

AS LEVEL

Interpretations Guidance Document

HISTORY A

H105

For first teaching in 2015

Unit 2 Interpretations Guidance Document

Version 1



AS LEVEL HISTORY A

This resource uses the indicative content and the sample assessment material to show teachers some key areas of debate, and the kinds of issues and debates that are likely to be assessed in the interpretation question of unit 2. This is not an exhaustive list, but shows teachers the areas of historical argument of the topics within the wider historical debate. Teachers can use this document to see the kinds of issues and debates that arise out of the indicative content, and how that might be applied to an exam question. The key to high-scoring answers will be recognition that the past has been debated about, that different views are held over particular issues, and the application of knowledge through which candidates can present the strengths and limitations of a given interpretation.

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Unit Y231: The Rise of Islam c. 550–700			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
The establishment of Islam c.620–632	The impact of Revelation and the hijra; the Medinan period c.622–632; challenges to the Prophet Muhammad; the flight of the Prophet Muhammad; the Constitution of Medina and its significance; the early growth of Islam and reasons for its appeal; the economy and its role in the rise of Islam.	<ul style="list-style-type: none"> • The flight of Muhammad from Mecca and later takeover of Mecca. • Muhammad and the securing of his position in Medina. • The Constitution of Medina and its significance. • The reasons for the early growth of Islam; the role of Muhammad, propaganda and diplomacy. • The importance of the economy in the rise of Islam. 	<p>'The rapid growth of trade in Mecca in the late 6th and early 7th centuries was the ultimate cause of the rise of Islam.'</p> <p>From: F. Robinson, <i>'Meccan Trade and the Rise of Islam'</i>, History Today, 1988</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>
The beginning of the Empire and the rule of the Rightly Guided Caliphs	Disagreements about the succession; the succession of Abu Bakr (632) the Ridda Wars or Wars of Apostasy (632–633); the beginnings of the Empire and expansion into Persia, reasons for success; the rule of Abu Bakr (632–634), his emergence as Caliph, the nature of his rule and achievements; Umar ibn al khattab (634–644), the reasons for his rise, expansion and the governance of conquered lands, the treatment of non- Muslims, the fall of Damascus and Jerusalem (637); Uthman ibn Affan (644–656), early successes, growing internal problems, rebellion and the murder of Uthman; Ali ibn Abi Talib (656– 661), opposition and arbitration.	<ul style="list-style-type: none"> • The Ridda Wars; the causes of the wars and their significance. • The rule of Abu Bakr; the reasons for his emergence as Caliph, the nature of his rule and his achievements. • Muslim success in Arabia; loyalty to the <i>umma</i>; divisions among opposition; ideology; the breakdown of the Persian Empire; opportunities. • The conquests of Umar ibn al-Khattab; the reasons for the success and expansion. • Uthman ibn Affan; the reasons for growing internal problems and unrest; the significance of his murder. 	



Unit Y232: Charlemagne 768–814			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
The Carolingian Renaissance	Motives for patronage; monasteries, Carolingian minuscule and the revival of classical texts; Gregorian chant; schools of Metz, Soisson and St Gall; the work of scholars including Alcuin, Einhard and Paul the Deacon; Byzantine and pre-Romanesque architecture; courts at Frankfurt, Aachen and Paderborn; extent of a cultural revival.	<ul style="list-style-type: none"> • Whether the cultural developments constituted a Renaissance • The motives behind the developments, were they religious or secular? • The role of Charlemagne within the developments and what were his motives? • The state of literacy, education and culture on the accession of Charlemagne; had learning been forgotten? • Was there an attempt by Charlemagne to provide an educated class among the lay nobility or did the developments rely on clergy? 	<p>'Charlemagne's own cultural aim was fairly simple: increased rates of literacy which would make for better government.'</p> <p>H. Williams, <i>Emperor of the West: Charlemagne and the Carolingian Empire</i>, 2010</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>
Later kingship and imperial rule	Charlemagne's motives and aid to Pope Leo III; reasons for the imperial coronation in 800 and effect on Charlemagne's rule; image and Frankish customs; relations with Byzantium; <i>Divisio</i> ; death of his sons and role of Louis; consolidation or decline in later years.	<ul style="list-style-type: none"> • Why did the Imperial coronation occur? What were the motives of those involved? Religious, political and pragmatic motives should be considered. • Were the last years of his rule a period of decay? Was there a vigorous approach to policy and government? • Did the direction of his rule change in the latter years because of his imperial title, or was it because he was older, or because of the size of the Empire? • The changing relationship with Byzantium. Why did the relationship change? • The extent to which the acquisition of the imperial title affected Frankish customs. 	



Unit Y233: The Crusades and the Crusader States 1095–1192			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
The First Crusade	The situation in Western Europe, Byzantium and the Islamic Near East on the eve of the First Crusade; the idea of Holy War; the Appeal of Alexius 1095; Urban II's aims and appeal at Clermont; the preaching of the First Crusade; motives of Crusaders; the People's Crusade; leadership of the First Crusade and divisions; journey across Anatolia; the political and religious divisions in the Islamic world; military tactics of the Crusaders and opponents; the capture of Edessa (1098), Antioch (1098) and Jerusalem (1099).	<ul style="list-style-type: none"> • The motives of Urban II in his appeal for a Crusade: political or religious? • The motives of the Crusaders: political, religious or economic. • The significance of the divisions within the Islamic world for Crusader success. • The significance of the military tactics of the Crusaders and opponents in explaining the success of the First crusade • The reasons for the success of the First Crusade. 	<p>'It was the idea of liberating the Christians of the Levant and the city of Jerusalem that stirred the hearts and minds of those that planned the expedition [the First Crusade] and those who took the cross.'</p> <p>From: Jonathan Phillips, <i>The Crusades 1095–1197</i>, 2002</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>
The Third Crusade	Reasons for and aims of the Third Crusade; the development of the idea of <i>Jihad</i> ; Zengi, Nur ad Din and Saladin; problems in Outremer, Hattin (1187) and the loss of Jerusalem (1187); reasons for the failure of Frederick Barbarossa's expedition; the roles of Richard I and Philip Augustus; events at Acre and Jaffa (1191–1192); negotiations with Saladin; consequences of the Third Crusade for the West, Outremer and the Islamic world.	<ul style="list-style-type: none"> • The motives and aims of the Third Crusade • How strong a leader was Saladin? • The extent to which the problems of the Crusader states and the loss of Jerusalem were self-inflicted or due to the strengths of Saladin • The reasons for the military victories of Richard I • The extent to which the Third Crusade was a success in meeting its aims. 	



