

AS/A Level GCE

Teacher Support

## **GCE History A**

OCR Advanced Subsidiary GCE in History A H106

OCR Advanced GCE in History A H506

This Teacher Support is designed to accompany the OCR Advanced Subsidiary GCE and Advanced GCE specifications in History A for teaching from September 2008.

# Contents

<b>1</b>	<b>Introduction</b>	<b>3</b>
<b>2</b>	<b>AS Units</b>	<b>4</b>
	Unit F961 Option A: <i>British History Period Studies</i>	4
	Unit F961 Option B: <i>Modern 1783–1994</i>	4
	Unit F962 Option A: <i>European and World History Period Studies</i>	4
	Unit F962 Option B: <i>Modern 1795-2003</i>	5
	Unit F963 Option A: <i>Medieval and Early Modern 1066-1660</i>	5
	Unit F963 Option B: <i>Modern 1815-1945</i>	5
	Unit F964 Option A: <i>Medieval and Early Modern 1073-1555</i>	5
	Unit F964 Option B: <i>Modern 1774-1975</i>	6
	Units F961 and F962: <i>British History Period Studies</i>	7
	Units F963 and F964: <i>British History Enquiries’ and ‘European and World History Enquiries</i>	14
<b>3</b>	<b>A2 Units</b>	<b>31</b>
	Unit F965: <i>Historical Interpretations and Investigations</i>	31
	Unit F966 Option A: <i>Medieval and Early Modern 1066-1715</i>	31
	Unit F966 Option B: <i>Modern 1789-1997</i>	31
	Unit F966 Option A: <i>Medieval and Early Modern 1066-1715</i> and Unit F966 Option B: <i>Modern 1789-1997</i>	32
<b>3</b>	<b>Resources for A2 Units</b>	<b>38</b>
	Tables of Events: F966 Option A	38
	Tables of Events: F966 Option B	51

# 1 Introduction

The new structure of assessment at Advanced level has been introduced for teaching from September 2008. The specifications are designed to provide candidates with an introduction to History A.

These specifications are set out in the form of units. Each teaching unit is assessed by its associated unit of assessment. Guidance notes are provided with these specifications to assist teachers in understanding the detail necessary for each unit.

It is important to make the point that the Teacher Support plays a secondary role to the Specification itself. The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this Teacher Support should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this Teacher Guide/Notes for Guidance is offered as guidance but will be subject to modifications by the individual teacher.

## 2 AS Units

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

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- 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*

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- 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: *European and World History Period Studies*

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- 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
- Phillip II, Spain and the Netherlands, 1556-1609

## Unit F962 Option B: *Modern 1795-2003*

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- 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 Option A: *Medieval and Early Modern 1066-1660*

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- 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*

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- 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 Option A: *Medieval and Early Modern 1073-1555*

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

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

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- 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

## Units F961 and F962: *British History Period Studies*

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The examination for this unit requires candidates to write two essays in one and a half hours – approximately 45 minutes per essay. To access the higher bands candidates need to produce an **argued, substantiated judgement** in answer to a question on a significant aspect of the study topic. The essay need not be long, but must deal with relevant key issues.

### Mark Scheme

The generic mark scheme gives a clear indication what is required. There are two assessment objectives:

1. *Assessment Objective 1(a) with a maximum of 24 marks out of 50 available for each essay*

### **Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner**

Lack of appropriate, accurate and well-selected historical knowledge is a common failing of many candidates' examination essays at AS level. We hope this mark scheme makes it clear that you cannot score highly if knowledge deployed is sketchy, generalised or poorly understood. The foundation of any good essay is mastery of the relevant factual material. Too often promising arguments and analyses are rendered ineffective because the candidate's knowledge and understanding of the historical material is patchy, imprecise, erroneous or generalised. The result is an argument that is ineffectively substantiated: such essays, however plausible, cannot access the higher mark bands. The necessity to command accurate, detailed and as full historical knowledge as possible needs to be stressed with AS candidates – points made in analysis and evaluation need to be supported with apposite, accurate and explained evidence/examples. Names (Alexius Comnenus, Schmalkaldic League, Bismarck, Jiang Jieshi), dates/chronology, places, historically specific terms ('Holy Sepulchre', indulgence, 'levée en masse', Luddite, imperial preference, corporative state, kolkhoz, police state, glasnost etc.), ideas and concepts (penitence, 'monarchia', 'realpolitik', 'Gleichschaltung', 'Ostpolitik', totalitarian) all need to be learned (and their correct usage understood) thoroughly. AS students often have a poor command of chronology, of the sequence of events and this can lead to misunderstanding and errors.

Similarly, promising looking essay work may be rendered ineffective by poor written and communication skills. This is not just about the correct use and accurate spelling of historical terms, but also about more general literacy skills. Effective written communication relies on sound understanding of sentence structure, paragraphing, grammar and punctuation, the use of formal and precise English (and avoidance of colloquialism, conversational English and slang), with clear and logical structure. These aspects need stressing because so many candidate responses show more or less severe weaknesses in these areas. The intrusion of conversational English is increasingly commonplace and at best leads to imprecision and at worst actively obscures intended meaning.

It is always worth emphasising that almost half the marks are given for the effective communication of relevant knowledge and understanding.

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2. *Assessment Objective 1(b) with a maximum of 26 marks out of 50 available for each essay*

Demonstrate 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.

If objective 1 (a) is about clear communication of accurate and relevant historical knowledge and understanding, objective 1 (b) is about how effectively the candidate manages to use knowledge and understanding to analyse and evaluate a topic in relation to the question set. In other words, success in essay writing is about the interaction between a candidate's knowledge and understanding and the ability to bend that material effectively in support of analysis, explanation and assessment to reach a substantiated judgement.

AS questions are seeking answers which provide argued, substantiated analysis and evaluation of key issues. The adjective is important: judgements without effective substantiation are just opinions. This is not about, for example, the simple assertion of relative importance of different factors, but the quality of the evaluation and analysis that is used to support any conclusion about relative importance.

Too many weaker candidates are able to express plausible lines of argument and analytical points – i.e. they come to a judgement about an issue – but fail to support the views expressed with close explanation and reference to relevant historical detail. Whilst the shape of an argument may be there, they score poorly because the views and judgements given are unsubstantiated – little more than assertions, or opinions based on loose generalised references.

### Essay Questions: Structure and Stems

It is worth spending time with students on question analysis. It will help them to ensure that when they write they do address the question set, rather than write generally about the topic.

Essay questions can be broken down into three elements:

1. An indication of the topic area;
2. The question focus (i.e. how the topic area is to be addressed);
3. The instruction/command.

For example, consider the question 'Assess the reasons for the rise of Hitler to power by 1933'. Here the topic is 'the rise of Hitler to 1933', the focus is the 'reasons for' and the instruction is 'Assess'. Stereotypically, perhaps, modest candidates often spot the question topic and write all they know about the topic without directly addressing the focus or the instruction. Better candidates pick up the focus and will produce a list of (explained) reasons. However, the candidates who are able to access the top mark bands obey the essay instruction or command – they will draw on their knowledge of the rise of Hitler, they will identify and explain reasons but will crucially weigh those reasons up (assess them) by, for example, evaluating their relative importance and the links between them.

AS essay questions will use a variety of different stems and it is important that candidates understand them. In general, however, all questions will require candidates to come to a reasoned and substantiated judgement about a key historical issue. Among the formats used will be, for example:



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1. Questions which identify a 'main factor' to be assessed against other factors:

- To what extent/How far was X the most important reason/cause/consequence of Y?
- 'X was the main reason/cause/consequence for/of Y.' How far do you agree with this view?

These questions are not simply seeking an explanation of a range of factors. They are seeking substantiated judgements about the relative importance of different factors. Where a 'main' factor is posited, the expectation is that due treatment is given to the merits and demerits of that factor – this usually means at least a good paragraph – even if the candidate wishes to argue that other factors were more or as important as the named one.

2. Questions which require assessment of a range of factors:

- Assess the reasons for/consequences of/impact of....

In such questions no specific factor is named. However the command 'Assess' makes it clear that a discussion of relative significance/linkage of different factors is required. Assess means to weigh up, to evaluate. It does **not** mean simply explain a number of factors.

3. Questions which require assessment of similarity or change over time:

- Compare the importance of X and Y in ....
- To what extent was X more significant than y in ....
- To what extent did X (event, individual, development) bring significant change in Y?
- To what extent did X and Y have similar ....
- To what extent did X continue the ... (e.g. policies) of Y?

Questions may be set which require assessment of similarity and difference, continuity and change. Such questions are appropriate to certain topics and developments and require candidates to identify, explain and (crucially) assess the degree of similarity/difference/continuity/change.

4. Questions requiring assessment of 'strength':

- How far did X strengthen/weaken (e.g.) royal authority during his reign?
- Assess the strengths and weaknesses of X ...
- How strong was X as (e.g.) ruler of Y?

For some topics it may be appropriate to ask for an assessment of relative strengths and weaknesses. Candidates need to identify, explain and evaluate a number of key strengths and weaknesses. Again the key to success in such questions is in the assessment of relative significance.

5. Questions requiring assessment of success/seriousness/significance:

- How successful was/were .....
- Assess the success of ....
- How serious was/were (e.g. the problems facing .....)?

Success/Failure and 'Seriousness' questions are often set. The key here is for candidates to establish criteria by which to assess the degree of success/failure/seriousness. Often this can be done, for example, by testing against aims, results and historical context.

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6. Questions requiring assessment of a general conclusion:

- ‘Quotation (e.g. Nothing more than a military dictator).’ How far do you agree with this view of ... (e.g. Napoleon in his rule of France)?

A view may be given in a quotation which the candidate is asked to evaluate. These may be a view that relates to one of the above categories (cause, consequence, similarity, difference, success, failure etc.) or may as in the above example be a general view about a person or development. Here, as in the success questions, the key will be to identify criteria by which to test the view expressed. In the example, candidates need to be clear about the main features of a ‘military dictatorship’ and then they can test Napoleon’s rule against those criteria.

### Writing Effective Essays

What follows is not meant to be exhaustive or prescriptive. It simply outlines some points that candidates could usefully bear in mind when writing essays.

#### Time management

Candidates need to write two essays in 90 minutes. AS far as possible candidates need to ensure that they write two effective and balanced essays, spending about 45 minutes on each, and avoiding the temptation to spend more time on one at the expense of the other – however, brilliant the single essay may be, in terms of marks, its possible excellence is likely to be undermined by the poverty of the second essay, bringing down the overall mark and hence the grade. It is worth remembering that a candidate cannot get more than 50 marks for an essay and that the general criterion for achievement of this is not perfection, but the best a candidate of 17 could be expected to achieve in approximately 45 minutes.

#### Planning

45 minutes is not long to write an effective essay, so candidates need to use their time effectively. 3-5 minutes spent planning is likely to make the 40 minutes left to write the essay more effective and ensure the question is addressed. Planning involves close analysis of the question, the identification of key relevant issues, and the decision on a line of argument. It is not about listing lots of facts. The aim is that by thinking through the essay before the candidate starts writing, he/she will have a clear sense of the shape and direction of the essay. Examiners are not looking for evidence of planning, but candidates are encouraged to plan. The best plans seen on exam papers are short, for example, identifying key issues or criteria or a list of relevant ‘conclusions’. Some candidates spend far too long on the planning – on occasion the plans are longer than the essay ...

#### Introductions

Whilst it is possible to write an effective essay without an introduction (much will depend then on the conclusion), in general, effective essays start with effective introductions. Such introductions should be short and can perform two key tasks: show the reader that the scope of the question is understood; and, introduce the line of argument. Weak introductions tend to be bland generalisations or simply give background information of marginal relevance.

Consider these introductions to the following essay question:

‘Napoleon’s generalship was the main reason for his military success to 1809.’ How far do you agree with this view?

‘There are many reasons to explain Napoleon’s military success. I will look at several during this

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essay and then come to a conclusion about whether Napoleon's generalship was the most important one.'

This introduction has the virtue of brevity but, whilst perhaps indicating that the candidate recognises there is more than one reason, is too general to serve as an effective introduction. It is not untypical of introductions produced by many weaker candidates who have learned that they need to address the question, but do not really understand what is meant by introducing a line of argument.

'Napoleon was born in 1869 on the island of Corsica. He trained as an artillery officer in the royal army and came to prominence during the French Revolution. He was made a general at the age of 26, won many victories in Italy, led an expedition to Egypt and, with the help of Abbé Sieyès became First Consul of the French Republic in 1799 after the coup of Brumaire. Almost immediately he was at war.'

Whilst this introduction does provide some accurate information about Napoleon and, some may argue, 'sets the scene', it does not address the question directly nor is the information given more than general background. The question has not been directly addressed.

'Between 1801 and 1809 Napoleon won a series of glittering military victories over Austria, Russia and Prussia. Marengo in 1801 was followed by Ulm and Austerlitz in 1805, Jena and Auerstadt in 1806, Friedland in 1807 and Wagram in 1809. Because of this many have hailed Napoleon as a military genius. Whilst it is true that he was a great general, however, his success is only partly explained by his own skills. The strengths of the army he commanded, his personal control of France, and the relative weaknesses and divisions of his enemies must also be taken into account.'

Here the candidate has successfully shown understanding of the scope of the question and indicated clear and accurate knowledge of the relevant period/perspective. She has also introduced explicitly and briefly a line of argument and the factors to be considered. The candidate has got off to an effective start which should shape the rest of the essay.

### **Internal Paragraphs**

In the best essays candidates consistently address the question set throughout the essay. Each paragraph directly address a key aspect of the question and helps to drive the overall argument forward. Typically the main point of each paragraph is in the opening sentence and this is followed by relevant explanation/analysis supported by apposite factual references.

Consider the following paragraphs on the role of the Depression in explaining Hitler's rise to power. None of them is without merit, but only one of them is really effective.

**A]** The Depression was a major cause of Hitler's rise to power. It all kicked off with the Wall Street Crash. There was loads of unemployment, businesses were going bust all over the place and people were desperate. Everyone hated the Weimar government and started voting for the Nazis. Around this time the Nazis got more votes than anyone else. Before the Depression Hitler was nowhere, so it must be important.

The merit of this paragraph lies in the attempt to make a judgement in relation to the role of the Depression. However, the effectiveness of the paragraph is limited because of the quality of the explanation and substantiation of the main point (first sentence). Here, the use of colloquial English and the lack of precision and development of the exemplar material means the judgement lacks force. There is little clear explanation of the link between unemployment and votes for the Nazis and the paragraph ends with some poor generalised reasoning.

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**B]** In 1929 the Wall Street Crash occurred. It had disastrous effects in Germany, partly because of the impact on world trade and partly because American banks called in their loans to German business and would not lend any more. Exports halved. Industry went into depression. Unemployment rose to 6 million, other workers faced wage cuts or shorter hours. Agriculture was also doing badly with prices falling and small farmers unable to pay their mortgages. Although prices were falling, people earning no money could not afford buy goods or pay rent and were made homeless or were forced to try and sell their possessions on the street. People were desperate. Obviously, then, the Depression played an important role in the rise of Hitler.

