in investigating and assessing historical questions, problems and issues. Each topic covers approximately 20 to 50 years – typically 30 years plus, the range being dependent on the history of the topic – however each is historically comparable in the extent of the questions and issues it raises. Breadth, balance, depth and coherence are achieved through the use of sources and knowledge through the application of skills, concepts and approaches used in the classroom and in assessment.

Teachers will need to provide historical background; context; and an awareness of how their chosen unit is located within the longer term developments of the topic of enquiry. The focus of questions may be on depth of one key issue or breadth using parts of several key issues, either for comparison or the evaluation of a theme. Each is of sufficient length, depth and breadth to provide a coherent and worthwhile study within a given period. Each provides a range of perspectives affecting individuals, societies and groups and will enable candidates to analyse and evaluate different interpretations and representations of the past through a variety of perspectives, mainly contemporary. Only one of 4 or 5 pieces of information may come from an historian.

The critical evaluation of sources is central to this paper. There is a particular focus on A01(a) and (b) and A02(a). Both questions require an understanding of context. The comparison as evidence in Qa) requires own knowledge only to provide context. The comparative focus here is on the evidence provided on an issue and its relative quality. Q(b) presents candidates with an interpretation. It requires own knowledge as part of the evaluative process – to confirm, extend or question the evidence of all the sources and, in so doing, to understand that the sources may either support or refute the interpretation. In both questions, candidates are expected to reach substantiated conclusions and judgements.

## Unit F963 Option A: *Medieval and Early Modern 1066–1660*

*The Key Issues provide focus for organising teaching and for the examination. The Indicative Content column gives a brief overview of material relevant to the key issues. It should not be taken as definitive.*

### **Study Topic 1: *The Normans in England 1066–1100***

*This option focuses on the Norman Conquest of England and the establishment of Norman power to 1100. Candidates should understand the extent of change and continuity from Anglo-Saxon to Norman England within this period. It also examines the succession struggle, a cross-channel Kingdom and a comparison between the governments of the two Williams.*

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#### **Key Issues**

- Why and with what effect on land tenure and military organisation was William able to conquer England?
- How far did William I and William II change the government and law of England?
- What problems were raised by the linking of England with Normandy?
- What issues affected relations between the crown and the church?

#### **Indicative Content**

- The events of 1066 immediately preceding the Battle of Hastings, the Battle itself and its aftermath, the rebellions against William I, Scandinavian threats and frontier problems; the confiscation and redistribution of landed estates, feudal tenure, barons and knights, the importance of castles, the survival of the fyrd.
  - The government of England by William I and William II: their position as successors to the Anglo-Saxon kingship and feudal overlords; change and continuity in government, administration, taxation and law; the evidence of the Domesday Book.
  - The problems in ruling both England and Normandy, the effects of William I's absences from England, William I's division of his territories, rivalry among the sons of William I, the death of Rufus.
  - William I's authority over the Church, his attitude to and the extent of reform, his relations with the papacy, William and Lanfranc; William II and the Church, Anselm and the crown.
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## Unit F963 Option A

### Study Topic 2: *Mid-Tudor Crises 1536–69*

*This option focuses on the theme of a series of crises involving the extent and significance of political, religious, economic and social change. Candidates will not be tested on the conduct of foreign policy and the events of war, but an understanding of their impact on developments in England is needed.*

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#### **Key Issues**

- How stable and well served was the monarchy in this period?
- What were the effects of economic and social change?
- How significant were the religious changes of the period?
- What was the nature of the challenge to royal authority?

#### **Indicative Content**

- The monarchy and its servants 1536–69: issues raised by the age and gender of rulers, marriage and the succession, faction, ministers and servants (Cromwell to Cecil).
  - Social and economic developments 1536–69: population change, inflation, agrarian problems, enclosure, unemployment, poverty, disease and famine.
  - Religious and ecclesiastical policies and developments 1536–69: the extent and results of change, the Elizabethan settlement.
  - Rebellion and popular protest: the interplay of religious, social, economic, political and regional factors.
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## Unit F963 Option A

### Study Topic 3: *The English Civil War and Interregnum 1637–60*

*This option focuses on the critical period between the collapse of Charles I's Personal Rule and the disintegration of the Interregnum. Candidates need to gain an understanding of the immediate causes, course and outcome of the Civil War (especially the political and religious issues that lay beneath it), the reasons for the trial and execution of Charles I, and the problems facing non-monarchical government between 1649 and 1660. They will **not** be tested on events in Scotland and Ireland, but an understanding of their impact on the developments in England is needed.*

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#### **Key Issues**

- Why, within two years of the collapse of the Personal Rule, did the civil war break out?
- Why did the Royalists lose the First Civil War?
- Why did it prove impossible to achieve a negotiated settlement between 1646 and 1649?
- What were the strengths and weaknesses of the Commonwealth and Protectorate from 1649 to 1660?

#### **Indicative Content**

- Finance and Ship Money, Laudian religion and the Bishops' Wars 1639; the Short and Long Parliaments, the dismantling of prerogative government, divisions over reform of the Church, the impact of the Irish Rebellion, the Grand Remonstrance, the approach of civil war.
- Royalists and parliamentarians (their strengths and weaknesses), the course and outcome of the First Civil War, the formation of the New Model Army.
- Negotiations with the king, the role of the Scots and the army, the Leveller debates, the Second Civil War, Pride's Purge and the trial and execution of the king.
- The achievements of the Rump and its dismissal, the Parliament of the Saints (Barebones), the Instrument of Government, Cromwell as Lord Protector, the role of the army and the collapse of the Interregnum 1658–60.

## Unit F963 Option B: *Modern 1815–1945*

*The Key Issues provide focus for organising teaching and for the examination. The Indicative Content column gives a brief overview of material relevant to the key issues. It should not be taken as definitive.*

### **Study Topic 1: *The Condition of England 1815–53***

*This option is concerned with some of the key political, social and economic questions posed by industrialisation, and the extent to which they changed and were tackled by governments of the period. The emphasis is on the main factors and disputes in four specified areas. Candidates should have a basic grasp of the three main approaches to reform (Benthamite, paternal and radical). Outline knowledge of the governments of the period is useful as a framework, but questions will not be set on issues relating purely to the political parties.*

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#### **Key Issues**

- How serious a threat to governments were the pre-Chartist Radicals 1815–37?
- What problems arose in the treatment of the needs of children in this period and how effectively were they tackled?
- Why were poverty and public health such significant issues?
- How radical were the political, social and economic demands of the Chartists, and to what extent and why did they fail to achieve change?

#### **Indicative Content**

- The methods and leadership of the Political Radicals from 1815 to 1820 (Pentridge Rising, March of the Blanketeers, Peterloo and the Cato Street Conspiracy), their campaigns for Parliamentary Reform and an untaxed press to 1837, Trade Unionism (repeal of the Combination Laws in 1824, the Tolpuddle Martyrs and the collapse of the GNCTU) and government reaction to the Radicals.
- Children, the family and the impact of the Factory Acts 1833–53: pauper apprentices and child labour, opposition to measures taken to protect children, pressures leading to change (Royal Commission on Factory Reform 1833, Mines Act 1842); elementary education for the children of the poor.
- The questions of poverty and public health, ie pressures leading to change in the Old Poor Law 1815–34 (the Royal Commission 1832, Chadwick, the attitudes of government), the New Poor Law 1834–47 (workhouses, opposition, the Anti-Poor Law League); the vulnerability of urban populations to epidemic disease, ie Chadwick's Report on Sanitary Conditions 1842, cholera and the 1848 Public Health Act.
- Assessing the radical response: reasons for the emergence of Chartism, the methods and leadership of Chartism, government attitudes and the impact of Chartism 1837–48.

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## Unit F963 Option B

### Study Topic 2: *The Age of Gladstone and Disraeli 1865–86*

*This option considers the political developments of the period and the impact on these of two notable individuals. Candidates should be aware of events before 1865 insofar as they influenced the beliefs and attitudes of Gladstone and Disraeli.*

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#### **Key Issues**

- How far did Gladstone's First Ministry pass significant domestic reforms?
- To what extent was Disraeli a genuine social reformer?
- How far did Gladstone succeed in solving the problems of Ireland?
- How far were the foreign and imperial policies of Gladstone and Disraeli in British interests?

#### **Indicative Content**

- Gladstone's victory in the 1868 election; reforms in education, the Civil Service and the army; secret ballot; university reform; trade unions; the licensing act; the pressures for reform and its impact.
  - The passing of the Second Reform Act in 1867. Disraeli's aims and tactics. Disraeli's 1872 speeches in Manchester and at the Crystal Palace; the Tory campaign in the 1874 election; reforms in housing, public health, trade unions, education, friendly societies; Licensing Act; Tory Democracy.
  - Religious, economic and social problems in Ireland; the legislation of 1869–86 including disestablishment of the Irish Church and the Land Acts; Fenians; the Land League and Irish Nationalists; Parnell; Gladstone's conversion to Home Rule and the First Home Rule Bill.
  - Disraeli's aims, Suez Canal Shares, the Eastern Question, the aggression of Russia and the Congress of Berlin, Imperial crises in South Africa and Afghanistan, Beaconsfieldism; Gladstone's aims, the *Alabama* incident, the impact of the Franco-Prussian War, Russian renunciation of the Black Sea clauses, the Bulgarian atrocities and Gladstone's reaction, criticisms of Disraeli's policies, Midlothian Campaign, intervention in South Africa, Egypt; Afghanistan and expansion of the Empire.
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## Unit F963 Option B

### Study Topic 3: *England and a New Century 1900–1924*

*This option is concerned with some of the key political, economic and social issues of the period, particularly the interplay between the decline of the Liberal Party, the rise of the Labour Party and the uneven fortunes of the Conservatives. Candidates should be aware of the pressures for political, social, constitutional and economic change and the extent and impact of reforms. Knowledge of the military aspects of the Boer and First World Wars is **not** necessary, except insofar as they affected party, suffrage and welfare issues.*

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#### **Key Issues**

- Why were the fortunes of the political parties so varied in the period from 1900 to 1914?
- How did war and the problems it bequeathed affect the political parties from 1918 to 1924?
- What demands were there for constitutional change and how important were they for democracy and the future of the political parties?
- What were the causes, nature and impact of social reform in the period from 1900 to 1924?

#### **Indicative Content**

- The progress of the Labour Party from 1900 to 1914, New Liberalism and the dominance of the Liberal Party from the 1906 election to 1914, the uneven progress of the Conservative Party from 1900 to 1914, the impact of Tariff Reform and Home Rule on the political parties.
- The impact of the war on the political parties (the split between Asquith and Lloyd George, the dominance of the Conservatives from 1916–18, Henderson, Labour and the Socialist Constitution of 1918, the Coupon Election 1918); post-war problems – the role of Lloyd George, the Conservatives 1918–23, the first Labour Government 1924.
- Constitutional issues: the issue of women's suffrage, reasons for reform of the Franchise 1918; the clashes between Commons and Lords and Constitutional reform. Ireland 1912–21 – Home Rule and independence.
- The debates about poverty and National Efficiency 1900–1914, the reasons for tackling poverty, taxation and the People's Budget 1909, welfare provision (Royal Commission on Poverty, pensions and contributory National Insurance), reform of working conditions, educational measures (1902 Education Act, Children's Charter 1908, Fisher's Education Act 1918), housing 1918–24 (Addison and Wheatley), the problems of unemployment 1918–24.