Unit Y234: Genghis Khan and the Explosion from the Steppes c.1167–1405			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
Genghis Khan and the Creation of the Mongol Empire c.1167–1264	The nature of nomadic Steppe tribes in the mid-12th century; rise of Genghis; reasons for expansion from Genghis to Mongke, military tactics, aims, organisation, leadership; strengths and weaknesses of Mongol rule; Karakorum; defeat of the Khwarazmians, Jin, and Abbasids; invasions in Europe, Central Asia, India, the Levant; role of Subedei, Batu, Hulegu, Khubilai and Berke; civil war and disunity by 1264.	<ul style="list-style-type: none"> • The nature of the steppe tribes; barbarian and ignorant or links with the south through trade, architecture, religion and diplomacy? • The rise of Genghis Khan and his dominance • The reasons for Mongol expansion from Genghis to Mongke • Organisation of the Mongol state, the development of nomadic imperial administration, revolution in society; • The reasons for civil war and disunity by 1264 	<p>'Mongol military superiority was due to their overwhelming numbers.'</p> <p>Per Inge Oestman, <i>The Mongol Military Might</i>, 2002</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>
The Khanates 1294–1405	Nature of Mongol rule 1294–1405; impact of Ghazan, Uzbek and the Yuan; role of Islam; disunity and reasons for decline; Tokhtamysh; rise of Tamerlane and his impact in Persia, Azerbaijan, India and the Levant.	<ul style="list-style-type: none"> • The nature of Mongol rule, cultural and scientific advances, impact of trade and the silk road • The impact of Ghazan and Uzbek • The role of Islam; a unifying force and a means to consolidate personal rule • Divisions, disunity and decline; natural disasters, Black Death, revolt and the loss of China • The significance, nature, impact and reputation of Tamerlane 	



Unit Y235: Exploration, Encounters and Empire 1445–1570			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
Exploration	Reasons why this was an age of exploration; Renaissance learning and values; trade; religion; technological change; Ottoman expansion; geography of and internal developments in Portugal and Spain; motives for patronage; motives and contributions of individual explorers: Diaz, da Gama, Vespucci, Columbus, Magellan, Balboa, Cabral, Cortes, Pizarro; routes; difficulties faced.	<ul style="list-style-type: none"> • The reasons why Europe widened its geographical horizons in the fifteenth century; the importance of the Renaissance, role of technology, push or pull factors • How important was political stability in Spain and Portugal in explaining the voyages? • The motives of patronage; how important was religion? • The motives of individual explorers 	
Encounters and conquest	The Treaty of Tordesillas (1494); encounters by Portugal: Atlantic and Americas, Africa, Asia; encounters by Spain: the Caribbean, the Americas; Portuguese conquest: Albuquerque, Brazil; Spanish Conquests: the Caribbean, Mexico (Moctezuma II), Panama and Peru (Atahualpa); difficulties faced in encounters and conquests; reasons for success; gains and losses for individual explorers and their patrons.	<ul style="list-style-type: none"> • Did the explorers encounter opposition? • The differences between the Spanish and Portuguese encounters with the native peoples • The nature of the Conquest, differences and similarities in the regions and between Spain and Portugal • The reasons for Conquest and the difficulties faced • The gains and losses for the patrons and the explorers 	<p>'The death-obsessed and inward-looking Aztec civilization sowed the seeds of its own destruction.'</p> <p>From: Tim Stanley, <i>History Today</i>, Volume: 61 Issue: 3 2011</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>



Unit Y236: Spain 1469–1556			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
Isabella and Ferdinand: government	The situation in Spain in 1469; campaign to secure the throne by 1474; administrative methods; control of the nobility and towns, law and order, finances, trade and economy: customs barriers; similarities and differences in the rule of Castile and Aragon; extent of unification and 'New Monarchy'; powers of the monarchs; Ferdinand's rule after Isabella's death; the situation in 1516.	<ul style="list-style-type: none"> • The reasons why Isabella was able to secure the throne of Castile. • The extent to which Isabella and Ferdinand were able to strengthen royal authority within Castile and Aragon • The extent to which Spain was unified under Isabella and Ferdinand and the extent to which either monarch desired a unified nation. • How centralised were the political and administrative institutions? • The extent to which a 'new monarchy' was established • The problems of the succession crisis of 1504 and the extent to which provincial administration had broken down by 1516. 	<p>'There is little evidence that either of the Catholic Monarchs aspired to achieve a unitary state. They never used the title 'King of Spain' and they recognized the limits of their power outside their own kingdom.'</p> <p><i>G Woodward, Spain in the Reigns of Isabella and Ferdinand, 1997</i></p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>
Isabella and Ferdinand: religion	The monarchs' religious aims and beliefs; relations with Rome; title 'The Catholic Kings'; <i>La convivencia</i> ; the Reconquista; the capture of Granada (1492) and its significance; treatment of the Moriscos and Conversos; Cisneros and Church reform; the Inquisition and its impact.	<ul style="list-style-type: none"> • The extent to which religion influenced the policies of the monarchs. • Isabella and Ferdinand as 'The Catholic Kings' and whether this title was deserved. • How successful the monarchs were in establishing one faith within their territories; how divided religiously was Spain and was <i>convivencia</i> ended in practice? • What was the impact of the Spanish Inquisition? • The extent to which the Spanish church was reformed and the impact of the work of Cisneros. 	