The virtue of this paragraph lies in the candidate's clear knowledge and understanding of the features of the Depression and the command of the factual material. The weakness lies in the lack of explanation of the link between the impact of the depression and the rise of Hitler. A link is hinted at in the penultimate sentence but the point of judgement comes at the end of the paragraph and is a kind of 'bolt on' comment. In this paragraph, therefore, the candidate has not successfully used what he/she knows to support the analytical point at the end. One instinctively feels that this candidate may well have written a more effective paragraph if he/she had started with the analytical point which would have helped him/her shape his/her explanation of the impact of the depression.

**C]** The impact of the Depression played a necessary role in the rise of Hitler and the Nazi party in the years 1928- 33. In 1928, despite party reorganisation, the Nazis were a minor political party. Then came the Depression, with its withdrawal of foreign investment, fall in trade, cutbacks in industry, and rising unemployment (from 1 to 6 million between 1928 and 1932). Weimar governments and politicians seemed powerless to deal with the situation. Disillusioned with Weimar politics and increasingly desperate many Germans looked for a way out. Many turned to the Nazi Party as 'Our Last Hope' or because it promised jobs and bread. By the summer of 1932, at the height of the Depression, the Nazis were the largest political party in the Reichstag with 230 seats. Certainly one can argue that without the Depression Hitler may not have come to power. However, whilst the impact of Depression may have been a necessary factor in explaining Hitler's rise, it does not, on its own, provide a sufficient explanation. This is partly because, even in the summer of 1932, the Nazis won only about a third of the vote (and they lost votes in November) and partly because there were alternatives for desperate men and women – not least the Communist Party whose share of the vote also rose over these years with 100 seats in the November election.

This is a very effective paragraph. It starts with the main point ('necessary role') of judgement and this is explained and developed through the paragraph. Knowledge deployed is relevant and accurate with some brief but apposite references. What is more the development of the analysis runs through the paragraph and the view that the Depression is a necessary but not sufficient explanation of Hitler's rise is justified in the final sentence. What is more links are drawn, albeit subtly, with other factors (as in the reference to Hitlerite electoral propaganda – 'Our Last Hope' – and in the reference to the disillusion with Weimar).

Students tend to like rules of thumb or acronyms to help them remember key ideas. Relevant one's for writing effective paragraphs might include:

**PEE – Point** (in relation to the essay title)  
**E**xplanation (to elaborate and explain the point)  
**E**vidence (to support the explanation/analysis)

**Or**

**PBE - Point** (in relation to the essay title)  
**B**ecause (explanation/analysis in support of the point)  
**E**xamples (to support the explanation/analysis)

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Another useful approach to help candidates write evaluative paragraphs is:

Yes, but, so: Yes – analysis and evidence which would support a factor's importance/success (e.g.)

(e.g.) But – analysis and evidence which would qualify a factor's importance/success

So – an overall conclusion about the significance of a factor/or degree of success

This structure can also prove useful in planning an essay.

Students would also benefit from practice in using analytical terminology effectively. An example in the paragraphs above is the 'Necessary, but not sufficient' approach. More familiar to candidates may be the language of Long and Short term causes/effects, or Direct and Indirect/Contributory causes/effects. This is more than simply labelling. Candidates need to be able to explain/justify why ... For example, the Treaty of Versailles may be considered a long term cause of the Second World War because the sense of injustice and desire for revenge it engendered created continued tension in international relations that might potentially lead to war.

All such advice, of course, comes with a health warning – 'techniques' can help candidates to find an effective way of arguing, but what will distinguish the good from the bad will be the quality of the candidate's understanding of the history and the candidate's ability to analyse and evaluate it effectively in relation to a question set.

### **Effective Conclusions**

All essays should end with a conclusion. To some degree, if the introduction and the body of the essay is effective the conclusion becomes less important. It is simply the means by which the writer can reiterate or sum up his/her argument. Such conclusions need only be short. AS essays always benefit from having a conclusion, a direct answer to the question set that reflects the writer's own views. Of course the conclusion should be consistent with the argument pursued in the body of the essay and should avoid introducing a completely new ideas. It should seek to draw together the main lines of argument concisely and leave the reader in no doubt about the writer's opinion.

If, however, the preceding essay has, for example, simply listed and explained individual factors the conclusion is the final paragraph that can ensure that the candidate manages to provide some basic assessment of relative importance/or linkage between the various factors discussed in the body of the essay. Such conclusions will need to be longer and well-crafted in order to add significantly to the overall value of the essay.

An example of an effective conclusion in answer to the question:

How important was religious enthusiasm to the success of the First Crusade?

'In conclusion, clearly the religious enthusiasm of the Crusaders was a key underpinning factor that drove the First Crusade through long periods of hardship and on to final success at Jerusalem. At critical times also it was often a decisive factor that helped bring specific victories. However, it cannot alone explain the success of the Crusade as the Crusade was a military expedition and could only be successful through the defeat of enemies in sieges and battles. Military prowess of the crusading army, military leadership, local support (not least that from Alexius Comnenus) and the relative weaknesses of opponents all contributed. 'Deus le vult' may have been the battle cry, but it was skillfully wielded swords and lances that cut down the enemy.'

## Units F963 and F964: *British History Enquiries* and *European and World History Enquiries*

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### How best to tackle the requirements of the Historical Enquiries Papers at AS.

The style of the questions (a) and (b) are little changed from the 2000 – 2008 format. It makes sense to build on the advice and best practice of a succession of reports on source analysis in those years. What follows is the considered views of examiners on where candidates go wrong in the comparison and ‘assertion’ questions. It should be read in conjunction with the Generic Mark Schemes and the Assessment targets.

### How to ‘progress’ with Sources from GCSE to AS

The low level of understanding of how to use the sources in many scripts is disturbing in a Documents Paper. In many instances the responses would be given poor marks at GCSE, let alone AS. When moving on to tackle historians, passages and views at A2 in the coursework the base line of A02 is very weak. Coursework is the victim of such weakness. Equally disturbing is that some clearly able candidates are being severely disadvantaged by the approach they use in responding to both questions (a) and especially (b). **A more effective approach must be ‘taught’** and here both candidates and teachers need to understand what is required. Over the years it has been very clear that there have been misconceptions amongst candidates over what is meant by the instruction ‘use the sources’ in Q (b). They frequently sit rather uncomfortably in the body of a conventional essay, merely illustrating, at worst, a descriptive narrative or, at best, an own-knowledge based argument. All too frequently this is a Centre-based problem. The teaching of an historical enquiry as a Period Study with sources attached would appear to be the approach taken in some Centres. We wish to prevent the practice of using sources for illustration only. It may be helpful to reinforce this by encouraging teachers to look very closely at the generic mark scheme to see the practical consequences of a failure to neglect source skills in the classroom. To see the way progression is rewarded in the hierarchy of skill is to see the challenge candidates face and makes it all too clear why they under-perform. All too often they lack the experience of dealing with evidence at AS level and resort to ‘separated’ GCSE skills that are not ‘joined-up’ to allow interpretation to be made at a higher level. What our generic mark schemes set out to do is to establish a hierarchy in relation to sources, as follows:

**Lower Band IV, V and VI** – where candidates use the sources as simply **sources of information**. They incorporate information from the source into their response (which may be good in relation to the key issue but are more often tangential). They do not necessarily acknowledge the sources in the response because they do not recognise the need to do so. They thus use the source at a very low level and even if their knowledge is sound they cannot be awarded many marks. There is a ceiling of Band IV if there is no acknowledgement of using sources at all. The balance will tend to be skewed towards basic own knowledge. Below this, answers are irrelevant – **Band VII**.

**Band III and the top half of Band IV** – the **next level up** where candidates will use **sources for reference**, perhaps to embark on a point or to illustrate it e.g. ‘Source B says that enclosure caused the rebellions’. There is no analysis of the source itself, but the candidate may analyse the general point referred to and may do so knowledgeably and at length. However, the use of the source itself remains very limited. It can be rewarded up to the top of a Band III.

**Bands I and II** – the **highest level** where candidates use the source as a **source of**

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**evidence** built around an argument and counter-argument that depends upon them. They may realise one source may be able to sustain two different viewpoints. They recognise the need to **analyse and interpret** what is written in the sources and to evaluate the material in the **light of provenance** (authorship, date, purpose, etc). Since there are four or five sources, 'using' the source also involves considering the evidence in the **source as a set**, by grouping, cross referencing, etc.

It is hoped that centres will find this useful as a means of focusing on the various levels of source use. **It is vital to the way we mark candidate response and puts sources at the heart of the paper.** Own knowledge provides context, a means of testing the validity of a source and a possible deepening and extension of its message. At the moment, few reach Band I. Most reference sources to a greater or lesser degree and remain stuck in Band III and Band IV. A disturbingly large minority are at low Band IV and V. Question (b) carries two-thirds of the marks so it is important that candidates know what they need to do.

It should be borne in mind that advice is offered here in the hope that is **integrated into teaching** and **not** presented to candidates as a bolt-on formula to be rigorously and mechanically followed at all costs. It provides the scaffolding to secure candidates and ensure they focus on the question and on the history involved. An overly formulaic approach will lead to missing important points, countering the natural content of both the Sources and a candidate's own knowledge. A mechanistic approach, whilst providing some assistance to weaker candidates, will certainly disadvantage the more able. This is particularly so when answering question (b) where the two aspects (sources and own knowledge) are frequently kept rigorously apart, but is also evident in answering (a) where content is often dealt with separately from provenance and the quality of the evidence. So concerned are candidates to deal with them in this manner that content is often paraphrased rather than directly compared and evaluation is 'stock' and formulaic. It is always worth remembering that a good grounding in the history of each unit should, naturally, ensure that candidates (i) explain, (ii) compare and (iii) contextualise the Sources and their own knowledge.

There is much weak knowledge; a surprising number of candidates are entirely reliant on the Sources and the information they contain. This was compounded by poor contextual understanding and a failure to think conceptually. It must be emphasised that a poor grasp of basic detail and an uncertain chronology seriously undermine the ability to handle Sources and to extend argument and judgement, especially in question (b). It is a very necessary foundation for developing sound judgement and effective evaluation. What often masquerades as 'own knowledge' is very vague context that is both simplistic and over-generalised, little of which could not be deduced from that which is given in the Sources. It hardly counts as 'own knowledge'. For those who do possess some, it often tumbles out verbatim from the candidates' memory, is frequently of little direct relevance to the question and sits very uncomfortably in the middle or end of a response.

A particular weakness, seriously affecting middle and low Band candidates is the lack of Source evaluation offered in sub-question (b). More is said about this later but, in essence, candidates are merely referring to Sources (at its worst paraphrasing them) rather than evaluating and analysing them – all that is being offered is 'A says...B says...'. This is especially so with those who sequence their approach (A, B, C and then D and E ). Sources are 'ticked off', sometimes merely referred to in a very token manner. 'A and B agree, B says...' with no further reference to A. It is quite clear from all previous Reports, INSET and the generic mark schemes that this is not what is required; furthermore, it is of sub-GCSE standard. The relative value or merit of a Source **must be established** and quite often can be done so relatively easily.

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**The skills required by this paper do need teaching and reinforcement.** They are valuable in themselves and vital to the historian's craft. It is worth spending a week's teaching, say 3 or 4 lessons, looking at these in the abstract to make serious points about close and careful reading, revealing how comparison and use can be affected (or not) by provenance and attribution, and building the sense of a relationship to a debate. This does not require, at this stage, detailed own knowledge. That will come later in your course and will enrich candidates' study. Centres can choose a past question capable of delivering this in the first teaching week and illustrating the qualities required for both questions. After this, sources should be used for introduction, reinforcement and as a final diagnostic tool in most, if not all, lessons. Part (a) is ideal for introducing views, usually different, and explaining or reconciling that difference. Part (b) is the final 'diagnostic' for a key issue within the topic studied. These skills and techniques are important in achieving the higher grades. They should be interesting and rewarding (in a 'detective' like manner) but they cannot just materialize alongside a content-based course. The content is there to provide structure, alternative angles and an understanding of the key issues.

The sources challenge or confirm interpretations and we expect candidates to focus here, extending the debate via own knowledge. They can only do this if appropriate strategies have been devised in the classroom to assist them. All too frequently candidates fail to achieve an appropriate progression from GCSE. Stand-alone GCSE skills (reliability, utility, typicality etc) are often all we get. Candidates have not learnt to move-on. Centres should note that our questions **do not target one-off skills**. We ask general, open ended, questions about 'evidence for' and 'using all sources and your own knowledge'. This is designed simply to produce good history, effectively and thoughtfully delivered. We are convinced that we do provide excellent opportunities to demonstrate this at a higher-than-GCSE-'AS' level. To obtain higher Bands is to develop a real competence in the subject, which we reward with pleasure.

It is worth stressing **key weaknesses and strengths**, but especially the former as it is characteristic of a two part paper that candidates, even able ones, find it difficult to perform evenly across both questions.

### **Question (a) – The Comparison.**

In **question (a)** the focus is on comparison. Without explicit comparison candidates will not get above Band IV. A substantial number of candidates still adopt a sequential approach, and others limit themselves to a low Band III by confining their comparisons to a brief conclusion after a sequential analysis of the two Sources. Nevertheless it is heartening to note that the number of candidates who avoid this trap and attempt a continuously comparative approach seems to be gradually increasing. Candidates should, however, not assume that a comparison is established simply by the introduction of comparative words and phrases such as 'whereas', 'on the other hand', 'by contrast', or by setting points from the Sources alongside each other. Similarity or difference of content has to be demonstrated in relation to a point which is genuinely comparable, either because both Sources refer to it or because one draws attention to it but the other ignores it. Likewise comparison of qualities other than content requires assessment of the same qualities in both Sources. Many answers which avoid a sequential approach nevertheless only achieve a modest Band III mark because they do not compare like with like. Another common weakness is a failure to realise that comparisons are only relevant if they relate to the issue raised in the question. Comparison of provenance, utility and reliability was generally less satisfactory than comparison of content. There are many answers which discuss the provenance or reliability of one source but then fail to make a comparison with the other.