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## Unit F963 Option B

### Study Topic 4: Churchill 1920–45

*Candidates should study the career of Churchill in the context of the major developments of his time. His importance in both government and opposition in the period before 1939 should be studied and also his significance as a wartime leader. Outline knowledge of the military and diplomatic events of World War II is necessary to assess Churchill's wartime leadership.*

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#### **Key Issues**

- How and why did Churchill react to the problems of post-war Britain from 1920 to 1937?
- What were Churchill's views about Imperial and Foreign Policy from 1930 to 1939 and how justified were they?
- How far does Churchill deserve his reputation as a great wartime prime minister?
- How successful was the international diplomacy of Churchill during the Second World War?

#### **Indicative Content**

- Churchill's fear of Communism and social unrest, his work as Chancellor of the Exchequer and the return to Gold in 1925, his attitude to the General Strike and his activities during the Strike, his attempts at conciliation; the reasons why Churchill was not in office after 1929 and his contribution to the Abdication Crisis.
- Churchill's views about the Empire and India, his clash with his own party and the National Government about policy towards India; his attitude to Germany after 1933 and his views about rearmament and appeasement.
- Why Churchill became Prime Minister, his stance in 1940 and his style of leadership, his relations with his generals and his impact on strategic decisions in the Mediterranean, the bombing of Germany and the war in Europe 1944–45; Churchill and the plans for reconstruction, the reasons for Churchill's loss of the 1945 election.
- Churchill's views on Britain's world and imperial role; his relationship with other wartime leaders, Roosevelt, Stalin and De Gaulle; his contribution to international conferences, his plans for dealing with post-war Europe.



### 3.4 AS Unit F964: *European and World History Enquiries*

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The focus of the Historical Enquiry AS papers F963 and F964 is the critical use of evidence in investigating and assessing historical questions, problems and issues. Each topic covers approximately 20 to 50 years – typically 30 years plus, the range being dependent on the history of the topic – however each is historically comparable in the extent of the questions and issues it raises. Breadth, balance, depth and coherence are achieved through the use of sources and knowledge through the application of skills, concepts and approaches used in the classroom and in assessment.

Teachers will need to provide historical background; context; and an awareness of how their chosen unit is located within the longer term developments of the topic of enquiry. The focus of questions may be on depth of one key issue or breadth using parts of several key issues, either for comparison or the evaluation of a theme. Each is of sufficient length, depth and breadth to provide a coherent and worthwhile study within a given period. Each provides a range of perspectives affecting individuals, societies and groups and will enable candidates to analyse and evaluate different interpretations and representations of the past through a variety of perspectives, mainly contemporary. Only one of 4 or 5 pieces of information may come from an historian.

The critical evaluation of sources is central to this paper. There is a particular focus on A01(a) and (b) and A02(a). Both questions require an understanding of context. The comparison as evidence in Qa) requires own knowledge only to provide context. The comparative focus here is on the evidence provided on an issue and its relative quality. Q(b) presents candidates with an interpretation. It requires own knowledge as part of the evaluative process – to confirm, extend or question the evidence of all the sources and, in so doing, to understand that the sources may either support or refute the interpretation. In both questions, candidates are expected to reach substantiated conclusions and judgements.

## Unit F964 Option A: Medieval and Early Modern 1073–1555

The Key Issues provide focus for organising teaching and for the examination. The Indicative Content column gives a brief overview of material relevant to the key issues. It should not be taken as definitive.

### Study Topic 1: The First Crusade and the Crusader States 1073–1130

This option focuses on the origins and course of the First Crusade and the foundation of the Crusader states. Candidates should understand the European religious climate, the different motives of the Crusaders, the reactions of people in the Middle East and the extent of the success of the Crusade and the early Crusader kingdoms.

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<b><u>Key Issues</u></b>	<b><u>Indicative Content</u></b>
<ul style="list-style-type: none"><li>• Why did Urban II want to launch the First Crusade?</li><li>• Why did so many people join the First Crusade?</li><li>• How successful was the First Crusade?</li><li>• How successful were the Crusader Kingdoms to 1130?</li></ul>	<ul style="list-style-type: none"><li>• The papacy and war in the late eleventh century: warfare and the Eastern Empire during the reign of Gregory VII (1073–85); the reign of Urban II (1088–99) and his intentions in launching the Crusade; the role of the Byzantine empire.</li><li>• European religious attitudes in the reigns of Popes Gregory VII and Urban II (especially Holy War, the popularity of pilgrimage, the importance of Jerusalem, the development of the cult of saints), secular attitudes to a crusade, the People's Crusade.</li><li>• The First Crusade 1095–99: the main events, methods of fighting on both sides, the skills and behaviour of the Christian leaders, divisions among the Crusaders and the problems of their enemies.</li><li>• The establishment and development of the Crusader Kingdoms – Outremer 1099–1130, Jerusalem (especially its kings) and Antioch, further conquests following the capture of Jerusalem; the defence of the Crusader Kingdoms, manpower shortage and castles; Western Aid and the foundation of the Templars and Hospitallers, reasons for the survival of the kingdoms to 1130, increasing Muslim unity.</li></ul>

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## Unit F964 Option A

### Study Topic 2: *The German Reformation 1517–55*

*This option focuses on the development of the Lutheran Reformation in Germany. It considers the main ideas of Martin Luther, the personal importance of Luther as leader of the movement and its impact on Germany to 1555.*

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#### Key Issues

- What were Luther's main ideas and how and to whom did they spread?
- How did the authorities react to Luther from 1517 to 1521?
- What was the impact of Lutheranism in Germany from 1517 to 1530?
- Why did Lutheranism survive in Germany between 1530 and 1555?

#### Indicative Content

- Luther's main ideas on the church and the papacy, and on religious belief and practice, especially as expressed in the 95 Theses (1517), *On the Babylonish Captivity of the Church* (1520) and *An Appeal to the Christian Nobility of the German Nation* (1520); the role of the printing press, those to whom such ideas appealed.
  - Reactions to Luther and his ideas by the secular and religious authorities 1517–21 (the Emperor, princes, knights, cities; the German ecclesiastical authorities and the papacy).
  - The effects of Lutheranism on German princes, knights, towns and peasants between 1517 and 1530; Luther's view of the protestant radicals (Zwickau prophets, Müntzer, the Anabaptists, Zwingli).
  - Luther's leadership and the Lutheran Church, the role of the princes, the Schmalkaldic War of 1547, the survival of Lutheranism and princely revolt 1552, Ferdinand and the Peace of Augsburg 1555.
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## Unit F964 Option B: Modern 1774–1975

The Key Issues provide focus for organising teaching and for the examination. The Indicative Content column gives a brief overview of material relevant to the key issues. It should not be taken as definitive.

### Study Topic 1: The Origins and the Course of the French Revolution 1774–95

This option is concerned with the origins and main phases of the French Revolution. Candidates should study both the long-term and short-term causes of the Revolution. The focus is on the period from the accession of Louis XVI (especially the period after the American Revolution) to the Constitutional Monarchy and its overthrow in August 1792. They will then need to consider the rise to dominance of Robespierre, the Terror, the fall of the Girondins and Danton, the domestic policy of the Jacobins, and the reasons for the fall of Robespierre. Knowledge of the main features of the ancien régime and the new features of Republican and revolutionary France is expected.

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#### Key Issues

- What were the economic and social causes of the Revolution?
- What were the political causes of the Revolution?
- What was the nature of the Revolution during 1789–92?
- What were the reasons for the rise and fall of the Terror from October 1792 to 1795?

#### Indicative Content

- The social and economic problems of the *ancien régime* in France; the impact of enlightened ideas in France (while the emphasis is on the period from 1774, candidates should have a general background understanding of longer-term *ancien régime* issues); the impact of war and the American Revolution.
  - Shorter-term political causes of the Revolution: the political and financial impact of the American Revolution; the financial and political problems of the Crown; the influence of Louis XVI; attempts at reform by Turgot, Calonne and Necker; and the attitudes of the nobility to reform.
  - The main revolutionary events of 1789 to September 1792: the Calling of the Estates General, the Oath of the Tennis Court, the constitution of 1791, the overthrow of the constitutional monarchy, the significance of riots and direct popular action 1789–92.
  - The Convention and the Terror, the rise of Robespierre, internal changes and the impact of war; the destruction of the Girondins, opposition to the Jacobins and the fall of Robespierre; the establishment of the Thermidorian regime.
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## Unit F964 Option B

### Study Topic 2: *The Unification of Italy 1815–70*

*This option considers the process by which Italy became a unified state by 1870. Candidates should consider the different attitudes to unification (within and outside Italy, for and against) and the extent to which the new Italy reflected the relative strength of the different factors involved in the struggle for unification.*

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#### **Key Issues**

- How far did the experiences of 1815 to 1847 create support for Italian unity?
- Why did the revolutions of 1848–49 in Italy fail to unite Italy?
- How important to the unification of Italy were the contributions of the Italian states (especially Piedmont and its aims) and of individuals (Cavour, Garibaldi, Mazzini and Victor Emmanuel)?
- How important in the process of unification were foreign help and foreign circumstances?

#### **Indicative Content**

- Italy and the Vienna Settlement 1815, Restoration Italy, the Revolutions of 1820–21 and 1831, the intellectuals and their different attitudes to unity, the extent of support for these.
  - The Revolutions of 1848–49: main features and outcomes, the reasons for their failure.
  - The development of Piedmont from 1848; the roles of Cavour, Garibaldi, Mazzini, and Victor Emmanuel; the causes and outcomes of the 1859 war against Austria; the causes and outcomes of Garibaldi's invasion of Sicily 1859–61; the Italian Kingdom 1861–70 (the extent of unity).
  - The roles of France (especially Napoleon III), Prussia (especially Bismarck), Austria and Britain; the outcomes for Italy of the Crimean War, the Austro-Prussian War and the Franco-Prussian War.
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## Unit F964 Option B

### Study Topic 3: *The Origins of the American Civil War, 1820–61*

*This option considers the reasons for the outbreak of the American Civil War. Candidates should consider both the general issues and the specific developments which led to increasing tension between North and South.*

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#### **Key Issues**

- How did the issue of slavery in the Territories develop from 1820 to 1850?
- How substantial were the differences between North and South on the eve of the Civil War?
- How did events from 1820 lead to increasing sectional tensions between North and South?
- What were the motives behind secession, and why did this lead to civil war?