Unit Y237: The German Reformation and the Rule of Charles V 1500–1559			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
The German Reformation 1517–1529	Charles V's inheritance and foreign problems; the structure and state of the Holy Roman Empire, Charles V's election as Emperor; the state of the Roman Catholic Church c.1500, Indulgences; reactions to the 95 Theses (1517), disputations; Luther's ideas and publications and the printing press; Papal excommunication (1520–1521), the Diet of Worms, in hiding in the Wartburg; Luther's relations with radicals and humanists, the Knights' and Peasants' Wars, Luther's 1525 pamphlets; Imperial Diets, views of German princes and cities, including Philip of Hesse, Frederick the Wise, Augsburg, Nuremburg; the situation in 1529.	<ul style="list-style-type: none"> • How strong is the evidence of corruption or religious vitality in the church in Germany on the eve of the Reformation? • The causes of the German Reformation; the extent to which it was religiously or politically motivated. • How important was Luther's theology in the early spread of Lutheranism? • The causes of the Peasants' War; the social, political and religious-legal issues • How radical was Luther? 	<p>'Because the demand for the Reformation found its most ready response in the towns, it has been said that the Reformation was an 'urban event'.</p> <p>R W Scribner, <i>New Cambridge Modern History</i>, Volume 2, The Reformation, 2004</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>
The spread of Lutheranism 1530–1555, the Schmalkaldic War and Peace of Augsburg	Areas accepting the 1530 Augsburg Confession, Melancthon, Luther, Lutheran church leadership; Charles V's problems elsewhere; opposing League, reconciliation attempts and leadership, the death of Luther; the Schmalkaldic War (1546–1547): the Battle of Mühlberg (1547), the Augsburg Interim (1548), truces and shifting alliances including Maurice of Saxony, the Treaty of Chambord (1552), the Peace of Passau (1552); Charles V's flight from the Empire, the Peace of Augsburg 1555.	<ul style="list-style-type: none"> • Why Lutheranism was able to spread in the 1530s and the role of the League of Schmalkalden. • The significance of Württemberg becoming Protestant and its impact on Catholic and Habsburg prestige. • The strengths and weaknesses of Protestantism by 1540. • The reasons for Catholic recovery 1541–7 and the Augsburg Interim of 1548. The extent to which Charles V had missed an opportunity to impose his will or whether he had set unrealistic targets. • The Peace of Augsburg and its significance 	



Unit Y238: Philip II 1556–1598			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
Religion	Philip II's inheritance, family issues, personal religion; religious reforms; relations with the Papacy, the Spanish Church and Inquisition; attitude towards the Tridentine decrees, Jesuits, the Index, heretics, Moriscos and Conversos; the moral and spiritual impact of the Inquisition, the religious condition of Spain in 1598.	<ul style="list-style-type: none"> Philip's relationship with the Papacy and the Catholic Church; the extent to which Philip should be seen as a champion of Catholicism. The impact of the Inquisition; did it enforce religious uniformity and improve Christian understanding among the people or was its impact limited? The extent to which the church in Spain was reformed under Philip, or did traditional practices survive? Philip and the Counter Reformation, his attitude to the Tridentine decrees Philip's attitude towards the Jesuits and other Catholic orders Philip's policy towards the Conversos and Moriscos 	
Foreign policy	The foreign situation in 1555; priorities, defence, crusade, expansion, peace or war; foreign relations and military operations in the Mediterranean, with the Papacy, the Ottomans, Barbary Corsairs, Venice; the Holy League and the Battle of Lepanto (1571); relations with England, France, Portugal; annexation (1580); the consistency of Spain's aims, methods and the nature of policies; Philip's reputation abroad; his achievements and failures.	<ul style="list-style-type: none"> What were the motives behind Philip's foreign policy? Was his foreign policy planned or reactive; was there a grand strategy? How far should Philip's foreign policy be based on religious considerations? The importance of the acquisition of Portugal, should it be seen as a turning point in his foreign policy? Philip's foreign policy was it aggressive or defensive; did it change in nature during his rule? Is the view that Spain was in decline by the 1590s valid? 	<p>'A global strategic vision clearly underlay initiatives undertaken by Philip's government.'</p> <p>G. Parker, <i>The Grand Strategy</i>, 2000</p> <p>Evaluate the strengths and limitations of this interpretation of Philip II's foreign policy, making reference to other interpretations that you have studied.</p>



Unit Y239: African Kingdoms c. 1400–1800			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
The Kingdom of Benin c.1500–c.1750	Situation in coastal West Africa c.1500; reasons for rise of Benin: relations and trade with Europeans, role of Oba Ewuare and Oba Ezuola, military factors, geographical location, trading routes and opportunities, introduction of firearms, slavery; the political, social, military and economic nature and development of the Kingdom of Benin; imperial structure and relationship between the Benin City State and the Empire; importance of the <i>Oba</i> , achievements of individual <i>Oba</i> , selection procedures, importance of ceremony and ritual, tribute, the Benin military (structure, tactics, fortifications, key campaigns); material culture and cultural and artistic achievements; religion and the <i>Olokun</i> Cult; commerce and the economy, including trade with Europeans, especially Portugal; slavery; ivory; reasons for the beginnings of the decline of Benin from c.1700: European colonialism, slavery, changing patterns of trade & commerce, succession crises and civil wars, socio-political change.	<ul style="list-style-type: none"> • The reasons for the rise of Benin • The nature and development of the Kingdom of Benin • The military structure of the kingdom • The cultural achievements of Benin • The reasons for the decline of Benin 	