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- **Sequencing** is a major problem. There is a reluctance to select issues and themes from the two Sources and build the comparison around these. Many candidates, often able, prefer paraphrase. Two separate accounts are provided with perhaps a final paragraph making a few belated comparisons.
  - **Not focusing on content** is a weakness for many, especially the more able who have been well trained in the consideration of provenance as a means of comparing, and thus focus too exclusively on this single aspect. Comparison of content is the foundation for a good answer and should be carried out with precision. Candidates are inclined to provide a general comparison of the two Sources rather than a comparison focussing on the **issue** specified in the question. The point of comparing provenance, dating, utility etc. is to evaluate the Sources as evidence **about that issue**.
  - **Paraphrasing** is often the bedfellow of sequencing. Candidates relax, seemingly secure that they are discussing their stated Source. Sometimes these can be in the form of a concise or even explanatory gloss, but any comparison can only be implicit at best. One is lucky if, in doing this, they absorb content and feel emboldened to include a final conclusion in the form of a comparison.
  - A major weakness is to take the **Sources as evidence for a general theme** or the ones suggested in (b), missing the key issue specified in (a) - as evidence for **what?** Candidates would benefit from highlighting the key issue that follows the instruction 'compare as evidence for'. Identifying this should provide the means of extracting and organising the appropriate information from both Sources. All too frequently, the comparison is not focused on the issues raised by the question and, instead, a mere general comparison is provided.
  - **Evaluation of provenance** is an important part of any answer, but ideally should
    - (i) **not** be tagged on or separated out in another paragraph. It should arise naturally as each issue is identified and the Sources compared for their approach to it.
    - (ii) should **not** be too exclusively dwelt upon at the expense of content or possibly context. Candidates need to realise that **provenance can condition content**. An answer that integrates both is the ideal.
    - (iii) should **not**, as many weaker and middling candidates often do, merely state the provenance, sometimes in a way that invites obvious evaluation but then goes nowhere. The comment is left to stand alone. For example, '*Source B originates from a manifesto of the Kentish rebels in May 1648 and Source C comes from the inhabitants of Dorset. Source C is the Declaration of the County of Dorset on 15 June 1648.*' One is tempted to comment...so?
  - There is often too much **simplistic use of evaluative language**: 'bias', 'primary', 'secondary' etc. This leads to a considerable amount of 'stock' evaluation, rendering a comparison worthless. The use of a modern historian in the Sources seems particularly to invite this. If only candidates could be tempted to say **why** one sounds better or is slanted then they would be in business. It is what is said, the audience, the date, the tone etc. that enables candidates to compare effectively. An integration of content and context that assesses **how far** a Source is useful as evidence, should be the ideal.
  - Putting too much stress on just one **quality** or an inappropriate one. Such qualities are spelt out in the generic mark bands. Many candidates prefer to assess reliability, but it may only be part of it. In many respects, 'as evidence for' denotes **usefulness**.
  - Whilst candidates might expect to find diametrically opposed Sources, this is rarely the case. There will be middle ground, perhaps complete agreement but form unexpected angles. **Candidates should not have preconceived ideas** here. They need to be
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flexible in their approach. They should also be reminded that **use of own knowledge** is **not** required in (b) and can in fact seriously divert a candidate from the actual question set.

- **A failure to match the information accurately between two sources** – because candidates generalise rather than identify specific phrases or words they make many conceptual slips and miss obvious points.
  - If the sources talk of different things with a common route then they need to **say so**.
  - If the source content is largely similar then again, say so. At this point candidates should look into the provenance to explain similarity or difference. That is where a candidate just looking at provenance, or just content, will seriously skew their response.
- **A judgement is expected** for Bands I and II. Many candidates simply make no attempt to do this. Other candidates produce, out of a hat, a judgement at the end, frequently unsupported by what has gone before. Often both sources will provide useful evidence for and against or will corroborate to some extent the evidence of one or the other. In some cases candidates need to spot that they may be talking of different things. If this is the case, or they are of equal value, candidates need to say so but always give their reason for so doing (a good class exercise). A summative comment, linked to the points already made about content and provenance, does help.
- **Use of own knowledge** in part (a) is **not** a requirement, **not** necessary and certainly **not advised**. Quite a few candidates do this and it invariably clutters their response and obscures comparison. It can, and should, be used for 'light' context and provenance and to spot relevance (talking of a particular event rather than a more general point). It is for 'location' of a source only.

The above is an attempt to advise and warn against the all too typical response which seems to think that an opening sentence, which reads along the lines of 'There are significant differences between A and B', followed by two paragraphs of sequential commentary, is enough to secure at least Band III in terms of a limited comparison / contrast. Perhaps more frequently is the approach which links two essentially sequential paragraphs with a connective phrase such as 'in the same way' or 'on the other hand' or a mere connective 'however' **or** 'similarly'. Whilst these imply comparison / contrast, candidates must understand that **alone** they will not reach a mid Band III but may well end up in the Lower Bands.

#### ***Sub-Question (b) – Testing an assertion using the sources and own knowledge.***

The focus in this part is on judgement in context, based on the set of sources and own knowledge. This is a demanding exercise requiring a number of skills. Note that **both** source analysis **and** own knowledge are required. Candidates should be aware that the absence or minimal use of either will lead directly to Band IV because of clear imbalance. Only in rare instances of exceptionally good source analysis may answers which display such imbalance be awarded Band III. Use of own knowledge is often poor. Too often it is generalised and lacks supporting detail. Equally it is often not linked with source analysis but 'bolted on'.

This latter fault often arises from a formulaic approach to the question: a sequential discussion of the Sources followed by a section of own knowledge. This inhibits the development of a coherent and focussed argument. While there is no one formula which fits all questions, a more appropriate general rule for candidates is to think in terms of argument

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and counter-argument. They should consider the evidence to support the view offered in the question and then the evidence which supports an alternative argument (or arguments). Such evidence should come primarily from analysis of the sources since this is a source based paper. Own knowledge should be integrated with source analysis and used to substantiate, qualify or add to the evidence derived from the sources. Such an approach requires grouping and cross-referencing of sources, whereas the sequential approach treats them in isolation. The sequential approach is widespread. Many still have little understanding of how to use grouping to structure their answers. It is not sufficient just to group the sources in the introduction and then describe the content of each source. The grouping identified needs to be followed through in an appropriate way by developing the argument.

### **What follows are the most common mistakes candidates make.**

**Achieving a balance** between the use and analysis of Sources **and** own knowledge remains a challenge for most. Many separate it out but amongst answers in the middle and top Bands there is an effective integration of both. **The ideal is to incorporate relevant Source content, grouped, into an argument which is extended and developed by source evaluation and extra content provided by own knowledge.** This then builds into an analysis of the question via issues and key points that aggregate all the skills, including own knowledge. To proceed in a mechanistic or formulaic manner is to limit scope and encourage poor argumentative skills – at worst the paraphrasing of Source content, perhaps a brief paragraph or sentence evaluating one or at best two Sources, own knowledge dumped at random at the end and finally an uncertain conclusion or judgement that betrays the first moment a candidate has considered the question itself.

Many candidates who achieve middling and low Bands make only **token use of Sources via brief referencing.** Centres and candidates need to pay particular attention to this as **more marks are lost here than anywhere else** depressing many results by at least a grade. The argument, largely knowledge based (and frequently general, vaguely contextual and lightweight), makes merely a **glancing reference** to 4 or 5 Sources, frequently by quoting a word or phrase (or even just by number – A or B etc.) to make a point and then say ‘as is shown in Source B’. Such an approach is tokenism with Sources being used as an indiscriminate mine for a conventional essay. Those with weak knowledge will plunder the Sources for content, ignoring their evaluation. Those with knowledge will tick off the Sources in a paragraph, again ignoring analysis, and then proceed to use their own information to answer the question. It is vital to look at what the **generic mark scheme** requires:

Band I	-	<b>analysis</b> of all 5 Sources (limits, completeness etc)
Band II	-	<b>analysis</b> of at least 4 Sources
Band III	-	attempts to <b>address</b> the Sources, comment not sustained
Band IV	-	imbalance; Sources discussed <b>sequentially</b>
Band V	-	<b>limited attempt</b> to analyse sources
Band VI	-	<b>serious weaknesses</b> in handling sources
Band VII	-	extremely serious weaknesses in handling sources

**Sequencing** can and usually will hinder an analysis based around the consideration of an assertion. The tendency is to just summarise each Source in turn, losing sight of the question. Candidates should **group** Sources according to internally conflicting evidence (the same Source can frequently contribute to conflicting views). A sequenced approach may well result in Band IV, whilst a grouped set will already be demonstrating evaluation and analysis. Some able candidates deal with the argument for, followed by the argument against, and then finish with a conclusion. Such an approach runs the mechanistic risk of

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avoiding judgement. A much better line to take is the incorporation of pros and cons that arise from the grouping of Sources i.e. that the thrust of A and C clearly argue for the assertion but the text or tone of A could be read as providing evidence against. Here a candidate can build in evaluation naturally and historically.

Some candidates **discuss only the proposition in the question**. Questions generally require discussion of alternative explanations or judgements and assertions for which evidence is usually provided in at least one of the Sources (if a modern historian is included it is often there to provide 'other' factors). In questions which ask whether 'Z' was the **main** cause, this is a clear invitation to consider **other** issues.

Picking up on **conditioning words** in questions. This follows on from the previous point. Questions often contain words or phrases such as: 'main', 'only', 'severely limited', 'most', 'reason', 'cause', 'more', 'entirely', 'essential'. Candidates ignore them at their peril. A highlighter could be useful here, although we ourselves have already highlighted many as an indication of importance.

As a consequence of the above, candidates frequently fail to reach a **judgement about the relative importance** of the explanation offered in the question. Our own highlighting is a clue to what we expect. A question that begins with a phrase like 'assess the claim that...' requires consideration of evidence for and against.

**Question (b) will be different to Q (a)**. Candidates who simply reuse their answer to (a) in (b), without modification, or fail to realise that a different part of the Source is to be used, will find their answer sitting very uncomfortably in what should be a focussed evaluation.

### How to put the above advice into practice.

Many candidates, at all levels, continue to sequence their treatment of the Sources in Q (b), ticking them off through **token reference** (lifting a sentence or just using the attribution) with no evaluation or analysis at all. This prevents judgement and a balanced argument and some **simple grouping** around the key issue would help candidates to do this. The following are two paragraphs which demonstrate how to do this.

An answer on the **Crusades** – “Three of the Sources are from Churchmen who might be expected, given their context, (Pope Gregory’s appeal and Urban’s sermon urging of a crusade, Raymond of Aguilers’ celebration of the capture of Jerusalem), to stress religious inspiration at the expense of more mundane factors. The unknown author of the Deeds of the Franks, whilst similarly stressing the primacy of religious feeling (the Holy Cross), perhaps unwittingly regards booty as one of God’s rewards. One of Urban’s arguments is similarly secular.”

An answer on **Nazi Germany** – “All the sources here, with the possible exception of ‘A’ are non Nazis, three observing in retrospect the political situation in early 1933. Sources ‘A’ and ‘D’, both consciously written as history in the 1990s, stress Hitler’s popular strength (mass support and the role of the SA) from which he could exploit high politics, but ‘D’ alongside ‘B’, are keen to stress that the Conservatives appeared to best exploit the situation in January, ‘hiring’ Hitler and surrounding him with traditional right wingers. ‘C’, a frank report to the leadership of the SPD and Trade Unions, key opponents of the Nazis, instead of moving to exploit the crisis confess their weakness and support ‘A’ and ‘D’ on the Nazi ability to master the situation. Apart from ‘B’ the sources, one contemporary, the other two from hindsight, agree with the assertion of Nazi ability to use the early 1933 situation to

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their advantage.”

These are just two examples of possible approaches that comment on the sources as a set, tie them to the key issue (religious inspiration as the key motive in the crusades; did the Nazis rather than any other group best exploit the situation in early 1933?) and attempt grouping on a variety of levels. Each could form the beginning of a developmental paragraph or could be an introduction. Both are better than a ‘one by one’ approach which loses sight of the key issue in the Question. Later under organisational issues we discuss how the initial grouping might be extended or planned for as the answer develops.

**Referencing** continues to be the resort of most of those who tick off the Sources, even with better candidates, and can pull them down to Band III. The source is merely referred to, en passant, in a token manner (by number or phrase). Giveaway comments are:-

- “As it says in Source C” (left simply as that)
- “As it is shown in Source D” (but never demonstrated)
- “B clearly states” (followed by paraphrase)
- “As mentioned in Source A”.

Sources are plundered for content and used primarily for reference or illustration. They must be **analysed** and **evaluated**. Examiners estimate that the majority of the answers they see are guilty of this, making it very difficult for candidates to gain Bands I and II. They are required to consider what the sources tell us when used as evidence for or against the proposition in the question; what they say is conditioned by their stance and their circumstances. Grouping analytical observations (see above) and spotting contradictory sections in the same source are all ways in which evaluation can be achieved. This is infinitely preferable to the stock evaluation of sequenced sources which rarely adds anything to the key issue. Grouping by reliability could be an effective approach to the question. Even if candidates are made aware of the need to evaluate sources they often do so in a way that does not relate to the question. They insert standard taught comments, as instructed, that sit uncomfortably within an argument. Evaluation of provenance etc. **should only be included** in so far as comments relate to the key issue. They should not be included just for the sake of it.

The three main pitfalls are **organisational** (“grouping” and what then follows), **evaluative** (the failure to use the source for anything other than a reference bank of information) and the failure to use much **own knowledge** or to integrate it. If candidates can achieve the former then they go a long way towards being enabled to do the two latter. Sources are insufficiently used in an evaluative manner and this prevents many candidates achieving Bands I and II. We are disappointed that we rarely see a script that combines a focused use of the sources ‘as evidence’, whose limitations are discussed, which also manages to integrate sources and own knowledge to produce an essay based on both.

**Organisational Issues.** Specific advice has been given on initial ‘**grouping**’ above. However, **on its own**, in an introduction, the initial grouping is **not** enough. As a stand-alone introduction it doesn’t rate that highly in evaluative terms. There must be more than just a statement that, ‘Sources A, B and D show that Hitler’s unpopularity was growing’, followed by a description of the content of each. We suggest grouping as a key to unlock evaluation. Candidates must then go beyond this and follow its **suggested structure** throughout the answer. This can take the form of three sources v two or it could be that the sources suggest a variety of hypothesis. What follows are three examples with an introductory grouping **and** a suggested ‘**follow on**’.