#### **Indicative Content**

- Slavery in the Territories, the Missouri compromise of 1820, the Nullification Crisis 1832–33, the origins of Abolitionism, the compromise of 1850.
  - Slavery versus Free Labour: the differing economic needs (especially relating to tariffs), the extent of the differences in social terms, perceptions of a separate identity (especially 'King Cotton' versus 'Slave Power'), variations within the two regions.
  - The impact on North–South relations of Texas becoming a state of the Union, the Kansas-Nebraska disputes, the Slave Fugitive Law, the Dred Scott decision, the consequences of John Brown's Raid (the rise of the Republican Party and the Lincoln–Douglas debates should also feature).
  - The impact of the 1860 Presidential election, Southern secessions, the actions of Lincoln, late attempts at reconciliation, the crisis at Fort Sumter.
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## Unit F964 Option B

### Study Topic 4: Dictatorship and Democracy in Germany 1933–63

*This option is concerned with the establishment and experience of Nazi and Communist dictatorship in 1933–34 and 1945–49 respectively, and the imposition and experience of Democracy in West Germany after the Second World War. Candidates should consider the nature of, and reasons for, change, divergence and continuity in political, economic and social structures in Germany during the period. Knowledge of foreign policy, the Second World War and the Cold War is **not** necessary except insofar as it affects domestic issues within Germany, such as anti-Semitism to 1942 and the impact of the Cold War on the two Germanys after 1945. For the period after 1945, the extracts may be set from historians both contemporary and post-1963.*

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#### **Key Issues**

- How effectively did Hitler establish and consolidate Nazi authority 1933–45?
- To what extent did the Nazis transform German society?
- To what extent and in what ways did communism transform the GDR?
- How far did Western democratic structures (political, economic and social) succeed in the Federal Republic?

#### **Indicative Content**

- The aims of the Nazis, their admission to power in 1933, their consolidation of power once in government, Hitler and government, the Police state, resistance up to 1945.
- Change in society (Volksgemeinschaft) 1933–39 (youth, education, women and the Churches), propaganda and control, racial purity and anti-semitism 1933–42 (Nuremberg Laws, Kristallnacht, the decision to implement a ‘Final Solution’).
- Potsdam and the Soviet zone, the consolidation of Communism under the SED 1946–48, Ulbricht’s leadership, the Berlin blockade and the GDR’s constitution 1948–49, the uprising 17 June 1953, economic change (land reform, collectivisation, nationalisation and heavy industry), social change (Protestant Churches, Trade Unions, education and youth), the Berlin Wall 1961.
- The western zones 1945–49, the emergence of political parties (CDU, CSU, SPD), constitutional safeguards and the Federal Republic 1949, ‘overcoming the Nazi past’ Adenauer and ‘Chancellor Democracy’, the western economy (Marshall Aid 1947, the Deutschmark 1948, Erhard and the ‘economic miracle’, the social market), western integration (NATO and the EEC), social changes.

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## Unit F964 Option B

### Study Topic 5: *The USA and the Cold War in Asia 1945–75*

*This option examines the basis of US involvement in Asia after 1945 and the changing nature of its policy to contain Communism in China, Korea and Vietnam. Candidates will need to understand why this failed in some areas (China and Vietnam) yet had more success in others (Japan and South Korea). With Vietnam, the focus is on the relative importance of the reasons for a growing US involvement, from Truman to Nixon, and the problems of failure and disengagement. A detailed knowledge of Chinese and Soviet policy is **not** required except insofar as they affected US policy during this period.*

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#### Key Issues

- How successfully did the US seek to contain Communism in Asia to 1950?
- How far did the Korean War and its origins (1950–53) change the US conduct of the Cold War in Asia?
- Why and with what results did the US become involved in Vietnam to 1968?
- Why did the US fail to win the Vietnam War?

#### Indicative Content

- The reconstruction of Japan, the failure to prevent a Communist victory in China in 1949 and its consequences, support for South Korea, the defensive perimeter strategy, the NSC68 (change or continuity of policy?).
- The origins of the Korean War; the role of the UN, US, USSR and China; disagreements between Truman and MacArthur; the consequences of the Korean War (military, strategic and financial).
- Eisenhower and the end of French control in Indo-China 1954, the rise of the Vietminh, the Geneva Agreement, the domino theory, the US and the fall of Diem's regime, the NLF 1960, Kennedy 1961–63 (aid, military advisors and interventions), Johnson and the Gulf of Tonkin incident, the decision to enter the war, the results to 1968.
- The role of the US military, the Vietcong and guerrilla warfare, the Tet Offensive 1968, opposition to the war in the US, the Draft, Nixon and the bombing campaign, the Paris peace talks 1968–73, Northern victory and the fall of Saigon 1975.



## 3.5 A2 Unit F965: *Historical Interpretations and Investigations*

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### 3.5.1 Purpose and nature of coursework

The purpose of the unit is to enable candidates to assess different historical interpretations and to carry out an historical investigation of their own choosing. They can display a range of skills in the critical assessment of different historical interpretations and in research. In Investigations they can pursue topics of personal interest, using them to display a range of historical knowledge and understanding. This style of assessment ensures that 'stretch and challenge' requirements are met.

The unit allows candidates to undertake a substantial piece of work in which they can develop and practise the skills of the historian for themselves. Thus it fulfils the requirements to **stretch and challenge** candidates at Advanced Level. Candidates can draw together the skills they have already acquired and expand them further. The study of interpretations, and an investigation on the same or related topics, provides the opportunity to make connections between different aspects of topics and to appreciate the way changing views of issues and problems have affected the work of historians. The process of change, mostly in the short term, is central to the topics.

Stretch and challenge is also achieved through the study of longer passages and more demanding sources than those studied for F963/964 at AS. Candidates are expected to demonstrate their conceptual understanding of the task in question and their ability to analyse, synthesise and evaluate historical interpretations. The assessment will take the form of two pieces of work, one focussed on Historical Investigations and one on Historical Interpretations.

### 3.5.2 There are two elements in the assessment

**Interpretations:** One piece of work up to 2,000 words long, based on the examination of a number of historians' interpretations in the context of the candidate's knowledge of the area of debate. All candidates in a centre may study the same area of debate. Interpretations tasks are set by OCR on the topics listed in section 3.5.3.

The Interpretations element requires candidates to comprehend, analyse and evaluate the ways in which the past has been interpreted in debates between historians. This may be historiographically based or it may reflect different emphases and approaches by different historians, some of whom may have been writing in widely different periods. The passages on which the questions are based are taken from the work of recognised historians and are long enough to provide plenty of opportunity for candidates to assess and evaluate the arguments using their analytical skills and their knowledge of the topic. They can show that they can discriminate between different interpretations to reach a supported judgement on the issue into which they are making their enquiry. Candidates build on and develop the skills used in the Historical Enquiries undertaken in their AS studies. They have the opportunity to develop their arguments to sophisticated levels given the nature of the questions.

**Investigations:** One piece of work up to 2,000 words long, comprising a personal investigation by the candidate. This will be based on a problem or issue about which there is a variety of views.

The Investigations element gives candidates some choice over the topic to be investigated as long as they do not choose topics which they have already studied at AS or which they are studying for the Themes Unit. Candidates will choose either an approved OCR Investigation question related to the topic selected for their Interpretation element, or they will adapt a generic OCR question so that they can study a particular area of personal interest. Candidates need to make a choice which ensures their studies for this unit are coherent. Not all candidates from the same centre may answer the same Investigation question. OCR requires centres to inform coursework moderators which topics candidates have studied for other units, to ensure these provisions are met.

The investigation is problem-based and questions conform to this requirement. They focus on recognised historical debates or on issues where different viewpoints can be put forward and candidates can reach an argued conclusion based on analysis in relation to the historical context. There are appropriate resources for the topics so that all candidates can have access to them. The nature of the questions means that candidates will be appropriately challenged in writing their answers.

### 3.5.3 Setting of tasks

**For the interpretations element**, centres must select a topic from the list overleaf. Three sets of passages and questions are provided for each topic in the Coursework Guide published on the OCR website. This enables candidates to attempt answers to questions on different sets of extracts and to choose which one to submit. Some of the passages and questions available will change in each year of the examination.

The questions enable the candidates to show their ability to analyse the passages critically; and will ask candidates to use the views expressed in the extracts, in the context of their own knowledge, to reach a conclusion about the validity of a particular interpretation. Centres will be expected to teach candidates the appropriate contextual knowledge and required skills.

The extracts in the questions provided are taken from the work of historians rather than from textbooks. There may be two, three or four extracts in each model. The extracts argue for different interpretations: for example, one might argue that Gladstone wished to solve the Irish problem from motives of principle; another might argue that he was motivated by pragmatic, party political issues; and a third might suggest that he began with one motive but by 1886 had other motives. The task presented to candidates could therefore be to assess which of these motives was the most important. Primary sources will not be used. The extracts will argue a view rather than describe events. Candidates should evaluate the arguments in the extracts and the evidence on which they are based.

In the following table the key issues are indicative only, and are not exhaustive. Centres are strongly advised to refer to the coursework guidance where the areas of debate are explained and expanded upon.

Interpretations/Investigations Study Topics	Key Issues
<p><b>a. The Age of Justinian</b>  <i>Focus: the extent of his achievements and an assessment of his greatness as a ruler.</i></p> <p><b>b. The Reign of Charlemagne 768–814</b>  <i>Focus: the interpretations of the aims of Charlemagne, notably his religious commitment and the extent of his achievements.</i></p> <p><b>c. Alfred the Great 871–899</b>  <i>Focus: the extent of Alfred's achievements and an assessment of his reputation.</i></p> <p><b>d. The Reign of King John 1199–1215</b>  <i>Focus: the reasons why John faced so many problems during his reign, notably how far these were caused by his own deficiencies and how far by external factors.</i></p> <p><b>e. The Wars of the Roses 1450–85</b>  <i>Focus: consideration of the reasons for the outbreak and continuation of the wars and the extent of their impact in England.</i></p>	<ul style="list-style-type: none"> <li>• how far he actively sought the re-creation of the old Roman Empire, uniting East and West;</li> <li>• how far he pursued religious orthodoxy via major persecution;</li> <li>• how successful his domestic reforms were and how far these were subordinated to military needs;</li> <li>• the aims of his wars and the degrees of success achieved there.</li> </ul> <ul style="list-style-type: none"> <li>• the reasons for and the effectiveness of Charlemagne's conquests;</li> <li>• the significance of the coronation in 800;</li> <li>• whether or not there was a true Carolingian Renaissance;</li> <li>• whether Charlemagne deserves his great reputation and how far there was decline in the latter part of his reign.</li> </ul> <ul style="list-style-type: none"> <li>• how significant a role Alfred played in the wars against the Danes and how far he was successful;</li> <li>• whether Alfred's reign saw a real revival and improvement in education and learning;</li> <li>• how far Alfred's government was successful and effective;</li> <li>• whether Alfred deserves to be called 'the Great'.</li> </ul> <ul style="list-style-type: none"> <li>• the causes of the loss of John's lands in Normandy in 1204</li> <li>• the reasons for, and outcome of, John's quarrel with Pope Innocent III;</li> <li>• the reasons why John failed to recover his position in France;</li> <li>• the reasons why, and with what results, John quarrelled with his barons.</li> </ul> <ul style="list-style-type: none"> <li>• how far the main cause of the outbreak of the wars was the deficiencies of Henry VI or other factors and how far the causes of the wars changed over time;</li> <li>• an assessment of the significance of Richard Neville, Earl of Warwick;</li> <li>• how much the population was affected by the wars;</li> <li>• the reasons for the Yorkists coming to power and whether Richard III was entirely to blame for their rapid downfall.</li> </ul>