Unit Y239: African Kingdoms c. 1400–1800			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
The Kingdoms and Empires of Oyo and Dahomey 1608–c.1800	Situation in West Africa c.1600; reasons for rise of Oyo and Dahomey Empires and relationship between them – military/ cavalry, infantry/ firearms, political change, the importance of individual rulers; political, social, military and economic nature and development of Oyo and Dahomey: role of the <i>Alafin</i> / King; role of ceremonies and ritual; selection procedures; tax; tribute; imperial structure and relationship between city state and empire; religion and its role in politics and society including the <i>Ogboni</i> and the <i>Oyo-Mesi</i> (councillors) in Oyo; commerce (African and with Europeans); slavery; reasons for the decline of Oyo and Dahomey including: Conquest of Dahomey by Oyo, political divisions and succession crises, military failures and independence movements in client states, economic changes, European influence and impact of Trans-Atlantic slave trade.	<ul style="list-style-type: none"> • The reasons for the rise of the Oyo and Dahomey Empires • The nature and development of Oyo and Dahomey • The importance of religion in politics and society • The impact of slavery on the kingdoms and their development • The reasons for the decline of Dahomey 	<p>'By the 1720s access to firearms had allowed the rulers of Dahomy to create an autocratic regime.'</p> <p>From: R. Guisepi, <i>Africa and The Africans In The Age Of The Atlantic Slave Trade</i>, 1992</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>



Unit Y240: Russia 1645–1741			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
The reforms of Peter the Great 1698–1725	Consolidation of Peter's power, relations with Boyars, reform of dress and beards, Table of Ranks; modernisation of alphabet and calendar; reforms in central and local administration, Senate, colleges, new provinces, fiscal reforms, municipal government; reforms of the Church; reform of army and navy; census of 1719; education; developments in industry and agriculture; position of peasants; St Petersburg.	<ul style="list-style-type: none"> • Peter's reforms: continuity or change? • The extent of change under Peter, did he transform Russia from a backward to a modern state? Were the reforms revolutionary in nature and impact or were the changes superficial? • The motives behind the reforms, the aims of Peter and why change was introduced. The extent to which Peter wanted links with the west. • How great were the changes in the relationship between tsar, nobility and clergy? 	<p>'Despite the energy which Peter put into modernization, the transformation which he effected was only partial.'</p> <p>M. Rady, <i>The Tsars, Russia, Poland and the Ukraine</i>, 1990</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>
Opposition and reaction 1645–1741	Revolt of Stenka Razin; resistance to westernisation; revolt and destruction of the Streltsi; the Old Believers; Mazeppa; Tsarevitch Alexis; extent of westernisation by 1725; problems of Russia in the reigns of Catherine I and Peter II, Anne and Ivan IV 1725–1741, the 'German period'.	<ul style="list-style-type: none"> • The nature and strength of opposition before Peter's accession • The reasons for resistance to westernization • Peter's personal behaviour as a cause of unrest and opposition. • How much opposition was there in Russian society to the reforms of Peter the Great • The nature and scale of the opposition to his rule, the groups involved and the reasons for their opposition. • How serious were the problems and opposition under Peter, Anne and Ivan? 	



Unit Y241: The Rise and Decline of the Mughal Empire in India 1526–1739			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
Akbar the Great 1556–1605	The accession of Akbar, his personality and rule of the emperor Akbar; relations with the Rajput kingdoms; religious policy; economic developments; military achievements, including the second battle of Panipat 1566; territorial gains; the development of administration of the Empire; cultural and artistic developments.	<ul style="list-style-type: none"> • The impact of his religious policies • His relationship and policy towards the Rajput kingdoms • Akbar's military achievements; how significant was Panipat and the reasons for and limitations to his territorial gains • Akbar's impact on cultural developments • Does he deserve the title 'Great'? 	<p>'[Akbar was] a great man by any standard: a brilliant soldier and a statesman, a fine athlete and polo player, a successful architect and a profound thinker.'</p> <p>From: W. Seymour, <i>Splendour of the Early Mughals</i>, History Today Vol.18, Issue 12, Dec 1968</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>
Rule and decline 1658–1739	The personality and rule of Aurangzeb; religious policies; the resurgence of the Maharatas, conflicts in the Deccan and their consequences; campaigns in Bijapour and Golconda; foreign relations; administrative reforms and the growth of revenue; conflicts with Sikhs; decline after 1707 and Aurangzeb's responsibility; the dynastic conflicts after his death; weak leaders after 1707, loss of lands and the invasion of Nadir Shah of Persia 1738, the battle of Kamal and the Sack of Delhi 1739.	<ul style="list-style-type: none"> • The effectiveness of Aurangzeb as a ruler • The impact of Aurangzeb's religious policies and the desecration of temples • The impact of Aurangzeb's military conquests • The reasons for and impact of rebellion • The reasons for Mughal decline 	



Unit Y242: The American Revolution 1740–1796			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
Causes of the American Revolution	The relationship between Britain and the colonies in 1763; British policy and America reaction including Proclamation Act (1763), Stamp Act (1765), Declaratory Act (1766), Townshend Duties (1767) and their repeal, the Boston Massacre (1770); Tea Act (1773) and response including the 'Intolerable Acts' (1774–1775); developments in political thought and emerging leaders, including Locke, Jefferson, Dickinson, John Adams and Samuel Adams; colonial and political ideas including views on trade and taxation.	<ul style="list-style-type: none"> • The extent to which the Revolution was caused by economic factors; trade grievances, unpopular taxes and duties or principles. • The importance of ideology in the outbreak of the Revolution; the sources of the ideology • Resistance to British rule; why were so many involved and what was the role of the mob. • How far were British policies to blame for the outbreak of the Revolution? 	
The early Republic 1783–1796	Move towards the creation of a constitution and challenges faced; Articles of Confederation; relations with Britain, Spain and France, economic problems, civil disobedience, Shay's rebellion 1786–1787, 1787 Philadelphia Convention; nature of the 1787 Constitution of the United States; struggle for ratification, divisions between Federalists and Anti-Federalists; formation of the first government (1789), Washington and the Executive; 1791 Bill of Rights; the problem of finding a successor to Washington in 1796.	<ul style="list-style-type: none"> • How revolutionary was the American Revolution? • The Articles of Confederation and their failings; The Constitution and the protection of liberty. • The Founding Fathers; did they draft a more effective constitution; the aims of the Founding Fathers, saviours and patriots or upper-class conservatives protecting their economic interests? • The 1780s a period of unrelieved gloom or success? • The extent to which problems had been resolved by 1796. 	<p>'Foreign Policy left Americans far more divided in 1796 than in 1789.'</p> <p>From: Paul Boyer, <i>The Enduring Vision</i>, 4th Edition, 2000</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>