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**Assess the view that Hitler's popularity was seriously damaged by the effects of war.**

*Assessing Hitler's popularity during the war years is problematic. The sources approach the issue from very different angles. Superficially A, B and D would, given their dating throughout the war (1942, 1943 and 1944), suggest serious damage, culminating in failed assassination in the July Bomb Plot of 1944. However, Bielenberg in C would suggest the German people were more united because of war. This may call into question serious wartime damage to Hitler's popularity. However she does not mention Hitler or his role in it. There is the implicit suggestion that the type of Volksgemeinschaft or German unity involved here, a siege mentality based on survival regardless of 'politics and belief', are not the type Hitler had in mind. Three sources (A, C and D) come from Nazi opponents but there is little to doubt the sincerity of their comments. Even 'B', a Nazi Gauleiter Report, is honest in its comments on both party officials and public opinion. Hans and Sophie Scholl in 'A' and Treschow in 'D' however speak from minority viewpoints, some university students and a section of the junker-based officer class, both active or involved in opposition before 1939. One would expect them both to see the war as Hitler's destiny and the source of his downfall. Both seek to rescue the German people from the consequences of this. In contrast sources B and C, the Gauleiter and Bielenberg, are more effective accounts of war and its impact on Hitler and popular opinion.*

This can then be developed. Various groupings have been established above, each one providing plenty of opportunity and **structure** to develop a focused answer that evaluates the sources and allows opportunities for own knowledge. There is A, B and D (serious damage) versus C (German Unity). Another option is one based on provenance – A, C and D (Nazi opponents) versus B (Gauleiter report), 'B' being used to add weight to the evidence of the other three for 'damage'. A third possibility is A and D (untypical minority opinion) v. B and C (public opinion), the latter, a majority, showing some, but not serious, damage (thereby tackling the 'seriously damaged' aspect of the question which careful readers should have highlighted). Own knowledge could further develop the 'minority' status of the Scholls (A) and Tresckow (D) citing army plotting and its fate before and during the war, Junker attitudes to Hitler, the fate of the White Rose and the execution of the Scholls just after the leaflet in A, (although opposition continued through other small groups – the Pirates and the Kreisau Circle). All this would point to minority status. Then candidates could turn to examining the differences between the evidence of B and C on Hitler's popularity, perhaps with comment on Hitler's 'disappearance' from public life to the Wolfe's lair in East Prussia, the effectiveness of Germany's Total War policies (Goebbels' 1943 speech) in relation to the evidence of 'B', the impact of propaganda admitted to by 'A' – the German people 'blindly follow their leader to ruin' – and the fight to the end in Berlin. The Werewolves could be contrasted to the Scholls to suggest that the cult of Hitler remained to the end.

**Assess the view that Luther's critics in the Catholic Church were mostly responsible for the failure to reach a settlement by 1521.**

*On the surface the sources do not provide a very balanced view of whose responsibility it was for the failure to reach a settlement between 1518 and 1521. Sources A and C are Luther himself, seeking to portray the Church's representatives as at fault rather than himself, to the two key authorities of the time, Pope and Emperor. Erasmus in D, a supporter of Humanist reform who remained Catholic and who writes a couple of years later from the vantage of a little hindsight, certainly sides with Luther as to unwise Church action against him. Contarini, the Venetian Ambassador at Worms in 'B', alone reports on Luther's failure to 'give ground', implying that such a stance could be taken with impunity given princely and printing press support. However, the two Lutheran extracts demonstrate that Contarini's allegations had considerable truth. Luther's extract in A is from 'On the Liberty of a Christian*

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*Man', part of a series of books and pamphlets written to target key audiences, princely, ecclesiastical, intellectual and national. Together they provide a coherent message of reform unacceptable to the Pope and although 'On the Liberty' was dedicated to him its content here attacks his choice of representative, Cajetan, in very impolitic language and even pretends to know his orders. In C Luther unequivocally states 'sola scriptura', thereby openly attacking papal supremacy. This might suggest that Luther, rather than his Church critics, was mostly responsible for the failure to reach a settlement.*

Two groupings have been opened up here, although the answer's slant suggests one is more persuasive than the other. Both provide a structure that will encourage evaluation and the use of own knowledge. One grouping is A, C and D (Luther and Erasmus putting the blame on the Church, Luther focusing on Cajetan with Erasmus focusing on Leo X's 'horrible' Bulls) versus B (Contarini who sees a defiant Luther). This could be extended by comparing Cajetan at Augsburg in A with Eck at Leipzig, perhaps arguing that the Church merely wished to shut Luther up or trap him into historical Hussite heresy. Further comment on Luther's original intention in 1517 and how the Church handled him could set A, C and D into perspective. Another grouping would be A, C and B (Luther and Contarini) where Luther is clearly undiplomatic and assertive of sola scriptura versus D (Erasmus) who blames a Church that did not want to debate 'truth'. This might involve linking B and C, both relating to events at Worms, both pointing to agreement on Luther's failure to give ground. Own knowledge might support this with reference to the politics of Worms but could also qualify it given the Church's failure to give ground. Erasmus in D could be questioned. He is clearly concerned with Humanist writing, the need for light censorship and truth. Here the Church was the enemy and his comments reflect this. Another possible route could be to examine Luther's progress between 1518 and 1521, allowing own knowledge to fill in gaps (1517, Leipzig 1519, the Papal Bulls etc.) and condition the Sources which relate to Augsburg and Worms. The focus needs to be on Luther's developing theology and the Church's approach to it.

**Assess the view that the First Crusade succeeded more through popular enthusiasm than through decisive leadership.**

*There is plenty of evidence for popular enthusiasm as the key to success in all the Sources. Much is said about 'martyrdom, marvellous deeds and religious inspiration.' Much less is said directly of decisive leadership, although its lack pervades B and D. Three of the sources are from accounts of those who went on the Crusade but Fulcher in C and Guibert of Nogent (D) in a near contemporary history refer generally to success achieved by enthusiasm rather than leadership perhaps because this was the climax of their respective 'Histories'. Thus A, C and D all focus on religiously inspired popular enthusiasm as the key, D referring to 'those without a Lord'. Only B stresses the importance of leadership through its account of a leadership quarrel over Antioch that delayed the march to Jerusalem, thus implying its importance. Yet, popular pressure, according to B, Raymond of Aguilers, forced a settlement on reluctant leaders. However, A, B and D all suggest that leadership of some sort was important, if not decisive, for success. Raymond of Aguilers in B, a pro Raymond of Toulouse source, clearly observes that the 'people' did not just threaten to set out alone but felt the need to select a knight as leader. In A Fulcher of Chartres refers to several battles, the very nature of which would require leadership. The whole thrust of his comments are designed to secure papal leadership for the final march on Jerusalem. In D Guibert of Nogent clearly refers to 'past battles and great military enterprise' all of which would require conventional leadership. There are clear references to 'knights'. Only the extract from Fulcher in C refers to heroic martyrdom and the deeds of God and this might be an untypical extract if it is from a general historical climax where the convention was to assign equality before God whose divine hand was clearly given the credit for such Christian success.*

Again, two groupings are suggested here which can form an appropriate structure. Sources

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A, C and D (popular enthusiasm) versus Source B (the impact of leadership). These can be developed in relationship to provenance – Fulcher’s stress on martyrs and pilgrims and Guibert’s sense of Christian history which seems to deny any factor centred around ambition, money and lands despite their mention. Their accuracy could be questioned, especially when ‘B’ reveals a very partisan leadership dispute (in which he himself must have been involved). Popular enthusiasm is stressed, even in B. The examples of decisive leadership are missing and could easily be provided by own knowledge. A consideration of the People’s Crusade, for example, could point to the problems when leadership was lacking. Popular levels of uptake could be considered. Another grouping could be based around comments in A, B and D which may be used to suggest the importance of leadership. Own knowledge could easily be used to strengthen these, especially as leaders are mentioned in D (Raymond, Bohemond and Godfrey). By stressing the potential untypicality of C and D and using the hints in A, B and D a good case could be made for decisive leadership if one wanted to. There are also hints which should lead candidates to consider other reasons for success, notably in C – ‘... we were surrounded by many powerful enemies.’ This could easily be challenged by stressing Muslim division as the key to success, developed by own knowledge.

- **Evaluation** of the sources is crucial to the higher grades in part (b). The majority of candidates use the sources for information and make fairly token references to them, either very generally or by quoting or paraphrasing them. This confines them to Band III and below. Some do try with a ‘bolt-on’ paragraph that impedes the argument and, in itself, does nothing to contribute to it. Others tend to evaluate just one of a set of sources identified as important to their argument whilst ignoring the others. This weakens the power of grouping. As is demonstrated in the three examples evaluation will follow naturally from a grouping and its structure for the answer. Candidates need to see how provenance, reliability and all the rest flows automatically from this and it will be considered lightly, naturally and as a matter of course. It will contribute to ongoing judgement. Many seem unaware that the sources can give **evidence for different arguments**. Only a few are prepared to recognise the different interpretations that a single source can lend itself to. Many neglect **context** which can be vital, e.g. in a Nazi question the White Rose are about to be eliminated; in an American Civil War question, the tone is conditioned by the fact that the character was speaking on the eve of secession.
- Evaluation always relates to the **question asked**. Sources and knowledge should be discussed in relation to that. Many candidates are less than successful here and even quite able ones miss key concepts or phrases in the question, e.g. ‘**seriously** damaged’. It is always wise to encourage your candidates to use a question’s key words in their answer.
- When evaluating it is important to **consider very carefully what is said in the sources**. Many candidates misinterpret or read into a source what they would like to see there even when it comes to provenance. They are unable to spot subtle distinctions and this limits their appreciation of how they can contribute to different interpretations and impedes evaluation as they fall back on the ‘stock’ approach so often seen in Q (a). Question (b) is about argument and evaluation and many candidates divert to **referencing** by their **use of language** (C says; B states etc.). If they were to use the word ‘**argue**’ then it may lead them back on track, forcing them to see they are talking of arguments and interpretations that are open to question and that **sources need to be assigned value and significance**.
- **The use and integration of own knowledge** is often very weak. Candidates seem to know little and certainly find it difficult to know how to deploy it other than as a separate ‘bolt-on’. It is very limited, not appropriate, diverts the candidate from the question or is



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simply too vague, generic or even inaccurate. Instead of independent own knowledge candidates use the sources as the exclusive mine of information. What passes for own knowledge is generic material gleaned from the sources. As is made clear above, own knowledge is to be used to extend or qualify the points made by the sources in relation to the questions. It can provide key alternative explanations when necessary and provide the framework or grouping upon which to hang the sources and their evaluation. It should be integrated. The 'follow-on' exemplars given under 'grouping' show how this can be done.

- Some centres and candidates have taken our advice about **sequencing** in too literal a way. Our point is that a list impedes evaluation and argument. However, some have merely rearranged the sources to avoid an A to E list. Thus B, C, A, E, D can just as easily be sequenced if used in 'list' manner. Any random consideration without a clear demonstration of the thinking behind it will undermine performance. If they are taught merely to change the order it is very obvious to the examiner that no particular rationale lay behind their choice.
- **Consistency between (a) & (b)** does not always follow for many. For example having questioned the reliability of sources in (a) they go on to use them as dependable in (b). This shows they are not critically evaluating in (b) as in (a). The skills are transferable.
- Finally, **judgement**, as in (a) is of obvious importance. Many candidates survey the field and come to a final judgement that has not been 'earned'. It cannot just come out of the blue, but needs to build through evaluation and grouping from the beginning. It can be balanced, it can point to exception, but it must be consistently there as each 'section' or grouping is considered. Judgement is mentioned, in stages of effectiveness, in every Band and is a key quality looked for by examiners.

## FURTHER ADVICE REGARDING THE APPLICATION OF THE ENQUIRY ASSESSMENT TARGETS IN F963 AND F964

Effectively there are **four assessment targets**, split into **two groupings**:

**(AO1a and AO1b):** use of **historical knowledge to answer a question (AO2a and AO2b):** use of individual source or set of sources **and** their **evaluation to answer a question**

In the **Comparison Q(a)** separate marks will be awarded for 3 of the assessment targets (AO1a /6, AO1b /8 and AO2a /16), added up /30.

In the **Interpretation Q(b)** separate marks will be awarded for all 4 assessment targets (AO1a /10, AO1b /12, AO2a /28 and AO2b /20), added up /70.

**A total mark** will be recorded /100.

It might be helpful to think of the overall thrust of each of the four assessment targets. Centres attending the training sessions have been encouraged to think along these lines.

- **AO1a** *To demonstrate and use relevant historical knowledge, evidence and concepts accurately, clearly and appropriately.* However marks are awarded for slightly different skills in Q(a) and Q(b).  
Q(a) marks are awarded for **the use of historical context** (knowledge specialist terms) as a basis for the comparison of similarities and differences of the texts and their provenances (maximum 6 marks)  
Q(b) marks are awarded for the **use of knowledge to develop, confirm or qualify** the sources' contribution to the interpretation in the question, and to assess both their provenance and content in the light of this (maximum 10 marks).
- **AO1b** *To demonstrate the ability to explain and analyse, arriving at substantiated judgement.* Again marks are awarded for slightly different skills in Q(a) and Q(b).  
Q(a) marks are awarded for the **effectiveness of the comparison** itself and the **judgement** reached in light of the question (maximum 8 marks)  
Q(b) marks are awarded for **explanation, analysis and judgement** of the 4 or 5 sources **individually or as a set** in relation to the question (maximum 12 marks)
- **AO2a** *To analyse and evaluate source material.*  
In both questions marks are awarded for an assessment of the use and reliability of the sources' content according to assigned value, i.e. how much relative weight to give to it, determined by such qualities as its balance, authorship, date/context, purpose, audience and tone. In both questions the comparative element is very important.  
(Q(a) maximum 16 marks; Q(b) maximum 28 marks)
- **AO2b** *To analyse and evaluate the interpretation in the question.*  
In Q(b) marks are awarded for a synthesis of used knowledge, source content and provenance (for all the sources) which assesses the validity of the interpretation in the question. Marks reflect the level of the candidate's ability to put everything together to answer the question (maximum 20 marks)

In a very simple sense, see the targets as assessing:-

- **AO1a** *Clearly expressed knowledge and understanding*
- **AO1b** *Explanation, analysis and judgement*
- **AO2a** *The evaluation of sources*
- **AO2b** *Bringing all the other targets together to answer an interpretative question*

## Question (a) The Comparison as evidence for...

In Q (a) the intention is for the candidate to produce **a rigorous point-by-point comparison of two sources as evidence for a particular issue**; the focus should be on the issues and points raised by the sources.

### AO1a

*Apart from the requirement to write accurately and coherently, this assessment objective is about demonstrating a **sound contextual understanding** of the history, event or personality in question and its application both to that question (the issue being compared) and the provenance (linking of the two sources to their context).*

A maximum of only 6 marks is given to relevant knowledge (referred to as 'terminology' in the generics) when used to develop the comparison of source content and provenance in answering the question. **No marks will be awarded for 'extra' comments provided by extraneous 'own knowledge'**, not linked to the question or the source. By a 'range of appropriate historical terminology' we mean the level and accuracy in the use of terms, concepts and circumstance linked to the issue or issues being compared.

In levels IA and IB, and II, a candidate should accurately locate the sources within their historical context and be assured in the handling of any relevant period concepts. The high level candidate should show an assured command of the terms, context and issues to which the sources refer.

In Level III, this may be limited in some way and may not be always appropriately or accurately used, whilst in Level IV tone and context will only be partially linked to the issue, poorly developed or used in an irrelevant way, frequently imparted for their own sake.

In levels IV and below, candidates may overload their answers with semi-relevant or increasingly irrelevant extraneous material.