Interpretations/Investigations Study Topics	Key Issues
<p><b>f. Philip II of Spain 1556–98</b></p> <p><i>Focus: how far Philip II was a successful ruler at home and in Europe and particularly how far he was motivated by religion or by a desire for absolute power.</i></p>	<ul style="list-style-type: none"> <li>• how far was Philip’s government of Spain effective;</li> <li>• the extent to which Philip can be accurately described as ‘The most Catholic King’ in his reign;</li> <li>• an assessment of the reasons for the Revolt of the Netherlands and the reasons why Philip failed to suppress it;</li> <li>• how far and why Philip II’s foreign policies changed over the course of his reign.</li> </ul>
<p><b>g. Elizabeth I, 1558–1603</b></p> <p><i>Focus: the extent of the challenges to Elizabeth’s power and church settlement.</i></p>	<ul style="list-style-type: none"> <li>• how far Elizabeth’s control of government was successfully threatened by the House of Commons;</li> <li>• to what extent the Roman Catholics, Mary Queen of Scots and Philip II mounted a serious threat to Elizabeth’s throne;</li> <li>• how successfully Elizabeth controlled her ministers and her court and had control over her personal life, notably her marriage;</li> <li>• how seriously the Puritans threatened the Elizabethan Church Settlement.</li> </ul>
<p><b>h. Oliver Cromwell 1599–1658</b></p> <p><i>Focus: the reasons for Cromwell’s rise to power and an assessment of his motivation and achievements.</i></p>	<ul style="list-style-type: none"> <li>• an assessment of Cromwell’s military achievements;</li> <li>• an examination of the reasons why Cromwell urged the execution of Charles I;</li> <li>• whether Cromwell was more motivated by religion or by personal ambition;</li> <li>• how far Cromwell’s rule can be considered beneficial or an unfortunate interlude in a monarchical age.</li> </ul>
<p><b>i. Peter the Great 1689–1725</b></p> <p><i>Focus: how much was achieved by Peter the Great in government, the economy and foreign affairs.</i></p>	<ul style="list-style-type: none"> <li>• how far Peter made a significant difference to the government and economy in Russia;</li> <li>• the extent to which there was opposition to his rule;</li> <li>• how far he was threatened by foreign powers and how successfully he met that threat;</li> <li>• to what extent he can be truly called Great.</li> </ul>

Interpretations/Investigations Study Topics	Key Issues
<p><b>j. Louis XIV 1661–1715</b>  <b>Focus:</b> <i>how far Louis XIV succeeded in establishing an absolute monarchy in France.</i></p>	<ul style="list-style-type: none"> <li>• how far the government and economy of France were under the control of the crown and how effectively they operated;</li> <li>• an assessment of the significance of Colbert in bringing about Louis XIV's aims;</li> <li>• how successfully Louis XIV brought the church in France under his control and eliminated dissent from Jansenists and Protestants;</li> <li>• the effectiveness of Louis XIV's use of the visual arts to promote his image of monarchy.</li> </ul>
<p><b>k. British India 1784–1878</b>  <b>Focus:</b> <i>the reasons why Britain was able to become dominant in India and the results of that dominance.</i></p>	<ul style="list-style-type: none"> <li>• how far the motives leading to British conquests in India were commercial, religious or political;</li> <li>• how far British rule benefited the native population;</li> <li>• the reasons for the outbreak of the Uprising in 1857 and for its failure;</li> <li>• the impact of the Uprising and how far it changed British attitudes and methods of rule.</li> </ul>
<p><b>l. Napoleon I, 1795–1815</b>  <b>Focus:</b> <i>the nature of Napoleon's rule of France; the extent and explanations for his success (and eventual failure) and for his impact on the rest of Europe. The reasons why Napoleon has and remains a controversial historical figure.</i></p>	<ul style="list-style-type: none"> <li>• the extent to which Napoleon should be viewed as the 'heir to the Revolution; an 'enlightened despot' or a 'military dictator' in his rule of France;</li> <li>• the extent to which Napoleon's success as a military leader was a function of his own talent, developments in the French armed forces pre-dating Napoleon, or the deficiencies and problems of his opponents;</li> <li>• the reasons for Napoleon's domination of continental Europe and for his eventual downfall;</li> <li>• the extent to which the impact of Napoleon on Europe can be viewed positively or negatively and the extent and features of that impact.</li> </ul>

Interpretations/Investigations Study Topics	Key Issues
<p><b>m. Gladstone and Disraeli 1865–86</b>  <b>Focus:</b> <i>the extent to which two major Victorian figures were able to bring about change in the short term in domestic and foreign affairs.</i></p>	<ul style="list-style-type: none"> <li>• the reasons for reform of Parliament, in social issues and in the widening of opportunities for all and how far progress was made;</li> <li>• the extent to which efforts to meet the problems in Ireland were successful;</li> <li>• the personal commitment of both Gladstone and Disraeli to reform;</li> <li>• how far British interests were upheld in the foreign and imperial policies followed by Gladstone and Disraeli.</li> </ul>
<p><b>n. Bismarck and German Unification 1815–71</b>  <b>Focus:</b> <i>the reasons for the rise of Prussia and its role in the unification of Germany.</i></p>	<ul style="list-style-type: none"> <li>• the reasons for the changing balance of power between Prussia and Austria in the period 1815 to 1866;</li> <li>• the reasons for the development of Prussia's strengths (eg the Prussian army, Prussian economic power, Prussian leadership of the Zollverein, Bismarck's diplomacy);</li> <li>• the contribution of German Liberals and nationalist groups to German Unification;</li> <li>• the nature of Bismarck's aims and methods and his contribution to the process of German unification.</li> </ul>
<p><b>o. Russian Revolutions 1894–24</b>  <b>Focus:</b> <i>the reasons for the revolutions in Russia and the outcome of the establishment of a Communist government.</i></p>	<ul style="list-style-type: none"> <li>• why there was a revolution in 1905 and why the Tsar survived;</li> <li>• the reasons for the revolutions in 1917 and for the eventual success of the Bolsheviks;</li> <li>• the reasons why Lenin and the Bolsheviks were able to maintain themselves in power up to 1924;</li> <li>• to what extent was Lenin merely a dictator who took and held power by force .</li> </ul>
<p><b>p. America Between the Wars 1918–41</b>  <b>Focus:</b> <i>the contrasting fortunes of the US economy in the 1920s and the 1930s and the changing relationship between the US and other powers in that period.</i></p>	<ul style="list-style-type: none"> <li>• the reasons for the booming economy in the 1920s;</li> <li>• why and with what results prohibition was introduced into the US;</li> <li>• the reasons for the depression and the effectiveness of the New Deal in counteracting its impact;</li> <li>• how far American foreign policy was isolationist or interventionist.</li> </ul>

Interpretations/Investigations Study Topics	Key Issues
<p><b>q. The Causes of World War II, 1918–41</b>  <b>Focus:</b> <i>How long-term discontents about the results of the First World War were not resolved by attempts at international understanding; consequently nationalist sentiment in Europe and Asia, exacerbated by economic depression, defeated attempts at appeasement to prevent a series of interlinked conflicts in Europe and Asia leading to global war.</i></p>	<ul style="list-style-type: none"> <li>• to what extent problems arising from the peace settlements after the First World War led to World War II</li> <li>• why international institutions and agreements were not more effective in maintaining peace, 1920–35;</li> <li>• the impact of economic problems in Europe and Asia on the bringing about of aggression and war;</li> <li>• the role of appeasement in causing rather than preventing war 1931–39.</li> </ul>
<p><b>r. The Cold War 1941–56</b>  <b>Focus:</b> <i>the reasons for the collapse of the Grand Alliance and the development of the Cold War to 1956.</i></p>	<ul style="list-style-type: none"> <li>• the reasons for the disputes between the wartime allies 1941–45;</li> <li>• the reasons why the USSR took control of Eastern Europe from 1945 and how successfully they dominated the region to 1956;</li> <li>• the factors that led the USA to intervene in Europe and Asia from 1945 to 1956;</li> <li>• why and with what consequences a nuclear arms race developed in this period.</li> </ul>
<p><b>s. The War in Vietnam 1955–75</b>  <b>Focus:</b> <i>the reasons why the USA intervened in Vietnam and the reasons for the USA's failure to win the Vietnam War.</i></p>	<ul style="list-style-type: none"> <li>• the reasons for the USA's participation in Vietnam and the means by which the USA participated in the Vietnam War;</li> <li>• the reasons why the USA failed to win the war in Vietnam;</li> <li>• the social and political consequences within the USA of involvement in Vietnam;</li> <li>• what the results of the Vietnam War in South East Asia were.</li> </ul>
<p><b>t. The Development of Rights for Women in Great Britain 1867–1918</b>  <b>Focus:</b> <i>the reasons why women obtained more rights in this period and the efficacy of the methods they employed.</i></p>	<ul style="list-style-type: none"> <li>• why women began to demand a bigger political and professional role;</li> <li>• how successful the methods of the groups campaigning for the vote for women were;</li> <li>• how far the work of women in World War I was responsible for achieving the vote;</li> <li>• how significant the role of leading campaigners was.</li> </ul>

Interpretations/Investigations Study Topics	Key Issues
<p><b>u. Nazi Germany 1933–45</b></p> <p><i>Focus: the nature of Nazi government, its impact on Germany and the extent of the social revolution it brought about; its racial aims and policies; the nature and extent of opposition to the regime.</i></p>	<ul style="list-style-type: none"> <li>• How did Nazi Germany maintain control and reduce the chances of effective opposition – by repression, propaganda or compliance?</li> <li>• How far did domestic policies create the ideal of the <i>Volksgemeinschaft</i>?</li> <li>• To what extent was the Holocaust the result of premeditated planning and to what extent did it evolve as a result of cumulative radicalism and the circumstances of war?</li> <li>• How effective was the structure of government at central and local level? To what extent was Hitler ‘a weak dictator’?</li> </ul>
<p><b>v. Britain under Margaret Thatcher 1979–90</b></p> <p><i>Focus: why there was a change in direction in post-war British politics under Thatcher, the extent of the ‘revolution’ in social, economic and foreign policy and why Thatcher fell from power.</i></p>	<ul style="list-style-type: none"> <li>• How far was Thatcher’s success a result of Labour’s failure and the breakdown of post-war consensus?</li> <li>• Did Conservative policies towards the economy, the welfare state and trade unions amount to a revolution, or were their effects exaggerated?</li> <li>• To what extent was Britain’s position in the world changed by Thatcher’s foreign policy?</li> <li>• Did Thatcher’s fall from power come about mainly as a result of her style of government or real disagreements about policy?</li> </ul>

**For the Investigations element**, candidates choose to investigate a question which is linked to the topic of their Interpretations answer. This could be another aspect of the same topic: for example if the interpretations focus on the degree to which Napoleon was the heir to the Revolution, the investigation could examine his military reputation. A list of permitted Investigation questions is published for each topic a to v. This is **List A** in the coursework guidance. Each question focuses on a part of the topic that can be realistically investigated within 2,000 words. For example: *How far does the domestic legislation of his second ministry show that Disraeli was committed to social reform?* or *How far did personal reasons prevent Elizabeth I from marrying Leicester or Alençon?*

Alternatively, the linkage between Interpretation and Investigation questions can be broader, enabling candidates to make conceptual links or connections across time. For example, interpretations focused on the expansion of Charlemagne’s empire could be followed by an investigation into the motives behind Louis XIV’s foreign policy. If choosing an Investigation question on this basis, candidates must select and adapt an approved generic question from **List B** in the coursework guidance, *using the links also given in the coursework guidance in order to ensure coherence*. It is the centre’s responsibility to ensure that choice of such Investigations does not overlap with content studied elsewhere at either A2 or AS. No approval service is available, and the generic question stems from List B in the coursework guidance must be used. Centres are required to complete and submit a *Record of Programme of Study* (see section 3.5.4 below).