Unit Y243: The French Revolution and the rule of Napoleon 1774–1815			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
The causes of the French Revolution from 1774 and the events of 1789	The structure of the Ancien Régime; qualities of Louis XVI as King of France; financial problems and attempts by Turgot, Necker and Calonne to deal with them; the ideas of the Enlightenment and the impact of the American Revolution and the War of Independence; social discontents; economic problems from 1787; the Assembly of Notables and the political developments 1787–May 1789; the Estates General, events in Paris in 1789; the ‘Great Fear’; the October Days.	<ul style="list-style-type: none"> • The reasons for the French Revolution • The impact of the Enlightenment • Who were the revolutionaries? • The impact of the revolt of Paris 	



Unit Y243: The French Revolution and the rule of Napoleon 1774–1815			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
Napoleon Bonaparte to 1807	The career of Bonaparte to 1799: early life and character; his military leadership and reasons for success to 1799 including Toulon, the Italian Campaign, Egypt, the weaknesses of the Thermidorian regime and the coup of Brumaire in 1799; Napoleon's reforms as Consul, including the constitutional, legal, financial, educational changes; the establishment and nature of the Empire in France; nature of and reasons for military successes and failures after 1799: Marengo and the War of the Third Coalition, including the battles of Ulm and Austerlitz, Trafalgar.	<ul style="list-style-type: none"> • The reasons for Napoleon's military success; the strength of the army, weakness of opposition, Napoleon's military skill, originality, organizational abilities or a scramble to glory? • How far did Napoleon's military success depend on the mistakes of his enemies more than his own abilities? • The reasons for Napoleon's rise to power and the defeat of the Directory • The reforms of the Consulate and the extent to which they fulfilled the Revolutionary aims of modern administration, meritocracy and the achievement of stability. Was he an 'enlightened despot' or a military dictator? • The establishment of a Police State, the extent to which this was implemented through secret police, censorship, spies and imprisonment or whether repression was limited. • How far can the concept of a 'police state' be applied to Napoleonic France? • The benefits of Napoleon's rule, was his main aim a personal dictatorship or was he concerned about the good of France? 	<p>'Despite the authoritarian nature of his regime, Napoleon <i>did</i> maintain the great gains of the Revolution.'</p> <p>From: D. Rees, <i>France in Revolution</i>, 2008</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>



Unit Y244: France 1814–1870			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
The reign of Louis Philippe and the 1848 Revolution	Personality of Louis Philippe and the establishment, nature and problems of the July Monarchy; foreign policy, including Belgium, Mehmet Ali Crisis, Tahiti, relations with Britain; domestic problems; Guizot; social and economic developments and problems; opposition: liberal, republican, Bonapartist and socialist criticism; corruption; long and short-term political, social and economic causes of the 1848 Revolution; the establishment of the Second Republic.	<ul style="list-style-type: none"> • The seriousness of the problems faced by Louis Philippe and the extent to which he was able to overcome the problems. • The success of French foreign policy 1830–48; a conflict of aims between popular expectations and Louis Philippe. • How serious was the impact of social and economic developments within France? • The reasons for the fall of the regime: long or short term causes. • The establishment of a republic and the reasons for the triumph of Republicanism. 	
Domestic policy under Louis Napoleon (Napoleon III)	Election of Louis Napoleon; personality; aims and policies as president; Coup of 1851; domestic policy as emperor; economic and social policies, including railways, banking, free trade, Haussman; army reforms; constitution, Ollivier and 'the liberal empire'.	<ul style="list-style-type: none"> • The reasons why Louis Napoleon was able to establish the Empire • The establishment of an authoritarian Empire and the extent to which Louis Napoleon established a dictatorship in the 1850s. • The success of Louis Napoleon's domestic reforms; the extent of social and economic progress. • The extent to which there was a liberal Empire after 1859. 	<p>'The argument that Napoleon deserves no credit for the liberalization of the Empire, because he had no choice in the matter if he wished to survive, is a persuasive one.'</p> <p>Randell, France: <i>Monarchy, Republic and Empire 1814–70</i>, 1986</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>



Unit Y245: Italy and Unification 1789–1896			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
The Revolutions of 1848–1849 and their aftermath	Revolutions in Lombardy, Piedmont, Naples, Venice and Rome; role of Pope Pius IX and Charles Albert; the role of revolutionary leaders including Garibaldi and Mazzini; the reasons for the failure of nationalist and liberal protests; the results of the revolutions; the developments in Piedmont under Cavour and Victor Emmanuel II.	<ul style="list-style-type: none"> • The strength of the nationalist movement and the role of societies • The causes of the Revolutions of 1848–9; the role of liberals, nationalists and economic crisis and poverty; • The reasons for the failure of the Revolutions; internal divisions or the strength of opposition. • Did the revolutions of 1848/9 really fail? • The importance of Piedmont under Cavour and Victor Emmanuel II • The significance and impact of developments in Piedmont under Cavour and Victor Emmanuel II 	<p>'The military superiority of Austria was the single most important factor in the failure of the revolutions [of 1848].'</p> <p>From: A. Stiles, <i>The Unification of Italy 1815–70</i>, 1986</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>
The Risorgimento and the establishment of a new kingdom of Italy 1850–1861	The diplomacy of Cavour and his relations with Napoleon III; causes and results of the war of 1859; Garibaldi and the Thousand and the expedition to Sicily; the role of Victor Emmanuel II Cavour and the enlargement of Piedmont; the constitution and nature of the Kingdom of Italy.	<ul style="list-style-type: none"> • The aims and role of Cavour and Victor Emmanuel II; a united Italy or Piedmontese control of Italy? • The modernization of Piedmont; how far was it transformed into a modern state? • The importance of foreign powers and diplomacy in the creation of the Kingdom of Italy • Who played the greatest part in bringing about the Kingdom of Italy? • How unified was the kingdom of Italy in 1861? 	