In level V and VI answers will be even more imbalanced or irrelevant.

### AO1b

*This assessment objective rewards **an explained comparison of content and a developed and supported judgement**.*

In the highest levels (IA, IB), the sources will be analysed to reach a developed and supported **judgement** showing understanding of the relative quality of the evidence for a named issue.

Judgement will be based on a comparison of provenance as well as content. This will be directly linked to the relative value assigned to the source. A judgement will become uneven when this link begins to break down. That is why we do not mention provenance below Levels IA and IB.

In Level II the comparison will be sustained but judgement may become uneven.

By Level III judgement based on comparison and understanding is likely to be limited or implicit, and though the sources may be cross-referenced, there may be patches of description. At Levels III and below the comparison of content may start to become list like, but a comparison of content is, nonetheless, provided.

At Level IV there may be imbalance between similarities and differences, while comparison is likely to be limited and judgement lacking. At Level IV and below, comments on content may become sequential, understanding and explanation weaker and comparative linkage limited. In Level IV and below there is likely to be unlinked, but relevant, assertion and some description. Level V and below is likely to have pure description of content, assertion and only limited understanding.

## **AO2a**

*This assessment objective requires **the evaluation of provenance in relation to content.***

Assigning a relative value to the evidence is crucial for the effective judgement credited in AO1b.

Level IA is awarded to sharp comparative focus and use of both content and provenance. The higher levels can be attained without necessarily specifying a judgement. It is in Levels IA and IB that we refer to the sort of qualities we might expect, such as utility, reliability, completeness, consistency and typicality. These are often best approached by comment on context, purpose, audience, date, balance, tone and authorship.

Level II may be less complete in using the range of criteria and this will become progressively patchier in Levels III and IV, with Level V seeing little or none.

In Levels IA, IB and II, answers will go to the heart of the provenance issue, by focusing on the most relevant qualities of the particular source. This may be its date, or its author, tone, nature or audience. The level awarded is likely to depend on the relevance of the qualities chosen as we rarely set sources that address all of these.

Levels IA, IB and II should be awarded to successful comparison of provenance, especially when integrated with judgement,

In Levels III and below, some of the above qualities may still appear, but are likely to be less well developed. Provenance may be bolted on separately and dealt with in isolation. Named qualities may be list-like, without links to comparison. Imbalance between content and provenance or in organisation, is likely to be placed in Level III or below. Content, (AO1B), is more likely to be compared than provenance which is frequently dealt with separately and discretely.

At Level IV and below comments on provenance may be 'stock' – a range of qualities may be mentioned but not all will be relevant. Sequenced comments, either on content or provenance, is likely in Levels IV and below.

Level IV will have a large element of this with few comparative points

In Level V sequencing will predominate to the extent that comparison is implicit.

## Question (b) - The Assessment of an Interpretation

### AO1a

*This assessment objective rewards the use of the candidate's own knowledge to extend, confirm or qualify the contribution of the sources to a given interpretation. It may be used to assess both provenance and content.*

Levels IA and IB are likely to reward pertinent selection of **relevant** evidence, and its effective integration into a discussion of the interpretation, particularly when it is used to assess provenance (AO2a). This is also where accurate usage of historical terms, clear communication and a well organised and structured answer are credited.

In Level II knowledge becomes 'mostly relevant' and the integration and use of it is less effective.

By Level III 'there may be some inaccuracy' and more limited use of evidence.

By Level IV the use of knowledge may have become tangential or perhaps irrelevant, although there may be a mix of the appropriate and the inappropriate. Some of the answer may be unclear, undeveloped or disorganised.

By Level V clarity, development and structure are likely to be weaker.

In Levels VI and VII it will be very weak and perhaps fragmentary.

### AO1b

*This assessment objective requires **developed and analytical explanation of the sources** (and any linked own knowledge) in relation to the question, thus leading to **careful and substantiated judgement**.*

At the higher levels (IA, IB, II and in part III) candidates will be clearly aware of the significance and importance of the key issues and concepts arising from the question and be able to explain and analyse these by an effective grouping and cross referencing of the sources and their own knowledge. The level awarded will reflect the quality of links between explanation, analysis, and argument (leading to judgement).

At Level II the link between explanation and judgement will become less well developed and the latter will become uneven.

At Level III the judgement may be less well supported and incomplete.

Level IV is likely to lack judgement and description and assertion will replace explanation and analysis.

Level V and especially VI will see this predominate.

### AO2a

***This assessment objective is at the heart of the Enquiries paper and requires the candidate to analyse and evaluate the sources with discrimination. This means an assessment of possible interpretations, arising from the sources, of the issue in the question. This assessment objective carries 40% of the marks, 28/70.***

At the highest levels (1A, 1B and II), answers may assign relative value to sources according to qualities such as balance, thoughtful use of the introductions and attributions, authorship, purpose, audience and context, to appraise content in relation to the question. The value of content will be linked to provenance. Level IA and IB require **all** the sources to be evaluated. Level II requires '**most**' to be assessed effectively. However, the quality of evaluation should determine the Level, - for example a really excellent evaluation of 2 key sources **may** just allow a low Level II as long as the others are referred to. At the higher levels **grouping and cross referencing** will assist evaluation. It involves assessing the **strengths and weaknesses** of the sources individually and as a set, (balance, perspective, area, date etc.) but always in relation to the question. Comment on the '**completeness**' of the source or set of sources is a high level skill and likely to attain Levels IA, IB or II. Strengths as well as limitations need consideration and these are rewarded at Level IV and above.

**Candidates who do not analyse and evaluate the sources cannot go beyond Level III.** This is the highest Level to specifically mention ‘referencing’, where the source is used as a quarry for information or for illustrative purposes only. However some care needs to be taken as candidates frequently mix referencing and evaluation.

At Level III and below answers will become **unbalanced**, either through a dependency on own knowledge or by omission of three or more of the sources.

**Sequencing** is placed in Level IV and below and it is in these Bands that answers are less likely to establish a sense of different views or consider the strengths and weaknesses of the sources. Here the texts will become divorced from their provenance, leading to ‘stock’ comments. There may be considerable description, which is likely to become more superficial and less accurate in the lower Bands.

### **A02b**

***Please notice that this assessment objective only appears in Q(b).** The question will propose a particular view or interpretation and will require the candidate to assess its validity based upon the set of 4 or 5 sources and any own knowledge that can extend, qualify or confirm them.*

*The marks allocated to it reflect its high level of skill in bringing together, or **synthesising**, the material **to provide an effective interpretation**. It requires ‘**joining up**’ the skills of A01a, A01b and especially A02a, bringing them together to evaluate an interpretation, answer the question and come to a clear judgement and conclusion. It might be useful to see it as ‘the interpretation skill’, of critically examining views to assess how much value should be given to the sources’ contribution to the interpretative debate.*

The sources should always be assessed in relation to the interpretation in the question. In Levels IA and IB candidates will understand that sources may either support or refute the interpretation and can indeed sometimes do both. At Levels IA, IB, and II, there will be varying levels of analysis and evaluation of the sources (A02a) either by grouping and explanation to support or refute interpretations. Levels IA and IB are likely to provide an evaluative discussion balancing and integrating sources and own knowledge.

Some imbalance between sources and knowledge may emerge by Level II.

At Band III, answers may lose sight of the over-arching question. Sources may be discussed as a group or, more frequently, individually and discretely, without reference to the question. There is likely to be unevenness by Level III, where the ceiling is drawn if there is no evaluative use of own knowledge.

Level IV is the ceiling for an excellent own knowledge discussion without the sources, or only occasional token acknowledgement of them.

At Level IV and below, the sources are likely to be discussed sequentially and descriptively with acceptance of their content at face value. Knowledge may be imparted and bolted on in isolation. There is unlikely to be a clear focus on the interpretations required by the question.

## 3 A2 Units

A2 History A is designed to enable candidates to build on the History understanding acquired at AS History.

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

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This Unit is covered in the separate Coursework Guidance Booklet

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

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- 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*

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- 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

## Unit F966 Option A: *Medieval and Early Modern 1066-1715* and Unit F966 Option B: *Modern 1789-1997*

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### Teaching the Unit

The aims of the Themes in History unit are to teach students how to analyse and synthesise a period of about 100 years, to identify key developments and outcomes, and to understand patterns of change and continuity. Every period of history will have a vital moment, turning point or watershed, when subsequent events take on a different complexion. These moments and developments may be very subjective and so any significance attached to them must be explained and justified by teachers and students alike.

Once you have selected your theme (most Centres study only one), you should look at two sets of materials provide by OCR: the Developments and Outcomes Summaries, and a Timeline of key events for each theme. These are available in the Teacher Support and Coursework Guidance Booklet (and on the website [www.ocr.org.uk](http://www.ocr.org.uk)). To assist teachers as they prepare for this synoptic unit, senior examiners have prepared a summary for each theme that highlights major eras, moments and developments. The Developments and Outcomes Summaries are a good starting point to attain an overview of the whole period. The Timeline for each theme also identifies some of the more important developments and can usefully be issued to each student at the start of the course. It helps to maintain a perspective when forming patterns of change and continuity and establishes a sense of chronology, which is so important when teaching links between different events. This timeline will not be available in the exam and candidates should learn key dates and developments from the outset.

Each theme has been divided into four topic areas to facilitate teaching and studying. While forming a chronological framework is essential, so too is understanding how events may be connected both in the short term and at some more distant time. To achieve this, at the end of each era or period, discuss what has changed, what has remained the same and practise cross-referencing thematic developments. Any synthesis requires specific examples to support and evaluate an assertion, and a common weakness among students is to make a statement without sufficient depth, detail or explanation. Weaker candidates tend to make poor use of their knowledge. Some overload their arguments, some use it indiscriminately and some simply have very little to start with. Being able to use knowledge flexibly is a key skill in this unit. Arguments need supporting details and two or three examples to illustrate a key development should suffice. In building up a body of knowledge students should constantly ask themselves how this information might be useful in the construction of an argument.

Once a topic area has been covered, it is wise to discuss the main developments in the context of the whole theme to gain a sense of historical perspective and coherence. Essays can be usefully set on part or entire topic areas and the sooner students begin to do this the better. Questions such as 'How far ...', 'To what extent ...', 'Do you agree that...?' that focus on a key moment, individual, or that assess a generalisation of the period or relative importance of an event, are commonly asked in exams. Discriminating, managing and constructing appropriate information to answer a question will give students the confidence to tackle another topic area and to refer back to some of the topic's developments. All four topic areas must be covered to ensure students have a coherent and integrated knowledge of the course.

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## Writing an essay

Students have to write two essays in two hours on any topic(s). To ensure they produce two answers of similar length and standard, they need to think carefully before starting to write and this means planning their essay and keeping a close watch on the clock. Far too many candidates write too much in the first answer and leave themselves insufficient time to do justice to their second essay.

### Planning

Many essays are poorly structured usually because the student has not given enough (or even any) thought as to what might constitute an argument or the direction the argument might take.

Define effective

Examples: Land Act;

Home Rule Bill (unsuccessful);

political filibustering;

Legacy: 81 seats; powerful Irish party;

Redmond's 3<sup>rd</sup> Act - but: goals achieved by Sinn Fein;

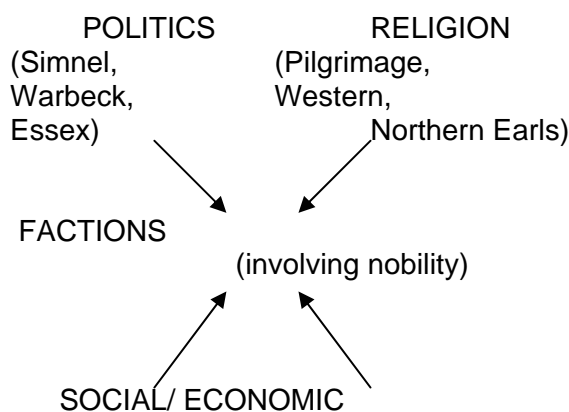
Built on legacy of O'Connell's Catholic Emancipation (1829)

Other nationalists: Wolfe Tone, Emmett, Redmond, Collins, Valera

*Assess the role of factions as a cause of rebellions under the Tudors.*

Students are urged to take up to 5 minutes to think about the question set, to decide what its main focus is and whether they have enough knowledge and understanding to do it competently. A common error among weaker students is to twist the title into an essay that they have written before or would prefer to write, and this flaw can be avoided if they write an essay plan and stick to it. Plans should not be too long as to be unmanageable and time consuming nor too short as to be pointless. The ideal plan links ideas to the title, shapes the likely direction of the argument and organises the material. It does not simply list facts. Both analysis and synthesis should be evident here. Plans can, of course, come in many shapes and sizes. Two of the more common ones are linear and illustrative, which are shown below, together with the question that they set out to answer.

**How far would you agree that Parnell was the most effective nationalist leader in Ireland during the period 1798-1921?**



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### **Making a focused start**

It is always important to make a good first impression; students do not get a second chance. The opening paragraph needs to be focused on the essay title, to pick out key words or phrases and to establish a brief overview of the key issues to be discussed in the essay. The paragraph should therefore inform the reader of your intention but avoid giving excessive details which will be repeated later. Above all, do not jump in to the argument without an introduction or start in the middle of the period without some sort of explanation. The following are examples of good opening paragraphs:

### **Assess the importance of political reasons in explaining papal intervention in English affairs.**

*Throughout the period, political reasons were an important factor in papal intervention in English affairs. From Gregory VII's failed attempt to persuade William I to become a papal vassal, through papal support for Stephen or the threat of interdict in the Becket affair, to imposed interdict, receiving England as papal fief, the repudiation of Magna Carta in John's reign and support for Henry III in his minority, popes interfered to try to influence English political developments or to try to improve their own political position. However, even in some of these instances, there were other factors at work too, particularly the desire to further the cause of the church.*

### **How far were French kings absolute monarchs from 1610 to 1715?**

*The French monarchy between 1610 and 1715 has often been seen as the epitome of absolute monarchy, where absolute monarchy is defined as being sovereign and only answerable to God. However, this power was not arbitrary; there were serious limitations throughout this period and only certain periods can be called absolute most notably at the height of Louis XIV's reign.*

### **Consider the view that the development of African American civil rights in the period 1865-1992 was mainly due to the action of African Americans themselves.**

*The development of African American civil rights in this period was mainly due to African Americans themselves. Although other factors, such as the media, the Supreme Court and Federal governments, played an important part, without the initial demand for civil rights from African Americans and the inspired leadership of numerous African Americans throughout the period 1865-1992, little progress would have been made.*

### **Did the Russian peasantry receive better treatment under Tsarist or Communist governments during the period from 1855 to 1964?**

*The Russian peasantry were poorly treated by both tsars and communists for much of the period 1855-1964. In 1861 when Alexander emancipated the serfs, most must have believed that progress would accompany freedom but this was not to be and successive tsars sought to shackle the peasants economically, socially and politically. Lenin promised the peasants bread and freedom, and for a brief time in the 1920s he permitted them to own their land and profit from it, but the needs of the state under Stalin took precedence and, from 1928 until the end of the period, the peasantry were downtrodden workhorses and no better off than in 1855.*

### **Analysis and Synthesis**

How effectively students develop an argument is the key to a good essay. Some adopt a narrative approach and only analyse a point in the final sentence, if at all. Better responses take a thematic line which lends itself more readily to synthesis because the writer can show links between events as the argument progresses. Sometimes these links highlight points of similarity and continuity; sometimes they emphasise differences and changes. Where a student demonstrates why a key event can be seen to be a historical turning point or offers comments that analyse what preceded and succeeded such a development and then ties this to another paragraph to show change or continuity over time, then they have shown that they can synthesise ideas and concepts. In the following illustrations, analysis and synthesis

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combined with use of appropriate dates to establish a good overview of the period.