Candidates should offer an essay which is focussed on an historical problem and offers a supportive argument based on a study of historical evidence. The essay will not be a series of explanations, nor a series of comments on the given sources nor a narrative account.



### 3.5.4 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.

#### 1 Planning of the task

It is expected that the teacher will provide detailed guidance to candidates in relation to the purpose and requirement of the task. Teachers are required to complete a *Record of Programme of Study* form **for each candidate before commencing teaching unit F965**. 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 F965 and the other three units, and also that the candidates' choice of Investigation questions 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 F966.** *Record of Programme of Study* forms for each candidate **must** be submitted with the moderation sample.

Teacher's further advice might cover:

- recommended reading;
- possible structure;
- resolving practical and conceptual problems;
- research techniques;
- help with time planning;
- monitoring of progress throughout the process to ensure that candidates are proceeding successfully.

#### 2 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.

### **3 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.

#### **3.5.6 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.

## 3.6 A2 Unit F966: *Historical Themes*

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The Historical Themes unit is a synoptic part of the specification that seeks to develop an understanding of connections between different elements of the subject and for candidates to draw together knowledge, understanding and skills of diverse issues centred upon a common theme. Although there are no restrictions within the specification about the selection of themes, candidates are encouraged to study one or more themes linked to options that they have studied in other modules (see for example the routes through the specification tabulated in section 2.4). Six topics cover the period from 1066 to 1715 and six cover the period from 1789 to 1997.

The topics are based on Themes covering an extended period of approximately one hundred years with an emphasis on continuity, development and change appropriate to the topic. The emphasis is on developing and interpreting a **broad overview** of the period studied. The modules are historical perspectives, so concern is focused on making links and comparisons between different aspects of the topics studied and of testing hypotheses before reaching a judgement.

The Unit has been designed to **stretch and challenge** candidates in several ways. Candidates will need to study a topic in depth and breadth covering approximately one hundred years. They will need to establish historical patterns of change and continuity, and select appropriate exemplars to illustrate similarities and differences across the whole period in the development of the topic.

Assessment is **not** by a traditional outlines paper so there is **no** requirement for detailed depth of knowledge. Rather, candidates are required to show breadth of historical understanding supported with appropriate factual material and illustrations.

The three essays set on every theme will test a part of a different Topic Area, but some may draw on more than one Topic Area (thus parts of at least two Topic Areas for each theme are tested in every question paper). Candidates may answer any two questions in two hours. Each question is designed to stretch and challenge candidates, to enable them to show a holistic understanding of the topic and to demonstrate the appropriate skills and knowledge required to interpret historical evidence over a period of time.

Theme 1: *English Government and the Church 1066–1216*

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Content

This theme focuses on changes in government and the Church. Candidates should consider the main developments in government and administration and the developing relationship between the Crown and the Church.

Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to know the main developments and turning points relevant to the theme.

- **Main features of central government:** household, exchequer, chancery, justiciar and law courts; role of the Crown, the nobility, the Church and administrative officials in central government, the impact of the continental possessions of the Crown, reasons for rebellion and its impact on government.
  - **Organisation and administration of local government:** links with central government; the development of Common Law including the contributions of Anglo-Saxon customary law, feudal law and those of Anglo-Norman and Angevin kings.
  - **The government of the Church in England:** the role of the Archbishop of Canterbury and his relations with bishops and with the Archbishop of York, including the primacy dispute, the administration of church law, administrative structures.
  - **The role of the archbishops of Canterbury (particularly Lanfranc, Anselm, Becket, and Langton):** their relationships with the crown and the Papacy, and the impact of the papal reform movement in England.
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## Unit F966 Option A

### Theme 2: *Rebellion and Disorder under the Tudors 1485–1603*

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#### Content

This theme focuses on the nature and extent of rebellion and disorder in England and Ireland during this period. The following revolts and rebellions should be studied: Lovel, Simnel, Yorkshire, Warbeck, Cornish, Amicable Grant, Kildare, Pilgrimage of Grace, Western, Kett, Northumberland, Wyatt, Shane O'Neill, Northern Earls, Fitzgerald, Geraldine, Tyrone O'Neill, Oxfordshire, and Essex.

Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to know the main developments and turning points relevant to the theme.

- **The main causes of rebellion and disorder:** political factions, the succession, religion, taxation, famine, inflation, enclosures, social issues.
- **The frequency and nature of disturbances:** regional variations, objectives, size, support, leadership, organisation; differences between rebellions in England and Ireland; reasons for limited success and/or failure of rebellions.
- **The impact of disturbances upon Tudor governments:** their response to the threat of disorder at the time and subsequently (eg changes in government strategy, policies, legislation, propaganda); the extent to which rebellions presented a serious threat to the government.
- **The maintenance of political stability:** the role of local and central authorities, especially the Crown, the Church, nobility, gentry, lieutenants, sheriffs, JPs; popular attitudes towards authority.

**Content**

This theme focuses on the changing relationship between England and foreign powers, the reasons for those changes and their effects on domestic developments. Relations with Spain, France, Scotland and Burgundy should be studied; Ireland should be considered only in so far as it had a bearing on the relations between England and other countries.

Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to know the main developments and turning points relevant to the theme.

- **Policy aims and methods:** the influence of financial, economic, religious, political, personal, use of marriage and dynastic factors in shaping Tudor foreign policy; continuity and change in England's international standing.
- **Scotland and France:** when and why they ceased to be England's traditional enemies, major turning points during the period.
- **Burgundy, the Netherlands and Spain:** their importance in Tudor foreign affairs, the reasons why relations with Spain changed from peace to war in the course of the 16th century.
- **The impact of foreign relations on domestic developments in England:** effect on economic, financial, dynastic, political and religious affairs; impact on relations with Ireland.

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## Unit F966 Option A

### Theme 4: *The Catholic Reformation 1492–1610*

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#### Content

This theme focuses on the development of the Catholic Reformation in the course of the 16th century. Candidates should consider how far the movement was a Catholic or a Counter Reformation, how far it had achieved its aims by the beginning of the 17th century and assess the main influences upon its development.

Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to know the main developments and turning points relevant to the theme.

- **The nature of the Catholic Reformation:** the condition of the Catholic Church in the 1490s; the Church's reaction to humanism and Protestantism; and whether the revival was a Catholic or a Counter Reformation.
  - **Institutional reforms:** the role of the Papacy, Inquisition, Index, Councils (Lateran and Trent), the Society of Jesus, new and traditional religious orders.
  - **Role of individuals:** the contributions to the Catholic revival of Erasmus, Cisneros, Paul III, Loyola, Charles V, Philip II, Teresa of Avila, Paul IV, Pius IV, Pius V, Gregory XIII, Sixtus V, Clement VIII.
  - **Impact of the Catholic Reformation:** evidence of reform in Spain, France, the Netherlands, Italy, the Holy Roman Empire, Eastern Europe, South America and the Far East; opposition and obstacles to reform; the spiritual condition of the clergy and laity by 1610.
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**Content**

This theme focuses on the development of France as a nation state from Louis XII to Henry IV. The theme illustrates many of the important changes in Europe during this period but candidates will **not** be tested on other countries. Foreign policy should be studied only to a level appropriate for an understanding of its impact on the theme of the nation state.

Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to know the main developments and turning points relevant to the theme.

- **The idea of the 'nation state':** the domestic rule of Louis XII, Francis I, Henry II, Francis II, Charles IX, Henry III and Henry IV; the power of the French monarchy and its relations with the provinces, Parlements and the Estates General; the development of law, language and bureaucracy; the extent to which France was unified and centralised by 1610.
- **Relations between kings and subjects:** the role of the nobility in strengthening and limiting royal power; the causes and effects of civil war (1562–98) and the restoration of order by Henry IV (1589–1610).
- **Social and economic developments:** royal finances and obstacles to reform; economic continuity and changes in trade, industry and agriculture; factors that promoted social unity and divisiveness; which groups benefited and which did not during the period
- **The influence of religion on the development of the state:** the role of the Catholic Church; the impact of Papal relations; the impact of humanism and Protestantism (especially Lutheranism and Calvinism); the contributions of religion to instability and civil war.



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## Unit F966 Option A

### Theme 6: The Ascendancy of France 1610–1715

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#### Content

This theme focuses on the reasons for the importance of France in the 17th century. Candidates should consider the development and significance of absolute monarchy, the contribution of individual ministers to the rise of France, the extent to which French society and the economy changed, and the country's role as an international power.

Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to know the main developments and turning points relevant to the theme.

- **The development of absolute monarchy:** the reigns of Louis XIII and Louis XIV; the significance of the Fronde; Versailles as a symbol of absolutism; the extent and limitations of royal authority during this period.
- **The contribution of ministers:** Richelieu, Mazarin, Colbert, Louvois; and an evaluation of their aims, successes and failures.
- **The society and economy of the *ancien régime*:** the effects of rising state power on the nobility, clergy, merchants and peasants; assessment of religious issues on the development of France; the strengths and weaknesses of the economy.
- **France as a European power:** foreign affairs 1610–35; financial, economic, and political impact on France of the Thirty Years' War, and Louis XIV's wars against Spain, the United Provinces, England and the Holy Roman Empire; the treaties of Westphalia, Pyrenees and Utrecht as turning points in the ascendancy of France.

**Theme 1: *The Challenge of German Nationalism 1789–1919***

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**Content**

This theme focuses on significant developments in Germany which characterised nationalism in different forms from the emerging movement in the early nineteenth century to the achievement of unification and finally the collapse of monarchy. Candidates should understand the reasons for the changes in the nature of German nationalism and the consequences within Germany.

Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to know the main developments and turning points relevant to the theme.