Unit Y246: The USA in the 19th Century: Westward expansion and Civil War 1803–c.1890			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
Westward expansion; causes and impacts	The factors which contributed to the opening up of the West e.g. exploration, fur trade, cattle, mining and farming, gold, trails, roads (e.g. Cumberland Road), steamboats, railways, telegraph, the Mormons, settlers (including push and pull factors), 'manifest destiny', opportunities, incentives and escape; the impact of the Federal Government on westward expansion e.g. Louisiana Purchase, Florida, Texas, Oregon, Gadsden Purchase, War with Mexico, admission of new states to the Union, Federal Government and communications, mail, Homestead Act, Morrill Act, conservation; the economic, social, political, cultural impact of westward expansion.	<ul style="list-style-type: none"> • The importance of factors in the opening up of the west; push or pull factors • The importance of 'Manifest Destiny' and its impact • The role of the Federal Government and the importance of land purchases • A revolution in transportation and communications?, the transcontinental railroads • The economic, social, political, and cultural impact of westward expansion 	
The growth of sectional tension 1850–1861	Main differences between North and South by 1850 including the breakdown of the Missouri Compromise; sectionalism; the issues of slavery and westward expansion as they developed in the 1850s including 1850 Compromise, Kansas-Nebraska, Dred Scott, John Brown, Lincoln and the Republican Party; election of 1860; secession and the failure of compromise; reasons for outbreak of hostilities.	<ul style="list-style-type: none"> • The reasons for the breakdown of the Missouri Compromise • The importance of slavery in the development and growth of sectional tension • The impact of westward expansion in the 1850s for sectional conflict • The reasons for the failure of compromise • Did the election of Lincoln make civil war inevitable? 	<p>'To explain the sectional conflict, we must come back to the central issue of slavery. For [without slavery] there would have been no sections.'</p> <p>From: M. Cunliffe, <i>The Causes of the American Civil War</i>, History Today, Volume 3: Issue: 11, 1953</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>



Unit Y247: Japan 1853–1937			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
Westernization and nationalism in Meiji Japan 1868–1912	Nature of change and emergence of Japan as a major power; ending of the power of the Samurai and changes in taxation, government and the army; economic and social change; industrial growth e.g. coal, silk and railways; growth of large businesses; naval development; the 1889 Constitution; educational change.	<ul style="list-style-type: none"> • How genuine was the desire to become more westernized? • How far reaching was political change under the Meiji; the ending of Samurai power, government • How far did economic change mean that traditional attitudes had been modified? • Was the greatest change in Meiji Japan the modernization and expansion of the army and navy? • The extent to which Japan became a major power in this period 	
The growth of nationalism in Japan 1920–1937	Radicalism and repression in post-war Japan; the 1923 earthquake; social change and electoral reform 1925 and growing police powers; the rise of nationalism; resentment about western influences; Ikki Kita; the growth of emperor worship after the accession of Hirohito in 1926; the impact of the Great Depression on Japan; the development of militarism and ideas of pan-Asianism: the Manchuria incident 1931 and its effects, the coup of 1936; increasing military influence over Imperial policy making and the outbreak of war against China in 1937.	<ul style="list-style-type: none"> • The reasons for the growth of nationalism • The reasons for the development of militarism and its growing influence • How far did social change create a more modern Japan? • The impact of the Great Depression on Japan • How far were economic reasons the driving force behind Japanese policy in Manchuria and China 	<p>'By the 1930s Japan's military commanders were able to pursue foreign wars and contemplate ambitious enterprises only because their country's domestic economy had grown rapidly.'</p> <p>C. Totman, <i>A History of Japan</i>, 2005</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>



Unit Y248: International Relations 1890–1941			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
The causes and nature of the First World War	Nationalism, imperialism, militarism, war plans and navies, the Alliances and Ententes; the Anglo-German naval race; the Moroccan and Balkan Crises and the July crisis; aims and policies of Germany, Austria-Hungary, France, Russia and Great Britain; the nature of the war; main events on the Western Front, trench warfare; the war on the Eastern Front; the role of the generals; the role of technology, naval and air warfare; the entry of the USA; the reasons for the outcome on Western and Eastern fronts.	<ul style="list-style-type: none"> • The causes of the First World War; the role of nationalism, imperialism, war plans and the arms race. • The extent to which Germany, Russia, Austria-Hungary were responsible for the First World War. • The reasons for stalemate on the Western Front; the importance of trench warfare, technology and leadership. • The quality of leadership and the role of the Generals on the Western Front. • The reasons for the outcome on the Western Front; Allied strengths, the importance of US entry into the war or German weakness 	<p>'Germany willed a war with other European powers and during the War Council of 1912 agreed to engineer its outbreak in 18 months' time.'</p> <p>Wilmot, <i>Great Powers, 1814–1914</i>, 1992</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>
Dictators and Appeasers in Europe 1929–1941	The impact of the Great Depression on international relations; Italian foreign policy 1935–1941; appeasement policies of Britain and France; the Spanish Civil War and its impact on international relations; the relations between Russia and the rest of Europe to 1941, including the Nazi-Soviet Pact; the outbreak and expansion of war in Europe.	<ul style="list-style-type: none"> • The impact of the Great Depression on International relations • The extent to which German foreign policy was to blame for the outbreak of the Second World War. • The role of Appeasement in the Second World War, did it do more to cause than prevent war? The justifications for the policy and the extent to which it bought time to prepare for war. • The critics of Appeasement and the validity of their claims • How far was Stalin to blame for World War Two? 	