**How far did Scotland's impact on English domestic affairs change during the period 1485 to 1603?**

*It seems that, when Elizabeth came to the throne in 1558, Scotland's impact on English domestic affairs was much the same as it had been in the early 1540s under Henry VIII. Mary Queen of Scots was still alive, the Auld Alliance's threat was still at the heart of Anglo-Scottish relations and, ultimately, Elizabeth was having to deal with the mistakes made by Henry VIII, most notably in not destroying the dynastic links between Mary and France in 1543. However, there were a number of notable changes. Mary was heir to the English throne and, as a Catholic, posed a considerable danger to the Protestant political nation. For these two reasons, Elizabeth received a great deal of pressure from her Council, Convocation and Parliament to marry. More alarmingly, at the beginning of Elizabeth's reign, Mary was married to Francis II of France and thus, in the current state of affairs, any children of that marriage would be heirs to the English, Scottish and French thrones. Therefore Mary represented a huge threat to the Tudor dynasty and to the nation's security, especially as she had the support of many Catholics across Europe.*

**Assess the importance of the nobility in the development of the French nation state in the period 1498 to 1610.**

*The nobility had an established role in administration which evolved across the century. Typically, they provided military forces for the king, and in return for this service were granted exemption from tax. However, as the Italian wars ended, many nobles returned disillusioned and impoverished. They could only take their frustration out on their peasants, creating civil unrest later significant in the spread of Protestantism. In Francis I's reign the nobility had been employed for their legal and administrative skills, and a noblesse de la robe had emerged. Although they could use their regional power bases to re-enforce the crown's authority in the provinces, under weak monarchs, such as Charles IX and Henry III, the extension of a network of nobles served to diffuse royal authority. Nevertheless, the linking of noble interests to the success of the state indicates a movement towards increasing unification, a feature well understood by Henry IV.*

**How far did developments in transport and communications change the nature of land warfare during the period 1792-1945?**

*Nevertheless, other factors such as weapon technology also brought vast changes to the nature of warfare between 1792 and 1918. Weapons increased in range, accuracy and power beyond all recognition. For example, a smooth-bored, muzzle-loading musket of the Napoleonic era had a range of 200 yards and an accuracy of 9 feet. By 1870 this had changed to breech-loading rifles and hand-cranked machine-guns that shot up to 650 rounds per minute and artillery with a range of 30 miles. And as a result of the two world wars, the development of gas, tanks, HE shells, flame-throwers and grenades increased the likelihood of death in land warfare and made logistics an essential part of military training.*

**Conclusion**

All essays should end with a conclusion yet for many students this is a much neglected feature. Questions that ask, 'How far do you agree with this statement?' always benefit from having a direct answer that reflects the writer's own views. The conclusion should be consistent in reaching a judgement and should avoid introducing a completely new idea however interesting it may seem. It should seek to draw together the main lines of argument concisely and leave the reader in no doubt about the writer's opinion. These examples amply demonstrate this point.

**How far were the aims and achievements of the Council of Trent (to c. 1610) influenced by the Protestant Reformation?**

*Though the aims of the Council of Trent appear to have been influenced by the Protestant*

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*Reformation, its achievements were largely internal, suggesting that although the actions may have been originally influenced by the Protestant Reformation as well as by internal factors, the focus by the early seventeenth century had shifted to internal reform rather than combating Protestantism.*

**Assess the impact of the expansion in provision of education on the development of democracy from 1868 to 1997.**

*To conclude, the expansion in the provision of education most directly affected democracy by creating debate and activity with respect to the extension of the franchise. However, the issues of freedom of choice and equal access, which characterised educational debate throughout the period, were also a serious challenge to democracy. They were never fully addressed and it is questionable as to whether Britain was truly a liberal democracy.*

**Assess the role of factions as a cause of rebellions in Tudor England.**

*In conclusion, faction was the most consistent cause of Tudor rebellions. It can be seen throughout the period, and even where religious motives were stated, it seems more likely that the men with power and resources were behind it, using religious propaganda to gain support. However, religion was also an important cause during the middle of the period. Finally, during economic crises poverty and economic problems were enough to make the people rebel to gain a better deal but this was clearly not the most important cause throughout the period. Factions were the most consistent cause of Tudor rebellions, and also the most important, as people with resources could always launch a threatening rebellion.*

**How far do you agree that a study of German history in the period 1789 to 1919 suggests that whilst the German Empire was unified in 1871, the German nation never was?**

*It is not just a one-sided argument that the German nation was never unified because at various times, most notably during wars, Germany felt united. However, despite many attempts to achieve unity, Germany remained a disunited and fragmented entity, politically, economically and socially. The creation of a German nation in 1871 in fact actually ensured that Germany never would be fully united due to the exclusion of Austria.*

### **Assessing students' work**

Students' essays in the new Specification will be assessed according to two objectives: the first (AO1a) requires students to demonstrate a wide range of accurate and relevant evidence, to apply their knowledge appropriately and to construct an answer that is clearly organised and well written. Attention must therefore be given to learning details, understanding and using historical concepts and planning an argument logically and coherently. Accurate spelling, grammar and punctuation are also important features. This strand of the essay will be marked out of 20.

The second objective (AO1b) requires students to demonstrate an understanding of continuity and change, to analyse key developments and characteristics of the whole period and to provide a synthesis supported by explanations and substantiate judgements. This strand is marked out of 40.

Level 1 answer is likely to have some of the following characteristics:

- an excellent understanding of concepts of continuity and change over the whole period in question
- an argument that is consistently analytical, relevant and synoptic
- explanations/ assessments that are supported by a range of accurate factual details
- coherent structure and accurate prose

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Level III answer is likely to have some of the following characteristics:

- a sound level of understanding the concepts of continuity and change over most of the period in question
- an argument that is a mixture of description/ narrative as well as analysis and synthesis
- some inaccurate, assertive or vague use of factual knowledge
- sound organisation of material and generally accurate prose writing

Level V answer is likely to have some of the following characteristics:

- a general understanding of continuity and change and only part(s) of the period will be covered
- little analysis or synthesis but a predominance of assertion, description or narrative
- factual material will be basic and general and often irrelevant and inaccurate
- any argument will be unstructured or disorganised and the level of communication will be little more than adequate.

In assessing an essay, it is likely that some elements of the answer fall into more than one level of response. It is important to decide which is the most appropriate level for each of the two assessment objectives and then to award a mark that best reflects the quality of the essay. This may be Level II for Assessment Objective (a) and Level IB for Assessment Objective (b). If the essay is deemed to be at the top of these levels then it would receive 15 and 35 marks respectively = 50 marks, which would be equivalent to an A grade.

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## 3 Resources for A2 Units

### Tables of Events: F966 Option A

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#### **Key Theme 1: English Government and the Church 1066-1216**

1066: Accession of William the Conqueror

1070-89: Lanfranc was archbishop of Canterbury

1072: York conditionally recognized primacy of Canterbury

1086: Domesday Book

1087: Accession of William II; Ranulf Flambard acted as his chief official

1093: Anselm became Archbishop of Canterbury (to 1109)

1097: Dispute over quality of Canterbury knights; Anselm left England

1100: Accession of Henry I and issue of coronation charter; return of Anselm and beginning of investiture contest in England

1102: Roger of Salisbury appointed as equivalent of justiciar (to 1139)

1106: Battle of Tinchebrai; Robert of Normandy captured; Henry I gained Normandy

1114-15: Resumption of primacy dispute (1126 effectively 'settled')

1129: First extant Pipe Roll

1135: Accession of Stephen; support from papacy, Canterbury and Henry of Blois

1138-61: Theobald of Bec was Archbishop of Canterbury

1139: Fall of Roger of Salisbury and his family; Henry of Blois made papal legate

1141: Capture of Stephen and temporary defection of Henry of Blois to the Empress

1144: Geoffrey Plantagenet took title of Duke of Normandy

1154: Accession of Henry II

1155: Thomas Becket made chancellor (to 1162)

1162: Becket made Archbishop of Canterbury (to 1170)

1163: Becket defended claims of Canterbury against York

1164: Constitutions of Clarendon incorporated Assize Utrum; Council of Northampton; Becket fled

1169: Henry and Becket failed to make peace at Montmirail and then Montmartre

1170: Inquest of Sheriffs; coronation of young Henry by Archbishop of York; apparent peace at Freteval; Becket excommunicated bishops assisting at coronation; murder of Becket

1173: Great Rebellion; canonization of Becket

1176: Assize of Northampton; Mort d'Ancestor

1179: Grand Assize; Darrein Presentment

c 1180: Glanvill made chief justiciar (to 1189)

1189: Accession of Richard I

1190: Longchamp made chief justiciar (to 1191), chancellor (1189-97), papal legate

1193: Hubert Walter made justiciar (to 1198) and Archbishop of Canterbury (to 1205)

1194: General eyre

1199: Accession of John; Hubert Walter made chancellor (to 1205)

1204: Loss of Normandy, followed by loss of other territories

1207: Langton chosen Archbishop of Canterbury by Pope

1208-14: English Church under interdict (John excommunicated between 1209-13)

1213: Inquest of sheriffs; John received Langton as Archbishop; England became a papal fief

1215: Magna Carta; civil war started (to 1216); papal support for John against barons; Langton suspended by nuncio

1216: Death of John

## Key Theme 2: Rebellion and Disorder under the Tudors 1485-1603

- 1485: Accession of Henry VII
- 1486: Henry VII married Elizabeth of York; Lord Lovel's revolt; rising by the Staffords
- 1486-7: Simnel's rebellion; supported in Ireland by Kildare
- 1489: Anti-tax riots in Yorkshire
- 1491-7: Warbeck's rebellion; supported by Kildare
- 1495: 'de facto' Act; Execution of Sir William Stanley
- 1497: The Cornish rebellion
- 1499: Executions of Warwick and Warbeck
- 1504: Statute against retaining; purge of the Suffolk family and its associates (Suffolk himself surrendered by Burgundy 1506 and executed 1513)
- 1509: Accession of Henry VIII
- 1513-25: Various localised anti-tax riots
- 1521: Execution of Buckingham
- 1525: Disturbances caused by the Amicable Grant
- 1528: Widespread unrest across East Anglia
- 1534: Act of Supremacy passed; Kildare rebellion
- 1536-7: Pilgrimage of Grace (over 200 executed); Council of the North reorganised
- 1538: Executions of surviving Yorkists
- 1539: Act of Six Articles passed
- 1540-6: Increase in frequency and violence of hedge-breaking riots
- 1542-3: Wars with Scotland and France began
- 1547: Accession of Edward VI; heresy Laws repealed; Chantries Act passed
- 1549: The Western rebellion; Kett's rebellion (over 50 executed)
- 1553: Northumberland's abortive coup and Mary's accession
- 1554: Wyatt's rebellion and other risings (over 100 executed)
- 1555: Burning of heretics begins
- 1556: Plantations started in King's County and Queen's County
- 1558: Accession of Elizabeth I; Shane O'Neill began rebellion in Ulster (murdered by the MacDonalds in 1567)
- 1568: Mary Queen of Scots fled to England (executed 1587)
- 1569-70: Rising of the Northern Earls (over 400 executed); Council of the North strengthened
- 1569-73: rebellion in Munster by Fitzmaurice Fitzgerald
- 1570: Excommunication of Elizabeth I by Pope Pius V
- 1571: Second Treasons Act
- 1572: Colonisations began in Ireland
- 1579-83: Desmond rebellion in Ulster, Leinster, Connaught and Munster
- 1595: Hugh O'Neill, Earl of Tyrone began national uprising in Ireland
- 1596: Various localised anti-enclosure riots
- 1599: Essex sent to Ireland, returned and arrested
- 1601: Essex's rebellion; Poor Law Act (revising 1597 Poor Law Act)
- 1603: O'Neill surrendered

### **Key Theme 3: England's Changing Relations with Foreign Powers 1485-1603**

- 1485: Accession of Henry VII
- 1489: Treaty of Redon; Treaty of Medina del Campo
- 1492: Henry VII attacked Boulogne; Treaty of Etaples
- 1496: Magnus Intercursus signed
- 1501: Marriage of Arthur and Catherine of Aragon (she married Henry VIII 1509)
- 1503: Second Treaty of Ayton; Margaret married James IV
- 1506: Treaty of Windsor; Malus Intercursus signed
- 1509: Accession of Henry VIII
- 1512-14: Wars with Scotland and France; battle of Flodden; battle of the Spurs
- 1518: Treaty of London
- 1520: Field of the Cloth of Gold
- 1522-3: England at war with France
- 1527: Wolsey signed Treaty of Westminster with France
- 1542-50: War with Scotland
- 1543-46: War with France
- 1547: Accession of Edward VI; Somerset became Protector
- 1549-50: War with France (Boulogne returned 1550)
- 1550: Northumberland became President of the Council
- 1551: Collapse of the Antwerp cloth market
- 1553: Accession of Mary I (married Philip of Spain 1554)
- 1557-59: War with France (loss of Calais 1558)
- 1558: Accession of Elizabeth I (reigned to 1603)
- 1559-60: Intervention in Scotland; Treaty of Edinburgh
- 1562: Outbreak of the French Wars of Religion; England at war with France 1562-4
- 1566-7: Outbreak of the Dutch Revolt
- 1567+: Private aid to the Dutch permitted and ports opened to the Sea Beggars
- 1568: Mary Queen of Scots arrived in England
- 1570: Excommunication of Elizabeth by Pope Pius V
- 1570s: Drake plundered Spanish galleons
- 1572: Outbreak of the Second Dutch Revolt; Treaty of Blois (renewed 1574); Massacre of St Bartholomew's Day in France
- 1585: Treaty of Nonsuch; Leicester sent to Netherlands; undeclared war with Spain (to 1604)
- 1587: Execution of Mary Queen of Scots
- 1588: Defeat of the first Spanish Armada
- 1589: Henry of Navarre (Henry IV) became king of France; expeditions sent to help him (to 1596)
- 1596: Raid on Cadiz by Essex and Raleigh
- 1603: Accession of James VI of Scotland to English throne as James I