- **Social and intellectual forces:** the origins and growth of German nationalism from 1789; the impact of Napoleon and the Congress of Vienna; different views, Kleindeutsch v Grossdeutsch; the impact of the 1848/49 revolutions and the Frankfurt Parliament; mass nationalism and its appeal in the 19th and early 20th centuries; the Kulturkampf, Pan-Germanism, radical nationalism, the impact of war and defeat.
  - **Economic forces:** economic nationalism and modernisation, the Zollverein, economic integration, economic and social effects of industrialisation (including the rise of socialism), impact of railways, arguments for free trade and protection.
  - **Political and military forces:** managing German nationalism and its opponents; assessment and comparison of contributions of Napoleon, Metternich, Bismarck, and William II; the impact of external forces and circumstances on German nationalism (eg the decline of Austria); the Treaty of Versailles; political challenges from the left and right.
  - **The extent of unification:** the extent to which Germany and the German people became a united nation in the course of the period; continuing cultural, religious and regional differences; wars as a unifying or divisive influence; the role of Prussia in the development of Germany; constitutional developments; the treatment of Germany's minorities; the contribution of political groups (eg liberals, conservatives, socialists and communists).
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## Unit F966 Option B

### Theme 2: *The Changing Nature of Warfare 1792–1945*

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#### Content

This theme focuses on the changing nature and methods of land warfare during a period of significant change. Candidates should draw their examples from the main wars of the period: the Revolutionary and Napoleonic Wars, The Crimean War, the Wars of Unification (the 1859 Italian War, the Austro-Prussian War of 1866 and the Franco-Prussian War of 1870–71), the Russo-Japanese War, the First World War and the Second World War. Candidates may also choose to use the American Civil War.

Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to know the main developments and turning points relevant to the theme.

- **The impact of factors directly related to the conduct of war:** generalship, quality of soldiers, development of tactics and strategy, the work of military theorists and the concept of ‘total war’.
- **The impact of technological change:** industrialisation, developments in communication and transport, development of weaponry.
- **Planning and preparation:** the effectiveness of alliances; developments in the organisation, command and control of armies.
- **The relationship between relevant domestic factors and warfare:** the organisation of the state for war, public opinion, conscription, economics, manpower and resources.

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## Unit F966 Option B

### Theme 3: *Britain and Ireland 1798–1921*

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#### Content

This theme focuses on the relationship between mainland Britain and Ireland during this period. Candidates should consider how far, and for what reasons, this relationship changed.

Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to know the main developments and turning points relevant to the theme.

- **Opposition to the Union:** (a) Revolutionary nationalism – Wolfe Tone and the United Irishmen, Fenians, Sinn Féin, the Easter Rising 1916, the Anglo-Irish War 1919–21; (b) Constitutional nationalism – O’Connell, Parnell and Redmond, Home Rule; (c) Cultural nationalism 1880–1921 – the Gaelic Revival.
  - **Support for the Union:** Protestant Ascendancy and its decline from the 1870s, the rise of Ulster Unionism 1886–1921, the policies of the Conservative, Whig and Liberal parties.
  - **Change and continuity in attitudes towards the Act of Union:** reform within the Union, Catholic Emancipation 1829, reforms in administration and land and local government, Home Rule, Partition.
  - **Change and continuity in the Irish economy:** agrarian backwardness and population pressures, land issues, the impact of the Famine 1845–9, industrialisation and Ulster, North/South regional differences.
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## Unit F966 Option B

### Theme 4: *Russia and its Rulers 1855–1964*

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#### Content

This theme focuses on the nature of Russian government and its impact on the Russian people and society. Candidates should understand the similarities and differences between the autocratic rule of the tsars to 1917 and the subsequent Communist dictatorship but are **not** expected to have a detailed knowledge of the events of 1917.

Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to know the main developments and turning points relevant to the theme.

- **Russian rulers:** similarities and differences in the main domestic policies of Alexander II, Alexander III, Nicholas II, the Provisional Government, Lenin, Stalin, Khrushchev.
  - **The nature of government:** autocracy, dictatorship and totalitarianism; change and continuity in central administration; methods of repression and enforcement; the extent and impact of reform; the extent and effectiveness of opposition both before and after 1917.
  - **The impact of the dictatorial regimes on the economy and society of the Russian Empire and the USSR:** changes to living and working conditions of urban and rural people; limitations on personal, political and religious freedom; extent of economic and social changes.
  - **Impact of war and revolution on the development of Russian government:** the effects of the Crimean War, the Japanese War, 1905 Revolution, 1917 Revolutions, World War One, World War Two, the Cold War.
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## Unit F966 Option B

### Theme 5: *Civil Rights in the USA 1865–1992*

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#### Content

This theme focuses on the struggle of citizens in the United States to gain equality before the law without regard to ethnic origin, gender or wealth. Candidates should understand the factors which encouraged and discouraged change during this period.

Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to know the main developments and turning points relevant to the theme.

- **African Americans:** their position in 1865; the role of African Americans in gaining civil rights (eg Booker T. Washington, Dubois, Martin Luther King, the Black Panthers); the roles of Federal (Presidents, Congress and Supreme Court) and State governments in the struggle; the role of anti- and pro-civil rights groups; the Civil Rights Movement to 1992.
  - **Trade Union and Labour Rights:** union and labour rights in 1865; the impact of New Immigration on union development; the role of Federal governments in supporting and opposing union and labour rights; the impact of the World Wars on union and labour rights; the significance of the 1960s.
  - **Native Americans:** their position in 1865; the impact of the Dawes Act 1887, of the acquisition of US citizenship 1924, of the New Deal, of the American Indian Movement in the 1960s and 1970s; Native Americans and the Supreme Court; Native American pressure groups.
  - **Women:** their position in 1865; the impact on women's rights of the campaign for prohibition, the campaign of women's suffrage, the New Deal, the World Wars, the rise of feminism and its opponents, Roe v Wade 1973, the campaign for the Equal Rights Amendment, and changing economic and employment opportunities.
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## Unit F966 Option B

### Theme 6: *The Development of Democracy in Britain 1868–1997*

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#### Content

This theme focuses on the development of democratic power in Britain over an extended period. Candidates should consider the reasons for, the nature and the extent of, the changes to a democratic system and the consequences of these changes.

Candidates are **not** expected to demonstrate a detailed understanding of the specification content but are expected to know the main developments and turning points relevant to the theme.

- **The nature of the franchise:** mass democracy, the process of democratisation, the importance of 1918 and 1928, changes in electoral methods and party organisation, changes in electoral appeal and key elections in the development of democracy.
  - **The changing fortunes of political parties:** Conservative, Liberal, and Labour parties; the dominance of the two-party political system and party politics; regional politics, including Wales and Scotland.
  - **The changing role of political offices and office-holders:** the powers of the prime minister in a democracy, the emergence of Cabinet government, developments in the roles of the House of Commons and the House of Lords.
  - **Influences on change and continuity:** the role of key groups (trade unions, religious groups and the mass media), social issues and political change (especially education and women), economic changes and economic growth.
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# 4 Schemes of Assessment

## 4.1 AS GCE Scheme of Assessment

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Candidates choose two units out of four:

- **either** Unit F961 *British History Period Studies* with Unit F964 *European and World Enquiries*
- **or** Unit F962 *European and World History Period Studies* with Unit F963 *British History Enquiries*.

### AS GCE

#### AS Unit F961: *British History Period Studies*

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

This unit offers study in 12 short periods of English History. Reference is made to Ireland, Scotland and Wales only when specified in the specification content.

There are two options for this unit. Candidates are entered for only one:

**either**

Unit F961 Option A: *Medieval and Early Modern 1035–1642*

– this option includes 6 Study Topics

**or**

Unit F961 Option B: *Modern 1783–1994*

– this option includes 6 Study Topics.

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The question paper for each option contains three essay questions set for each Study Topic. Each will target a different Key Issue (or part of a different Key Issue) from the Study Topic, but each may draw from more than one Key Issue.

Candidates answer 2 questions, either two questions from one Study Topic or one question from each of two Study Topics.

Each question is worth a maximum of 50 marks.

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## AS Unit F962: *European and World History Period Studies*

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

This unit offers study in 16 short periods of European and World History.

There are 2 options for this unit. Candidates are entered for only one:

**either**

Unit F962 Option A: *Medieval and Early Modern 1095–1609*

– this option includes 6 Study Topics

**or**

Unit F962 Option B: *Modern 1795–2003*

– this option includes 10 Study Topics.

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The question paper for each option contains three essay questions set for each Study Topic. Each will target a different Key Issue (or part of a different Key Issue) from the Study Topic, but each may draw from more than one Key Issue.

Candidates answer 2 questions, either two questions from one Study Topic or one question from each of two Study Topics.

Each question is worth a maximum of 50 marks.

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50% of the total AS GCE marks This is a document studies unit.

1.5h written paper

100 marks

In order to pose a 'problem' for candidates to solve, four or five sources are set for each exercise; at least four of the sources are primary, and are 'unseen' in the sense that there are no prescribed collections. Mainly written sources are used, but information in numerical or pictorial form may also be used for one of the sources. Candidates should have knowledge of the prescribed topic and an acquaintance with the kinds of sources available for the topic, their usefulness and reliability.

The sources total a maximum of 500 words, reduced as necessary when non-written material is included. When necessary for clarity, pre-modern English and translations of documents from foreign languages are modernised. Obscure terms are annotated. Non-written material means a set of statistics, a map, a print or engraving, a poster, a drawing or a cartoon (but not a photograph or painting). Not more than one example will be included within any one exercise and should be regarded as just one of a range of historical sources. The skills required in analysing and evaluating the sources are essentially the same, whatever their type. Candidates should be encouraged to develop skills in handling all types of sources, and be given opportunities to apply those skills in as many different ways as possible.

There are two options for this unit. Candidates are entered for only one:

**either**

Unit F963 Option A: *Medieval and Early Modern 1066–1660*

– this unit includes 3 Study Topics

**or**

Unit F963 Option B: *Modern 1815–1945*

– this unit includes 4 Study Topics.

The question paper for each option contains a two-part document study question for each Study Topic: question (a) is worth a maximum of 30 marks and question (b) is worth a maximum of 70 marks.

Candidates answer 1 question.

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Each question contains 2 sub-questions. In the context of each Study Topic studied, there will be one sub-question of each of the following types:

- a comparison of two sources (requiring use of the candidate's own knowledge purely for context);
- the testing of an assertion against all of the given sources and the candidate's own knowledge.

The following types of questions will **not** be set:

- copying / précis / definition of terms;
- speculation;
- questions spuriously originating from given sources.

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

This is a document studies unit.

In order to pose a 'problem' for candidates to solve, four or five sources are set for each exercise; at least four of the sources are primary, and are 'unseen' in the sense that there are no prescribed collections. Mainly written sources are used, but information in numerical or pictorial form may also be used for one of the sources. Candidates should have knowledge of the prescribed topic and an acquaintance with the kinds of sources available for the topic, their usefulness and reliability.

The sources total a maximum of 500 words, reduced as necessary when non-written material is included. When necessary for clarity, pre-modern English and translations of documents from foreign languages are modernised. Obscure terms are annotated. Non-written material means a set of statistics, a map, a print or engraving, a poster, a drawing or a cartoon (but not a photograph or painting). Not more than one example will be included within any one exercise and should be regarded as just one of a range of historical sources. The skills required in analysing and evaluating the sources are essentially the same, whatever their type. Candidates should be encouraged to develop skills in handling all types of sources, and be given opportunities to apply those skills in as many different ways as possible.