Unit Y249: Russia 1894–1941			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
The rule of Tsar Nicholas II	Character, attitude and abilities of Nicholas II; political, economic and social problems of Russia in 1894; opposition, liberals, populists and Marxists; national minorities; the influence of Pobedonostsev, Witte; the Russo-Japanese War; the causes, extent, nature and consequences of the 1905 Revolution; Witte and the October Manifesto; the Fundamental Law; the Dumas; repression and reform under Stolypin; the political, social and economic situation in Russia in 1914.	<ul style="list-style-type: none"> • How serious were the problems in Russia to 1905 for the Tsar? • The different views of the 1905 Revolution; its causes, why Nicholas II survived, the seriousness of the challenge to Tsarism and the significance of the events. • The importance and significance of the changes after 1906; importance of Stolypin's reforms, industrialization and its impact, the significance of the Dumas. • The growth of the Bolshevik party. • 1905–1917; a period of increasing stability or recurring revolutionary crises, how secure was the Tsar in 1914. • The Inevitable Revolution: was it impossible to save the regime? 	<p>'Despite efforts at political reform, urban Russia on the brink of the First World War arguably found itself on the brink of a new revolution.'</p> <p>From: O. Figes, <i>Revolutionary Russia 1891–1991</i>, 2014</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>
The Civil War and Lenin	The Constituent Assembly, Lenin decrees; Civil War, White forces, foreign intervention, Red Army, 'war communism', reasons for Bolshevik victory/White defeat; murder of the Tsar; Red Terror, Kronstadt Rising; NEP; constitution and government; strengths and weaknesses of Lenin as leader.	<ul style="list-style-type: none"> • The Causes of the Civil War; spontaneous opposition or brought on by Lenin? • Red victory or White defeat; the outcome of the Civil War and roles of Lenin and Trotsky. • The emergence of the Dictatorship; Lenin's goal or a consequence of war? • Why did Lenin introduce the NEP? • Did the NEP contradict Lenin's ideological beliefs? 	



Unit Y250: Italy 1896–1943			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
Italy 1915–1925	Early neutrality and subsequent entry into war; Treaty of London; the conduct of war including the defeat at Caporetto and the victory at Vittorio Veneto; post-war problems including economic problems, industrial and agrarian unrest, political instability; the career of Mussolini; the ideas, appeal and support of Fascism; the weaknesses of the post-war governments, the mutilated victory, reactions to the Paris Peace conference and the seizure of Fiume by d'Annunzio; electoral pact 1921 and the March on Rome; the transition of Mussolini from prime minister to Duce; the Acerbo law and the murder of Matteotti.	<ul style="list-style-type: none"> • The reasons for Mussolini's rise to power. • The impact of the First World War on Italy and how unstable Italy was by 1918 • Was Fascism a popular movement or supported by an influential elite? • Was Mussolini just an opportunist; the March on Rome? 	
Fascist Italy 1925–1943	The Corporate State in theory and practice; propaganda and the image of the Duce; relations with the church; economic policy: the revaluation of the lira, agrarian policy; industrial policy; public works including railways and roads; social policy: education and youth policy, sport, <i>Dopolavoro</i> , policies concerning women and population; preparations for and domestic impact of war; Jewish policy in 1930s.	<ul style="list-style-type: none"> • The success of Mussolini's social and economic policies, including the Corporate State • Did Mussolini establish a totalitarian dictatorship or was it propaganda? • How repressive was Fascist Italy? • The creation of a nation of Fascists; was it achieved? • Did women benefit from Mussolini's rule? 	<p>'[Mussolini's] pursuit of personal power took priority over the desire to 'Fascisticise' Italy and the Italian institutions.'</p> <p>From: M. Robson, <i>Italy: Liberalism and Fascism 1870–1945</i></p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>



Unit Y251: Democracy and Dictatorships in Germany 1919–1963			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
The establishment and development of the Weimar Republic: 1919–Jan 1933	Consequences of the First World War; impact of the Treaty of Versailles; the Weimar Constitution; coalition governments; challenges to Weimar; Communist revolts; Kapp Putsch; Munich Putsch; invasion of the Ruhr; hyperinflation; Stresemann and the 'Golden Years'; Dawes and Young Plans, economic recovery, foreign loans, political stability, improvements to working and living conditions; the impact of the Great Depression; elections and governments 1928–1933; rise and appeal of Nazism, role of propaganda and Hitler; Papen, Schleicher and 'backstairs intrigue'; Hitler's appointment as Chancellor.	<ul style="list-style-type: none"> • Was Germany on the brink of revolution in 1918–1919? • Was the Weimar Republic 'doomed from the start'? • Extent of success of Stresemann and the 'Golden Years'? • Reasons for the appeal of Nazism? • Reasons for Hitler's appointment as Chancellor? 	
The impact of war and defeat on Germany: 1939–1949	The war economy and Total War; impact of bombing; war and racial policies, the Final Solution; morale and rationing; opposition and resistance; consequences of the Second World War; Cold War, Potsdam, division of Germany, Bizonia and developments in the Soviet Zone, currency and the Berlin Blockade.	<ul style="list-style-type: none"> • How effectively was the economy mobilized for war? • Role and power of Hitler during the war – strong dictator or chaotic power structure? • Debates about the Holocaust: timing of the decision, responsibility? • Was division of Germany inevitable? • Responsibility for the creation of the two states by 1949? 	<p>'The outbreak of war and its subsequent escalation into total war seriously weakened the Jews' chances of survival. Any 'resettlement plans' had now become a major logistical and bureaucratic operation, the size of which helped to tip the scales in favour of physical annihilation.'</p> <p>Volker Berghahn, <i>Modern Germany</i>, 1987</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>