## Key Theme 4: The Catholic Reformation 1492-1610

- 1492: Pontificate of Alexander VI
- 1494-98: Savonarola preached reform in Florence
- 1495-1517: Ximenez de Cisneros reformed monastic orders in Castile
- 1497: Oratory was founded in Genoa
- 1500: First Franciscan mission in the Caribbean
- 1502-22: Production of the Polyglot (Complutensian) Bible at Alcalà
- 1512-17: Fifth Lateran Council
- 1515-34: Briçonnet reformed the diocese of Meaux
- 1516: Erasmus's editions of the Greek New Testament and the Latin Vulgate
- 1517: Luther's 95 Theses
- 1522-23: Pontificate of Adrian VI
- 1524: Theatines established in Rome
- 1527: Sack of Rome
- 1528: Capuchins began in Ancona; reform of diocese of Verona begun by Giberti (d. 1543)
- 1534-49: Pontificate of Paul III
- 1535: Ursulines began in Brescia
- 1537: Report on the state of the Italian church: *Consilium de Emendanda Ecclesia*
- 1540: Society of Jesus given papal approval (5000 Jesuit priests in 1600)
- 1541: Colloquy of Regensburg; Xavier renamed Legate for the Indies (d.1552)
- 1542: Roman Inquisition and Index established; death of Cardinal Contarini
- 1545-7: First session of the Council of Trent
- 1548: Loyola published first edition of the *Spiritual Exercises*
- 1549-97: Canisius led the Jesuit missions in the Empire
- 1551-2: Second session of the Council of Trent
- 1555: 'The Reservation' (clause 18 of the Peace of Augsburg)
- 1555-56: Cardinal Pole held Synod of Canterbury in England
- 1555-59: Pontificate of Paul IV
- 1556: Accession of Phillip II of Spain (reigned to 1598)
- 1559: Roman and Spanish Indices established
- 1562: Teresa of Avila founded order of Discalced Carmelites
- 1562-3: Third session of the Council of Trent
- 1564: Publication of the Tridentine Decrees and Creed
- 1565-84: Archbishop Borromeo implemented Tridentine reforms in Milan
- 1566-72: Pontificate of Pius V; publication of the Roman Catechism 1566
- 1570: Publication of the revised Roman (or Pian) Missal
- 1572-85: Pontificate of Gregory XIII
- 1572: Papal nunciature established in Poland; Massacre of St Bartholomew's Day in France
- 1580s: Four papal nunciatures established within the Empire
- 1583: Matteo Ricci arrived in China (first Jesuits visited the imperial court in 1601)
- 1585-90: Pontificate of Sixtus V
- 1586-93: Bellarmine published the *Controversies* refuting protestant theology
- 1588: Reorganisation of papal administration: creation of 15 Congregations
- 1592: Pontificate of Clement VIII
- 1595: Jesuits expelled from most of France (reinstated 1603)
- 1600: Jubilee Year and completion of St Peter's; Giordano Bruno burnt
- 1610: Foundation of the Order of Visitations in France

## Key Theme 5: The Development of the Nation State: France 1498-1610

- 1498: Accession of Louis XII
- 1499: Marriage of Louis to Anne of Brittany; capture of Milan (lost 1512)
- 1515: Accession of Francis I; battle of Marignano and recovery of Milan (lost 1521); Briçonnet appointed Bishop of Meaux and began diocesan reform
- 1516: Concordat of Bologna with Pope Leo X
- 1519: Bishop de Seyssel published *The Great French Monarchy*
- 1523: Rebellion by the Duke of Bourbon
- 1525-6: Francis I the prisoner of Charles V; the first major persecution of Protestantism
- 1529: Berquin burnt; the Grande Rebeayne revolt at Lyon
- 1532: Brittany became part of France
- 1534: 'Day of the Placards'
- 1540: Normandy *parlement* suspended; Edict of Fontainebleau against heresy
- 1544-5: Massacre of Waldensians in Aix-en-Provence
- 1547: Accession of Henry II; creation of Chambre Ardente
- 1548-9: Aquitaine successfully resisted introduction of the *gabelle*
- 1551: Edict of Châteaubriand against heresy
- 1552: Treaty of Chambord between Henry II and German Protestants
- 1558: France recovered Calais
- 1559: Bankruptcy of French monarchy; first national synod of French reformed churches; accession of Francis II
- 1560: Accession of Charles IX; Catherine de Medici became regent
- 1562: Massacre of Vassy began French Wars of Religion (1562-3, 1567-8, 1568-70, 1572-3, 1573-6, 1577, 1586-98)
- 1563: Assassination of the Duke of Guise
- 1572: Massacre of St Bartholomew's Day (over 23,000 killed across France)
- 1573: Hotman published *Francogallia*
- 1574: Accession of Henry III
- 1576: Bodin published *Six Books of the Commonwealth*
- 1584: Treaty of Joinville between the Catholic League and Spain
- 1585: Rebellion of the Catholic League
- 1588: Day of the Barricades in Paris; murders of the Guise
- 1589: Death of Catherine de Medici; assassination of Henry III
- 1590-91: Spanish invasion of France
- 1593: Henry IV became a Catholic
- 1594: Coronation of Henry IV (the League recognized Mayenne as 'Charles X')
- 1595: Henry IV declared war on Spain; Mayenne accepted Henry as king
- 1598: Edict of Nantes ended civil wars; Treaty of Vervins ended war with Spain
- 1604: Paulette introduced
- 1610: Assassination of Henry IV

## Key Theme 6: The Ascendancy of France 1610-1715

- 1610: Accession of Louis XIII; regency of Marie de Medici (to 1617)
- 1614: Estates General convened (last meeting until 1789)
- 1620-41: The tax burden doubled in real terms
- 1621-2: Huguenot revolt
- 1624: Richelieu became chief minister (d. 1642); revolt in the Quercy
- 1625-30: War with England
- 1627: Siege of La Rochelle; abolition of offices of admiral and constable
- 1629: Grace of Alès
- 1630: Day of Dupes in Paris
- 1631: *Gazette de France* published
- 1632: Montmorency rebellion in Languedoc
- 1634: French Academy founded
- 1635: France entered Thirty Years' War
- 1639-40: Revolt of Va-nu-pieds in Normandy
- 1642: Death of Richelieu; execution of Cinq-Mars
- 1643: Accession of Louis XIV; battle of Rocroi; Mazarin became chief minister
- 1648-53: The Fronde (population of Paris fell by 20%)
- 1648: Battle of Lens; Peace of Westphalia
- 1659: Peace of the Pyrenees
- 1661: Louis XIV assumed power; death of Mazarin; Colbert put in charge of finances and the economy
- 1664: Revolt in Gascony
- 1667-8: War of Devolution
- 1670: Occupation of Lorraine
- 1672-8: Dutch War
- 1678: Peace of Nijmegen
- 1675: Revolt in Brittany crushed; tax riots across France; deaths of Condé and Turenne
- 1677: Louvois became secretary of state for war with Le Tellier
- 1680: Réunions began on the Rhine frontier
- 1681: French troops seized Strasbourg
- 1682: The Four Articles
- 1683: Court moved to Versailles; death of Colbert
- 1684: Truce of Ratisbon
- 1685: Revocation of the Edict of Nantes (c.200,000 fled 1685-1720)
- 1689-97: War of the League of Augsburg
- 1691: Death of Louvois
- 1693-4: Epidemics and acute harvest failures (grain prices tripled)
- 1697: Treaty of Ryswick
- 1701-14: War of the Spanish Succession
- 1708-10: Famine and revolts across France
- 1713: Treaty of Utrecht; papal bull *Unigenitus* of Clement XI
- 1715: Death of Louis XIV

## F966 Option A

### Key Theme 1: English Government and the Church 1066-1216

ERA	MAIN DEVELOPMENTS	OUTCOMES
1066-87 (William I)	<p>Establishment of Norman rule, building on Anglo-Saxon institutions.</p> <p>Use of existing Anglo-Saxon courts plus honorial courts; retention of shires and hundreds. One ruler for Normandy and England.</p> <p>Harmonious relations with Lanfranc</p> <p>Good relations with the papacy initially but William resisted claims of Gregorian reform. Lanfranc's Constitutions.</p>	<p>Establishment of feudalism but feudal host already supplemented by mercenaries from time to time.</p> <p>Sheriff's power increased.</p> <p>Church reform, church acquiesced in royal attitude to church; separate ecclesiastical justice; Thomas of York's personal submission to authority of Lanfranc. William's support for the primacy of Canterbury</p>
1087-1100 (William II)	<p>Development of increasingly centralised Anglo-Norman government.</p> <p>Gradual definition of spheres of competence of courts.</p> <p>Separation of England and Normandy</p> <p>Beginning of the investiture dispute with Anselm</p>	<p>Ranulf Flambard, new type of administrator, Appointment of itinerant justices; commutation and paid knight service; attempts to curtail power to sheriffs. Robert of Normandy gave the duchy in pledge to William Rufus.</p>
1100-35 (Henry I)	<p>Anglo-Norman government reached its zenith: increase in centralisation and organization.</p> <p>Role of Roger of Salisbury – forerunner of chief justiciar.</p> <p>Development of exchequer and regular accounting by sheriffs at Winchester.</p> <p>Increasing importance of paid military service.</p> <p>Acquisition of Normandy after Battle of Tinchebrai and capture of Robert.</p> <p>Anselm's return from exile; Church reform</p>	<p>Increased specialisation of functions in government eg. control of finance became more systematic; first extant Pipe Roll 1129, general eyres, juries of presentment, use of local justiciars, <i>Leges Henrici Primi</i>. Prolonged royal absences saw rise in role of Justiciar.</p> <p>Investiture dispute at its height (ended in 1107)</p> <p>Development of independence of church</p> <p>1115 resumption of primacy dispute (settled in 1126 in favour of York)</p>
1135-54 (Stephen)	<p>Breakdown of royal government, although much administration survived; fall of Roger of Salisbury; capture of Stephen 1141; loss of Normandy to Plantagenets.</p> <p>Initial support from the papacy, Canterbury and Henry of Blois.</p> <p>Deteriorating relations with English church</p>	<p>Use of baronial sheriffs to build up royal authority in local areas.</p> <p>Relations with the papacy deteriorated, although Rome did not formally renounce its recognition of Stephen as king. Both archbishops were exiled by Stephen.</p> <p>The church was increasingly free of royal control and appeals to Rome grew</p>
1154-89 (Henry II)	<p>Reassertion of royal authority: creation of Angevin system of government with rapid growth of royal institutions.</p> <p>Attempt to suppress crime and sort</p>	<p>Chief justiciar developed into great office of state, growth of chancery. Assizes of Clarendon and Northampton; cheaper and easier and more frequent access to king's courts; general eyres, judicial</p>

out problems, especially those concerning ownership, resulting from the upheavals of Stephen's reign

Impact on government of possessing Angevin Empire.

More supervision of local officials by royal justices

Harmonious relations between church and state until 1162. Quarrel with Becket 1163-1170: conflict between Henry's perception of the traditional role of church and the new canon law position, Henry wished to restore the church to traditional position as he perceived it.

Good papal relations resume after Becket's murder

Effect on government of a largely absentee king, growth of bureaucracy. Development of reforms begun by Henry II. Great financial, judicial and administrative investigation.

Canterbury absent

John present in England.

Development of chancery under Hubert Walter – virtual ruler of England; Breakdown of effective royal government. Loss of continental possessions

Dispute with the papacy over appointment of Langton as Archbishop of Canterbury.

Excommunication of John.

Resumption of good relations with Innocent III. Papal support for John during the conflict with barons

assizes, Grand and Possessory Assizes; Novel Disseisin, Darrein Presentment, Mort d'Ancestor, Assize Utrum; creation of common law; increased use of scutage and mercenaries, Assize of Arms; inquest of sheriffs.

Henry tried to get rid of new gains of ecclesiastical courts; Becket defended claims of Canterbury against York; criminous clerks, Councils of Clarendon and Northampton, failure to achieve reconciliation, murder of Becket. Rome strengthened its hold on legal affairs of the church during Becket affair.

Lonchamp as sole justiciar – supreme in both church and state; government of Hubert Walter; general eyre of 1194. Primacy weakened

Fresh impetus given to Henry's judicial reforms; 1213 inquest of sheriffs. Magna Carta and baronial rebellion. Langton abroad until 1213, interdict and sequestration of church property by John; surrender of England to papacy and its return as a papal fief. Papal suspension of Langton.

1189-99  
(Richard I)

1199-1216  
(John)

## Key Theme 2: Rebellion and Disorder under the Tudors 1485-1603

ERA	MAIN DEVELOPMENTS	OUTCOMES
1485-1509 (Henry VII)	1486 Henry VII's marriage to Elizabeth of York	2 legitimate sons and stability
	1486-7 disaffected Yorkists and claimants	Lovell's rebellion Simmel rebellion
	1489 tax protests in Yorkshire	Murder of Northumberland Cornish rebellion Warbeck rebellion
	1497 tax demands for Scottish war	
	1497 Cornish support for pretender	Henry VII was politically more secure
	1499 execution of Warbeck and Earl of Warwick	
1509-47 (Henry VIII)	1520s financial cost of French war	Amicable Grant protests and other localised tax riots
	1534 Kildare detained in the Tower	'Silken Thomas' rebellion
	1530s as Head of the Church, Henry closed the monasteries	Pilgrimage of Grace (1536-7); Council of the North reorganised
	1541 Henry assumed direct rule in Ireland	Henry became 'King of Ireland'
1547-53 (Edward VI)	1540s cost of war with France and Scotland caused severe social and economic distress	Kett's rebellion in Norfolk
	Somerset's Protestant reforms	Western rebellion and other risings
	1549-56 poor harvests and high grain prices	Northumberland's revolt
	1553 political coup on behalf of Lady Jane Grey	
	1554 Mary planned to marry Philip of Spain	Wyatt's rebellion
1553-58 (Mary I)	1556 Clan feuding and civil revolts	Plantations began in King's County and Queen's County
1558-1603 (Elizabeth I)	1558 Shane O'Neill not appointed the Earl of Tyrone	Shane murdered half brother and began a rebellion (1558-67) Northern Earls revolt (1569-70) which led to the strengthening of the Council of the North
	1560s Protestant Church Settlement, arrival of Mary Queen of Scots and political disillusionment	Fitzgerald, cousin of Desmond, began uprising in Munster (1569-73) Fitzgerald and Desmond began rebellion (1579-83)
	1567 Elizabeth imprisoned Desmond	High tax demands and widespread social distress
	1579 Fitzgerald returned from Rome to Dublin	Tyrone began national uprising (1595-1603) that saw Spanish troops land at Kinsale (1601)
	1585 war with Spain	Oxfordshire rebellion
	1593 Hugh O'Neill elected Earl of Tyrone but keen to rule Ulster and expel English from Ireland	Essex's rebellion
	1596 anti-enclosure riots	
	1601 prominence of political court factions	