There are two options for this unit. Candidates are entered for only one:

**either**

Unit F964 Option A: *Medieval and Early Modern 1073–1546*

– this option includes 2 Study Topics.

**or**

Unit F964 Option B: *Modern 1774–1975*

– this option includes 5 Study Topics.

The question paper for each option contains a two-part document study question for each Study Topic: question (a) is worth a maximum of 30 marks and question (b) is worth a maximum of 70 marks.

Candidates answer 1 question.

---

Each question contains 2 sub-questions. In the context of each Study Topic studied, there will be one sub-question of each of the following types:

- a comparison of two sources (requiring use of the candidate's own knowledge purely for context);
- the testing of an assertion against all of the given sources and the candidate's own knowledge.

The following types of questions will **not** be set:

- copying / précis / definition of terms;
  - speculation;
  - questions spuriously originating from given sources.
-

## 4.2 Advanced GCE Scheme of Assessment

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### Advanced GCE

AS Units as above, Unit F961, Unit F962, Unit F963 and Unit F964 being 25% of the total Advanced GCE marks, with candidates only doing two AS units.

#### A2 Unit F965: *Historical Interpretations and Investigations*

20% of the total Advanced GCE marks

Coursework Unit  
80 marks

This unit consists of two extended essays, allowing each candidate the opportunity to investigate critically a particular historical problem of their own choice. The extended essays should be up to 2,000 words in length each (excluding only the footnotes and bibliography). In addition, a small number of diagrams, statistical tables and illustrations can be included in a small appendix if they need to be used regularly. One essay focuses on historical interpretations and the other on historical investigations.

This unit offers an opportunity for candidates to undertake and present their own critical investigation of a particular historical problem of their own choice. Central to any successful investigation must be analysis of evidence and the construction of argument based and built on the critical evaluation of source material (primary and/or secondary) and/or of historical debate, for which specific provision is made in the mark scheme. Detailed guidance is provided in the Coursework Guidance Notes and in the report published after every summer examination session.

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Each extended essay is worth a maximum of 40 marks.

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## A2 Unit F966: *Historical Themes*

30% of the total Advanced GCE marks  
2h written paper  
120 marks

This unit is a synoptic part of the specification and seeks to develop understanding of connections between different elements of the subject. It draws together knowledge, understanding and the values of diverse issues centred upon Key Themes. Although there are no restrictions within the specification about the selection of options within units, candidates are encouraged to study a Key Theme linked to options which they have studied in other modules in order to best demonstrate these synoptic skills.

The topics are based on Key Themes covering an extended period of at least one hundred years with an emphasis on continuity, development and change within the topic. The emphasis is on developing a **broad overview** of the period studied. Unit F966 is a historical **perspectives** unit so concern is centred on links and comparison between different aspects of the topics studied.

Assessment is **not** by a traditional outlines paper so there is **no** requirement for detailed depth of knowledge. Rather, candidates are required to show breadth of historical understanding.

There are two options for this unit. Candidates are entered for only one:

### **either**

Unit F966 Option A: *Medieval and Early Modern 1066–1715*

– this option includes 6 Study Topics

### **or**

Unit F966 Option B: *Modern 1789–1997*

– this option includes 6 Study Topics.

The question paper for each option contains 3 essay questions for each Study Topic. Candidates answer 2 questions, either two questions from one Study Topic or one question from 2 Study Topics.

Each question is worth a maximum of 60 marks.

## 4.3 Unit Order

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The normal order in which the unit assessments could be taken is AS Units F961 and F964 or Units F962 and F963 in the first year of study, leading to an AS GCE award; then A2 Units F965 and F966 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)

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There are optional units in the AS GCE specification; for AS GCE History A candidates take either AS Unit F961 with Unit F964 or AS Unit F962 with Unit F963.

There are no optional units in the Advanced GCE specification; for Advanced GCE History A candidates must take A2 Unit F965 and Unit F966.

### Unit Options' Entry Codes

<b>Unit F961</b> <i>British History Period Studies</i>	<b>Option A</b> <i>Medieval and Early Modern 1035–1642</i> <b>Option B</b> <i>Modern 1783–1994</i>
<b>Unit F962</b> <i>European and World History Period Studies</i>	<b>Option A</b> <i>Medieval and Early Modern 1095–1609</i> <b>Option B</b> <i>Modern 1795–2003</i>
<b>Unit F963</b> <i>British History Enquiries</i>	<b>Option A</b> <i>Medieval and Early Modern 1066–1660</i> <b>Option B</b> <i>Modern 1815–1945</i>
<b>Unit F964</b> <i>European and World History Enquiries</i>	<b>Option A</b> <i>Medieval and Early Modern 1073–1555</i> <b>Option B</b> <i>Modern 1774–1975</i>
<b>Unit F966</b> <i>Historical Themes</i>	<b>Option A</b> <i>Medieval and Early Modern 1066–1715</i> <b>Option B</b> <i>Modern 1789–1997</i>

## 4.5 Synoptic Assessment (A Level GCE)

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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.

In unit F965, candidates are required to demonstrate synoptic judgements in their historical interpretations and investigation by drawing upon their knowledge, understanding and skills acquired from studying other AS and A2 topics. It will entail analysing and synthesising information and judgements appropriate to the topic under investigation, for example by assessing a hypothesis through the critical use of evidence and historical interpretations.

Candidates are required to demonstrate synoptic judgements in the historical themes paper unit F966 by drawing together ideas and knowledge of different issues concerning a chosen topic covering approximately 100 years. It will entail analysing and synthesising information and making judgements appropriate to the topic under investigation. This could include constructing patterns of continuity and change, of similarity and difference, in order to evaluate and explain links and connections between developments across the whole period.

## 4.6 Assessment Availability

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

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

## 4.7 Assessment Objectives

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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

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- 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

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- 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

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Unit	% of AS GCE			
	AO1a	AO1b	AO2a	AO2b
AS Unit F961: <i>British History Period Studies</i> <b>or</b> AS Unit F962: <i>European and World History Period Studies</i>	24	26	0	0
AS Unit F963: <i>British History Enquiries</i> <b>or</b> AS Unit F964: <i>European and World History Enquiries</i>	8	10	22	10
Total % AOs at AS	Total AO1 68		Total AO2 32	

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## AO weightings in Advanced GCE

Unit	% of Advanced GCE			
	AO1a	AO1b	AO2a	AO2b
AS Unit F961: <i>British History Period Studies</i> <b>or</b> AS Unit F962: <i>European and World History Period Studies</i>	12	13	0	0
AS Unit F963: <i>British History Enquiries</i> <b>or</b> AS Unit F964: <i>European and World History Enquiries</i>	4	5	11	5
A2 Unit F965: <i>Historical Interpretations and Investigations</i>	3	3	7	7
A2 Unit F966: <i>Historical Themes</i>	10	20	0	0
Total % AOs at Advanced	Total AO1 70		Total AO2 30	

## 4.8 Quality of Written Communication

AS and A Level specifications are required to assess the candidates' quality of written communication in accordance with the guidance document produced by QCA. All History A 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 AO1a.

# 5 Technical Information

## 5.1 Making Unit Entries

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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

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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 H106).
- Advanced GCE certification (entry code H506).

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 session (within a specified period after publication of results) or at a later session.

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

## 5.3 Grading

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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 sessions. 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%/20%/30%. The UMS totals are 100/100/80/120 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.

Qualification	Qualification Grade					
	A	B	C	D	E	U
AS GCE	200–160	1 5 9 – 1 4 0	139–120	119–100	99–80	79–0
Advanced GCE	400–320	3 1 9 – 2 8 0	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 enquiries 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

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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

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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

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

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

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

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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

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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

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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

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### Supervision and Authentication

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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

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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

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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

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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 OCR Advanced GCE History B.

## 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 also 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
F961	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
F962	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
F963	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F964	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F965	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F966	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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

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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 of 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

*The Normans in England 1066–1100; The Crusades and Crusader States 1095–1192; The Renaissance from c.1400–c.1550; The Condition of England 1815–53; Democracy and Dictatorship in Germany 1919–63; Crisis in the Middle East 1948–2003; The Rise of China 1911–90.*

### A2

*Rebellion and Disorder under the Tudors 1485–1603; The Catholic Reformation 1492–1610; The Development of the Nation State: France 1498–1610; The Changing Nature of Warfare 1792–1945; Civil Rights in the USA 1865–1992; The Development of Democracy in Britain 1868–1997.*

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

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There are no sustainable development issues or health and safety considerations in these specifications. European developments are studied by candidates in the European history topics (50% of AS and at least 25% of GCE) and English History topics that involve relationships with Europe..

## 6.6 Avoidance of Bias

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

## 6.7 Language

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These specifications and associated assessment materials are in English only.

## 6.8 Disability Discrimination Act Information Relating to these Specifications

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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 A

	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 A

	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 F965 *Historical Interpretations and Investigations*

Maximum mark 80. 1 assignment. 2 parts.

Part (a) Interpretation. Maximum mark 40.

	A01a	A01b	AO2b
IA	6	6	24–28
IB	6	6	20–23
II	5	5	18–19
III	4	4	16–17
IV	3	3	14–15
V	2	2	12–13
VI	1	1	6–11
VII	0	0	0–5

Part (b) Investigation. Maximum Mark 40.

	A01a	A01b	AO2a
IA	6	6	24–28
IB	6	6	20–23
II	5	5	18–19
III	4	4	16–17
IV	3	3	14–15
V	2	2	12–13
VI	1	1	6–11
VII	0	0	0–5

## Unit F965: Historical Interpretations and Investigations – Part (a) Interpretations

ASSESSMENT OBJECTIVES	AO1a	AO1b	AO2b
Total mark for each question = 40	Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.	Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements 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>	Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.
Level IA	<ul style="list-style-type: none"> <li>Uses an appropriate range of accurate, detailed and relevant knowledge</li> <li>Answer is clearly structured and coherent; communicates accurately and legibly</li> </ul> <b>(6)</b>	<ul style="list-style-type: none"> <li>Very good level of understanding of key concepts in their historical context</li> <li>Very good level of explanation / analysis, and provides valid judgements</li> </ul> <b>(6)</b>	<ul style="list-style-type: none"> <li>Answer is fully and consistently focused on the question set and provides a clear argument</li> <li>Excellent synthesis and synoptic judgement of historical interpretations</li> <li>May make unexpected but supported judgements linked to the question</li> </ul> <b>(24–28)</b>
Level IB	<ul style="list-style-type: none"> <li>Uses an appropriate range of accurate, detailed and relevant knowledge</li> <li>Answer is clearly structured and coherent; communicates accurately and legibly</li> </ul> <b>(6)</b>	<ul style="list-style-type: none"> <li>Very good level of understanding of key concepts in their historical context.</li> <li>Very good level of explanation / analysis, and provides valid judgements.</li> </ul> <b>(6)</b>	<ul style="list-style-type: none"> <li>Answer is consistently focused on the question set and provides a clear argument</li> <li>Very good synthesis of historical interpretations</li> </ul> <b>(20–23)</b>
Level II	<ul style="list-style-type: none"> <li>Uses mostly accurate, detailed and relevant knowledge</li> <li>Answer is structured and mostly coherent; writing is legible and communication is generally clear</li> </ul> <b>(5)</b>	<ul style="list-style-type: none"> <li>Good level of understanding of key concepts in their historical context</li> <li>Good attempt at explanation / analysis but overall judgements may be uneven</li> </ul> <b>(5)</b>	<ul style="list-style-type: none"> <li>Answer focuses on the issues in the question set and provides a judgement of different historical interpretations</li> <li>Good analysis and evaluation of an appropriate range of interpretations</li> </ul> <b>(18–19)</b>