Unit Y252: The Cold War in Asia 1945–1993			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
The Korean War 1950–1953 and its impact to 1977	Causes and outbreak of the Korean War; the aims of Kim Il Sung and Syngman Rhee; US and UN involvement in the war: Russian support for Kim, the Inchon landing, the UN crossing of the 38th parallel and advance to the Yalu river, Chinese intervention in Korea and its impact; reasons for Truman's dismissal of MacArthur; causes of stalemate 1951–1953; US public opinion; the changing nature of the war; difficulties in reaching a settlement; the outcome for the participants, the situation in Asia in 1953; the creation of SEATO in 1954 and its failure to 1977; non alignment: the Bandung Conference 1955 and its development from 1961.	<ul style="list-style-type: none"> • The reasons for the Korean War, who was to blame, Mao, Stalin or North Korea? • The reasons for US involvement in the Korean War • The reasons for Chinese and Russian involvement • How successful was the Korean War for the USA? • The impact of the Korean War on the Cold War 	<p>'[The Korean War], which the West interpreted as blatant, Soviet made aggression was not Stalin's brainchild.'</p> <p>From: V. Zubok and C. Pleshakov, <i>Inside the Kremlin's Cold War</i>, 1996</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>



Unit Y252: The Cold War in Asia 1945–1993			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
Wars in Vietnam and Cambodia 1968–1993	The role of the US military in Vietnam; the Vietcong and guerrilla warfare; the Tet Offensive (1968); continuation of bombing campaigns; Nixon's policies in Vietnam, Cambodia and Laos, his relations with China, Paris peace talks (1967–1973); victory of North Vietnam and the fall of Saigon (1975) and the reasons why the USA failed to win the war; Cambodia: Sihanouk 1955–1970, reasons for civil war and North Vietnamese intervention; US bombing and the fall of the Khmer Republic 1970–1975; Pol Pot and Democratic Kampuchea (the Khmer Rouge 1975–1978, Chinese Models, evacuation to the rural areas, anti-intellectualism, the Killing Fields and ethnicity); Vietnamese invasion 1978 and its consequences (a People's Republic); the role of the UN; Paris Peace settlement (1991–1993) and the creation of a Cambodian Kingdom.	<ul style="list-style-type: none"> • The reasons for America's growing involvement in Vietnam • The effectiveness of military policies in Vietnam • Reasons why the USA failed to win the war, domestic or military? • Reasons for civil war in Cambodia • The rule of Pol Pot and the Khmer Rouge, how far was it guided by ideology? 	



Unit Y253: The Cold War in Europe 1941–1995			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
The origins of the Cold War to 1945	The situation in 1941, Capitalism and Communism and general attitudes in East and West; wartime tensions in the Grand Alliance; conferences: tensions and difficulties at Tehran, Yalta and Potsdam; the 'liberation of Europe in the East and West'; relations between Stalin, Churchill and Roosevelt (and later Truman and Attlee).	<ul style="list-style-type: none"> • What were the causes of the wartime disagreements between the allies? • Were long-term e.g. ideological clash or short-term causes e.g. relationship between the leaders of the Cold War more to blame? • Who was to blame for the tensions? 	<p>'The Cold War was not inevitable; yet it became a reality because of the innate needs of the Soviet Union and the United States.'</p> <p>From: M. McCauley <i>The Origins of the Cold War</i> 1983</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>
The end of the Cold War 1984–1995	Economic and social problems in the USSR and Eastern Europe; western influence; the pressure of the arms race; Gorbachev, glasnost and perestroika, Afghanistan, events of 1989 in Eastern Europe; the coup of 1991 and Russia under Yeltsin; reunification of Germany; civil war and the break-up of Yugoslavia to 1995.	<ul style="list-style-type: none"> • How important was Soviet economic failure and the arms race in the end of the Cold War? • How important was Gorbachev in ending the Cold War? the policies of glasnost and perestroika or the importance of people power? • Why did Soviet influence collapse in eastern Europe in 1989? • Why did nationalism grow in eastern Europe? • Why did the Soviet Union break up? 	



Unit Y254: Apartheid and Reconciliation: South African Politics 1948–1999			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
The development of Apartheid and growing resistance	Reform and development of Apartheid under Verwoerd and Vorster including Bantu Self-Government Act (1959): reasons for its introduction and consequences; impact and consequences of Apartheid for Black, White and Coloured South Africans; nature, development and effectiveness of resistance to Apartheid in this period including Nelson Mandela, ANC, Biko and the South Africa Learners' Association, women's groups, other forms of civil disobedience including anti-pass law demonstrations, boycotts and rural and urban protests, including Sharpeville (1960) and Soweto (1976) and their consequences; nature, development and consequences of international opinions towards Apartheid.	<ul style="list-style-type: none"> • Reasons for the reform and development of Apartheid under Verwoerd and Vorster. • The effectiveness of resistance to apartheid • What was the impact of civil disobedience and protest? • What was the importance of international opinion towards apartheid? • Why did apartheid last so long? 	



Unit Y254: Apartheid and Reconciliation: South African Politics 1948–1999			
Key Topic – AS INTERPRETATION TOPIC	Indicative Content	Interpretations guidance – these are areas of debate that arise out of the specification content. Students should be able to place the interpretation within the wider historical debate on the key topic, but will not be required to know the names of individual historians or to have studied specific books or historians.	Sample assessment material
The collapse of Apartheid 1978–1989	Strengths and weaknesses of and threats to Apartheid by 1978; PW Botha, Total Onslaught, Total Strategy and consequences of his reforms for National Party and White, Black and Coloured South Africans; nature and development of opposition in this period: The United Democratic Front, ANC, Township Unrest, Church leaders; international relations and international opposition to Apartheid; reasons for and consequences of the State of Emergency 1985–1990; reasons for, nature and consequences of de Klerk's reforms; importance of FW de Klerk, Nelson Mandela and other individuals in bringing about end of Apartheid.	<ul style="list-style-type: none"> • The strength of opposition to apartheid • The impact of opposition to apartheid within South Africa • The impact of international opposition to apartheid • The reasons for and consequences of de Klerk's reforms in the abolition of apartheid • The role of individuals in the ending of apartheid, particularly Nelson Mandela 	<p>'The role that the international community played on the sidelines was of crucial importance in determining the outcome [the end of Apartheid]'. From: A. Guelke, <i>Rethinking the Fall of Apartheid</i>, 2005</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p>





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