Level III	<ul style="list-style-type: none"> <li>• Uses appropriate and relevant knowledge but there may be some inaccuracy</li> <li>• Most of the answer is structured and coherent; writing is legible and communication is generally clear</li> </ul> <p><b>(4)</b></p>	<ul style="list-style-type: none"> <li>• Shows a sound understanding of key concepts in their historical context</li> <li>• May be a mixture of analysis and explanation but also description and narrative coupled with some uneven overall judgements; OR arguments may provide more consistent analysis but the quality will be uneven and its support often general or thin</li> </ul> <p><b>(4)</b></p>	<ul style="list-style-type: none"> <li>• Most of the answer is focused on the question set and provides some judgement. There is some evidence of synthesis</li> <li>• Answer provides a sound analysis and evaluation of historical interpretations</li> </ul> <p><b>(16–17)</b></p>
Level IV	<ul style="list-style-type: none"> <li>• There is deployment of relevant knowledge but level/ accuracy of detail will vary</li> <li>• Some unclear and/or underdeveloped and/or disorganised sections; mostly satisfactory level of communication</li> </ul> <p><b>(3)</b></p>	<ul style="list-style-type: none"> <li>• Satisfactory understanding of key concepts</li> <li>• May be largely descriptive / narratives of events, and links between this and analytical comments will typically be weak or unexplained</li> </ul> <p><b>(3)</b></p>	<ul style="list-style-type: none"> <li>• Satisfactory focus on the question and mostly satisfactory analysis / explanation</li> <li>• Makes limited synoptic judgements about historical interpretations</li> </ul> <p><b>(14–15)</b></p>
Level V	<ul style="list-style-type: none"> <li>• Deployment of basic and general historical knowledge but also some irrelevant and inaccurate material</li> <li>• Often unclear and disorganised sections; adequate level of communication but some weak prose passages</li> </ul> <p><b>(2)</b></p>	<ul style="list-style-type: none"> <li>• General understanding of key concepts</li> <li>• Attempts an explanation / argument but often general coupled with assertion, description/narrative</li> </ul> <p><b>(2)</b></p>	<ul style="list-style-type: none"> <li>• Adequate focus on the question but provides only a basic analysis / explanation</li> <li>• Makes no synoptic judgements about historical interpretations</li> </ul> <p><b>(12–13)</b></p>
Level VI	<ul style="list-style-type: none"> <li>• Use of relevant knowledge will be limited; there will be much irrelevance and inaccuracy</li> <li>• Answers may have little organisation or structure; weak use of English and poor organisation</li> </ul> <p><b>(1)</b></p>	<ul style="list-style-type: none"> <li>• Very little understanding of key concepts</li> <li>• Explanation will be very brief / fragmentary; the answer will be characterised by generalised assertion and / or description/ narratives, often brief</li> </ul> <p><b>(1)</b></p>	<ul style="list-style-type: none"> <li>• Some understanding of the topic but not the question's requirements</li> <li>• Weak explanations and judgements about historical interpretations</li> </ul> <p><b>(6–11)</b></p>
Level VII	<ul style="list-style-type: none"> <li>• No relevant or accurate knowledge</li> <li>• Very poor use of English</li> </ul> <p><b>(0)</b></p>	<ul style="list-style-type: none"> <li>• No understanding of key concepts</li> <li>• No explanation</li> </ul> <p><b>(0)</b></p>	<ul style="list-style-type: none"> <li>• Weak understanding of the topic or of the question's requirements</li> <li>• No explanation or judgements about historical interpretations</li> </ul> <p><b>(0–5)</b></p>

Notes:

- (i) Allocate marks to the most appropriate level for each AO
- (ii) If several marks are available in a box, work from the top mark down until the best fit has been found
- (iii) Many answers will not fall at the same level for each AO
- (iv) Candidates will demonstrate synopticity through the drawing together of knowledge and skills in order to demonstrate overall historical understanding. It involves the explicit assessment of understanding of the connections between the essential characteristics of historical study. (See section 4.5 of the specification.)



## Unit F965: Historical Interpretations and Investigations – Part (b) Investigations

ASSESSMENT OBJECTIVES	AO1a	AO1b	AO2a
Total mark for each question = 40	<b>Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.</b>	<b>Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of:</b> – 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.	<b>As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.</b>
Level IA	<ul style="list-style-type: none"> <li>• Answer is clearly structured and coherent; communicates accurately and legibly</li> <li>• Selects an appropriate range of accurate, detailed and relevant evidence from personal research</li> <li>• Includes accurate footnotes and a bibliography <b>(6)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Very good level of understanding of key concepts relevant to analysis and to the topic</li> <li>• Argument is relevant and analytical and provides supported judgements <b>(6)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Excellent analysis of the problem in its historical context</li> <li>• Critical use of a range of research materials</li> <li>• High level of discrimination – ie judgement of relevance and relative significance of research materials in relation to the problem <b>(24–28)</b></li> </ul>
Level IB	<ul style="list-style-type: none"> <li>• Answer is clearly structured and coherent; communicates accurately and legibly</li> <li>• Selects an appropriate range of accurate, detailed and relevant evidence from personal research</li> <li>• Includes accurate footnotes and a bibliography <b>(6)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Very good level of understanding of key concepts relevant to analysis and to the topic</li> <li>• Argument is relevant and analytical and provides supported judgements <b>(6)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Very good quality of analysis and evaluation of a range of research materials with a good level of discrimination <b>(20–23)</b></li> </ul>
Level II	<ul style="list-style-type: none"> <li>• Selects mostly accurate, detailed and relevant evidence from personal research</li> <li>• Answer is structured and mostly coherent; writing is legible and communication is generally clear</li> <li>• Includes accurate footnotes and a bibliography <b>(5)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Good level of understanding of key concepts relevant to analysis and to the topic</li> <li>• Argument develops explanations but overall judgements may be uneven <b>(5)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reasonable quality of analysis and critical evaluation of a range of sources with discrimination</li> <li>• Good understanding of sources in context <b>(18–19)</b></li> </ul>

Level III	<ul style="list-style-type: none"> <li>Selects some relevant evidence from personal research</li> <li>Most of the answer is structured and coherent; writing is legible and communication is generally clear</li> <li>Includes accurate footnotes and a bibliography <b>(4)</b></li> </ul>	<ul style="list-style-type: none"> <li>Shows a sound understanding of key concepts relevant to analysis and to the topic</li> <li>Argument may be a mixture of analysis and explanation but also may include description and narrative coupled with some uneven overall judgements; OR the argument may provide more consistent analysis but the quality will be uneven and its support often general or thin <b>(4)</b></li> </ul>	<ul style="list-style-type: none"> <li>Good quality of analysis and critical evaluation of a range of sources with discrimination</li> <li>Good understanding of sources in context but some judgements may be uneven <b>(16–17)</b></li> </ul>
Level IV	<ul style="list-style-type: none"> <li>There is deployment of relevant knowledge but level / accuracy of detail will vary</li> <li>Some unclear and/or underdeveloped and/or disorganised sections; mostly satisfactory level of communication</li> <li>There will be footnotes and a bibliography, but not always used appropriately <b>(3)</b></li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory understanding of key concepts relevant to the topic</li> <li>Some argument but evidence not always linked to the question</li> <li>Assertion, description / narrative will characterise part of the answer <b>(3)</b></li> </ul>	<ul style="list-style-type: none"> <li>Mostly satisfactory application of sources to the question but little ability at discriminating between them</li> <li>Limited understanding of the importance of sources in their context of the topic <b>(14–15)</b></li> </ul>
Level V	<ul style="list-style-type: none"> <li>Deployment of basic and general historical knowledge but also some irrelevant and inaccurate material</li> <li>Often unclear and disorganised sections; adequate level of communication but some weak prose passages</li> <li>Some attempt to use footnotes and provide a bibliography <b>(2)</b></li> </ul>	<ul style="list-style-type: none"> <li>General understanding of key concepts</li> <li>Attempts an explanation / argument but often general coupled with assertion, description / narrative <b>(2)</b></li> </ul>	<ul style="list-style-type: none"> <li>Adequate application of sources to the question without ability to discriminate between them</li> <li>Points made about the importance of sources in the context of the period will often be little more than assertions <b>(12–13)</b></li> </ul>
Level VI	<ul style="list-style-type: none"> <li>Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy</li> <li>Answers may have little organisation or structure; weak use of English and poor organisation</li> <li>Footnotes should they appear may be poorly used. Bibliography may be inappropriate <b>(1)</b></li> </ul>	<ul style="list-style-type: none"> <li>Very little understanding of key concepts</li> <li>Limited explanation, mainly assertion, description / narrative <b>(1)</b></li> </ul>	<ul style="list-style-type: none"> <li>Weak application of sources to the question</li> <li>Weak understanding of the importance of sources in their context <b>(6–11)</b></li> </ul>
Level VII	<ul style="list-style-type: none"> <li>No relevant or accurate knowledge</li> <li>Very poor use of English</li> <li>No footnotes or bibliography <b>(0)</b></li> </ul>	<ul style="list-style-type: none"> <li>No understanding of key concepts</li> <li>No explanation <b>(0)</b></li> </ul>	<ul style="list-style-type: none"> <li>Poor ability at using the sources</li> <li>Poor awareness of sources in their context <b>(0–5)</b></li> </ul>

Notes:

- (i) Allocate marks to the most appropriate level for each AO
- (ii) If several marks are available in a box, work from the top mark down until the best fit has been found
- (iii) Many answers will not fall at the same level for each AO

# Appendix C: Record of Programme of Study Form for Unit F965



**F965 Historical Interpretations and Investigations**

**Record of GCE History A Programme of Study**

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

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

<b>A/S Units</b>	<b>Study Topic Studied</b>			
F961/F962				
F963/F964				
<b>A2 Theme</b>	<b>Theme 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)</b>			
F966				
<b>Unit F965: Interpretations Topic</b>		<b>Date</b>	<b>Teacher's signature to confirm that this topic is permitted in combination with the above study topics:</b>	
<i>EXAMPLE</i> <i>The Reign of King John 1199–1215</i>		<i>10/10/13</i>		
<b>Unit F965: Investigations Question</b>		<b>Date</b>	<b>Teacher's Comments: either List A question, or adapted List B question (in this case, quote link)</b>	<b>Teacher's Signature</b>
<i>EXAMPLE</i> <i>Assess the reasons why Henry V won the battle of Agincourt</i>		<i>10/01/13</i>	<i>Question adapted from List B. Link to Interpretation: two monarchs, one of whom lost and one of whom gained lands in France.</i>	