### Key Theme 3: England's Changing Relations with Foreign Powers 1485-1603

ERA	MAIN DEVELOPMENTS	OUTCOMES
1485-1509 (Henry VII)	<p>England initially opposed by France, Scotland and Burgundy.</p> <p>France invaded Brittany</p> <p>England attacked Boulogne</p> <p>Henry used trade embargoes to press Burgundy to disown Warbeck</p> <p>Italian wars began</p> <p>Diplomacy of Fox prevented war with Scotland</p> <p>Henry used trade embargoes to press Burgundy to disown de la Pole</p>	<p>Medina del Campo alliance with Spain</p> <p>Henry signed Treaty of Redon</p> <p>Treaty of Etaples</p> <p>Magnus Intercursus</p> <p>2<sup>nd</sup> Treaty of Ayton and Margaret's marriage to James V</p> <p>Malus Intercursus</p>
1509-47 (Henry VIII)	<p>Henry VIII was keen to go to war with France, administered by Wolsey; financial problems</p> <p>1519 Charles elected H R Emperor</p> <p>1520s Charles captured Francis I and, without consulting Henry, negotiated the Treaty of Madrid Henry's divorce request blocked due to papal fear of imperial troops</p> <p>1529 Charles controlled Milan, Naples and the Papacy</p> <p>1530s Henry's religious reforms alarmed Catholic powers</p> <p>1540s Scotland refused to let Edward marry Mary; France supported Scots</p>	<p>Joined the Holy League, at war with France and Scotland; enforced peaceful diplomacy.</p> <p>France ready for further war.</p> <p>Henry detached England from Spanish alliance in favour of French alliance at Westminster</p> <p>England's relations with Spain restored.</p> <p>Cromwell negotiated with Lutheran Schmalkaldic League</p> <p>War with Scotland, battle of Solway Moss; war with France; Boulogne captured</p>
1547-53 (Edward VI)	<p>Somerset continued war Scotland</p> <p>France joined in</p>	<p>Expensive failure</p> <p>Northumberland made peace and returned Boulogne</p> <p>War declared on France and Calais lost</p>
1553-58 (Mary I)	<p>Mary married Philip of Spain</p>	<p>War declared on France and Calais lost</p>
1558-1603 (Elizabeth I)	<p>Elizabeth reluctant to accept Cateau-Cambresis; French wars of religion began; Dutch revolt started (1566)</p> <p>Mary of Scotland arrived in England</p> <p>1570s Excommunication of Elizabeth and outbreak of second Dutch revolt. Drake's Atlantic activities</p> <p>1580s war with Spain</p> <p>1590s war with Spain continued</p>	<p>Failed to recover Calais; Treaty of Troyes began England's amity with France.</p> <p>All Protestants endangered.</p> <p>Threat to Elizabeth from foreign Catholic powers, but relations with Scotland improved.</p> <p>Anglo-French Treaty of Blois against Spain.</p> <p>Spanish relations deteriorated.</p> <p>Leicester sent to help the Dutch</p> <p>Mary executed and the Armada defeated.</p> <p>Serious financial and political problems</p>

## Key Theme 4: The Catholic Reformation 1492-1610

ERA	MAIN DEVELOPMENTS	OUTCOMES
1492-1517 (pre-Lutheran Reformation)	Corrupt & worldly Papacy e.g. Alexander VI, Julius II, Leo X; anti-clericalism (especially in Germany) 5 <sup>th</sup> Lateran Council Personal piety and religious revival in most countries Humanist emphasis on vernacular translations of the Gospels	General criticism e.g. Erasmus  Awareness of clerical abuses Individual reform initiatives  Work of Erasmus, Ximenes, Lefevre
1517-63 (pre-Trent and during Trent)	Luther's 95 Theses  1520s Italian wars caused social problems among poor and victims of war Sack of Rome frightened Clement VII  1536/40s Paul III began reforms and commissioned report into clerical abuses; tensions between <i>spirituali</i> and <i>zelanti</i> at Regensburg	Failure of Papacy and secular authorities to silence Luther New orders set up in Italy e.g. Theatines, Capuchins, Barnabites, Ursulines Bishop Giberti inspired to begin reforms in his diocese of Verona. Appointment of reformers as cardinals (e.g. Contarini), Jesuits approved, the Roman Inquisition started, Council of Trent opened Roman Index issued
1563-1610 (post-Trent)	1550s Paul IV – <i>alias</i> Carafa 1564 Pius IV published Tridentine Decrees & Creed  Papacy reinvigorated and Rome rebuilt  Spain and Italy led the Counter Reformation  Missionaries converted native peoples in Spanish and Portuguese empires and countered Protestantism in Europe  Confessional conflict in France and the Netherlands  Campaigns within Catholic Europe to eradicate 'popular religion' and control morality	It enabled the Papacy to rule unopposed, strengthened the morale of the clergy, gave clarity to Catholic faith, and issued many reform decrees (especially on the clergy). Pius V (1566-72), Gregory XIII (1572-85), Sixtus V (1585-90) and Clement V (1592-1605) Philip II in Spain and the Netherlands; work of Teresa of Avila; examples of archbishops Quiroga in Toledo and Borromeo in Milan Jesuits and Capuchins active in America, India, Japan, China, as well as in Germany, Austria, Hungary, Poland, the Netherlands Catholic Church stemmed the tide of Calvinism amid great violence in France and the Netherlands but the wars delayed implementation of Tridentine reforms. Difficult to assess how effective; emergence of a new clerical elite.



## Key Theme 5: The Development of the Nation State: France 1498-1610

ERA	MAIN DEVELOPMENTS	OUTCOMES
1498-1515 (Louis XII)	Italian wars began in 1494 – Louis XII asserted claims to Naples and Milan 1511 Holy League formed against him	War in Naples continued but lost to Spain by 1505 Further defeats in Italy and Navarre
1515-47 (Francis I)	Francis laid claim to Milan Concordat of Bologna (1516) 1519 election of Charles V as Emperor (Francis' failure) 1520 1520s Humanism and Lutheranism popular in France 1526 Francis taken prisoner 1534 Day of the Placards 1540 Francis asserted royal power Chambre Ardente used against heretics.	Won battle of Marignano and seized Milan. Resolved papal relations. Charles contested Milan, took it at Pavia and held it at Cambrai. Margaret patronised Meaux circle Paris parlement persecuted heretics Francis turned against Protestant critics of the mass Normandy parliament suspended. Waldensians massacred Edict of Châteaubriand
1547-59 (Henry II)	Henry II in league with German Lutherans renewed war against Charles V.	Treaty of Cateau-Cambresis: France kept Metz, Toul and Verdun, and recovered Calais but financial bankruptcy
1559-60 (Francis II)	Unexpected death of Henry II	Accession of Francis II at 15
1560-74 (Charles IX)	Minor on the throne; Catherine de Medici assumed power as regent. 1560-2 Failure at Poissy to achieve religious compromise  1570s rise of Coligny and Huguenots	Guise and noble factions rose up against her. Massacre of Protestants at Vassy began the wars of religion. Massacre of St Bartholomew's Day (1572).
1574-89 (Henry III)	1584: death of Alençon  France entered an alliance with Spain at Joinville (1585) The King humiliated at the Day of the Barricades. Catherine died; Henry III assassinated	Henry of Navarre became heir to the throne. All Protestants endangered Two Guises murdered in 1588 Henry of Navarre claimed the throne.
1589-1610 (Henry IV)	Henry converted to Catholicism (1593) War with Spain (1595-8) Solutions found to Huguenot problem 1600s Sully advised Henry on financial and economic affairs; the king pursued an active foreign policy	Crowned king (1594)  <i>status ante bellum</i> at Vervins. Edict of Nantes (1598) Paulette introduced  Grand Design

## Key Theme 6: The Ascendancy of France 1610-1715

ERA	MAIN DEVELOPMENTS	OUTCOMES
1610-43 (Louis XIII)	<p>Minority of Louis XIII</p> <p>1620s: Huguenots dissatisfied with the application of Edict of Nantes Richelieu became chief minister (1624)</p> <p>1630s: Louis and Richelieu take an interest in the Arts Richelieu active in foreign affairs</p>	<p>Nobles dominant under Marie's regency and Luynes</p> <p>Revolts in Languedoc and La Vendée. Resolved the revolt at Grace of Alès (1629) which held until 1680s</p> <p>French Academy established (1634)</p> <p>Mantua-Montferrat dispute; enters 30 Years' War after Sweden's defeat (1635)</p> <p>Revolt in Normandy (1639) Mazarin succeeded</p>
1643-1661 (Louis XIV's minority)	<p>Taxes increased</p> <p>Death of Richelieu (1642)</p> <p>Mazarin continued war against Spain</p> <p>Mazarin raised taxes, and bitterly opposed by nobles and parliament</p> <p>30 Years War proved exhausting in spite of land successes at Lens</p> <p>War against Spain continued</p>	<p>Rocroi (1643) first victory against Spain since 1515</p> <p>Fronde (1648-53)</p> <p>Negotiated Westphalia (1648)</p>
1661-1715 (Louis XIV)	<p>1660s: Mazarin died (1661)</p> <p>Colbert put in charge of economy</p> <p>Louvois and Le Tellier in charge of the army</p> <p>Fought defensive war in support of constitutional rights</p> <p>1670s: war in defence of Catholic faith</p> <p>1680s: Gallican Articles defended Louis' regalian rights</p> <p>Versailles opened (1683)</p> <p>Edict of Nantes revoked (1685)</p> <p>1690s: war against Cologne, the Dutch and England</p> <p>1700s: war over the Spanish Empire (1702-13)</p> <p>Signed <i>Unigenitus</i> with the Pope (1713)</p>	<p>Negotiated peace at the Pyrenees (1659) Louis assumed full responsibility</p> <p>Mercantilist policy adopted Largest standing army in Europe</p> <p>War of Devolution (1667-8)</p> <p>Dutch war (1672-8);</p> <p>Papal relations worsened</p> <p>Became cultural centre of Europe</p> <p>Victimisation and dispersal of Huguenots; War of the League of Augsburg (1689-97) – limited successes</p> <p>Financial collapse, military defeats and territorial losses at Utrecht (1713)</p> <p>Papal relations restored</p>

## Tables of Events: F966 Option B

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### Key Theme 1: The Changing Nature of Warfare 1792-1945

- 1792: Outbreak of French Revolutionary Wars
- 1793: Levée en masse decree issued in France
- 1800: Napoleon's forces defeated the Second Coalition
- 1805-07: Napoleon's forces defeated the Third Coalition
- 1808: Prussian military reforms began
- 1812: Napoleon's attempt to defeat Russia failed
- 1813-14: Fourth Coalition defeated Napoleon
- 1815: Final defeat of Napoleon
- 1821-32: Greek War of Independence
- 1830: Opening of the Liverpool-Manchester railway (in 1870 France had 17,500 km and Germany 19,500 km of track; in 1890 France had 36,500 km and Germany 43,000 km)
- 1832: Clausewitz's *On War* published
- 1838: Jomini published his *Summary of the art of war*
- 1840s: Prussian army adopted Dreyse needle gun
- 1851: British army adopted Minié rifle; percussion cap replaced flintlock
- 1854-56: Crimean War
- 1856: Bessemer developed method to produce cheaper, stronger steel (improved by Siemens 1867 and by Gilchrist-Thomas in 1876)
- 1858: Prussian military reforms developed
- 1859-60: Wars of Italian Unification
- 1861-65: American Civil War (war photography and newspaper reporting had powerful impact on the public)
- 1866: Seven Weeks' War; introduction of Krupp's steel breech-loading artillery
- 1868: French military reform, including adoption of the Chassepot rifle; Cardwell's reforms of British army began (to 1872 and 1880-5)
- 1870-71: Franco-Prussian War
- 1877-8: Russo-Turkish War
- 1880s: Development of high explosives
- 1884: Introduction of the Mauser bolt-action magazine-fed rifle; Maxim automatic machine gun invented (adopted by British army 1888)
- 1897: French 75mm quick-firing field artillery
- 1899-1902: Second Boer War
- 1904-05: Russo-Japanese War
- 1912-13: Balkans Wars
- 1914: Outbreak of First World War
- 1915: First use of gas
- 1916: The Somme; first use of tanks
- 1917: Russian revolutions
- 1918: The Armistice
- 1931: Japanese invasion of Manchuria
- 1935: Italian invasion of Abyssinia
- 1939: Germany invaded Poland; start of Second World War
- 1941: USA entered war; German invasion of USSR
- 1944: First use of V1 and V2 flying bombs
- 1945: Atomic bombs dropped on Japan

## Key Theme 2: The Challenge of German Nationalism 1789-1919

- 1789: Outbreak of the French Revolution
- 1790: Accession of Francis II of Austria
- 1792: France declared war on Austria and Prussia
- 1797: Treaty of Campo Formio; accession of Frederick William III
- 1800: Austrian defeat at Marengo
- 1805: Austria defeated at Ulm and Austerlitz
- 1806: Confederation of the Rhine set up; the Holy Roman Empire abolished; battle of Jena
- 1807-15: major domestic reforms in Prussia
- 1809: Metternich became foreign minister of Austria
- 1813: Austrian, Prussian and Russian armies defeated Napoleon at Leipzig; Confederation of the Rhine dissolved
- 1814/15: Congress of Vienna
- 1815: Establishment of the German Confederation
- 1818: *Allgemeine Deutscher Burschenschaften* founded
- 1819: The Carlsbad Decrees
- 1821: Metternich became Austrian Court and State Chancellor
- 1830: Uprisings in Brunswick, Hanover, Hesse and Saxony
- 1832: Meeting at Hambach – passage of the Six Articles
- 1834: Establishment of the Zollverein
- 1840: Accession of Frederick William IV; *Deutschland über Alles* composed
- 1848-49: Revolutions; the Frankfurt Parliament; fall of Metternich
- 1850: The Erfurt Union and the Olmütz Agreement
- 1859: National Association founded in Prussia
- 1861: Accession of Wilhelm I; foundation of Progressive Party in Prussia
- 1862: Bismarck became Prime Minister of Prussia; constitutional crisis
- 1863: Universal German Working Men's Association founded
- 1864: Schleswig-Holstein crisis: war with Denmark
- 1866: Seven Weeks' War with Austria
- 1867: Establishment of North German Confederation and Federal Customs Council
- 1870-71: Franco-Prussian War
- 1871: Proclamation of German Empire
- 1871-90: Bismarck: German Chancellor
- 1872-73: The launch of the *Kulturkampf* (until 1887)
- 1875: Socialist Workers Party founded
- 1879: Dual Alliance with Austria; Bismarck broke with the National Liberals
- 1883-89: Social reforms (sickness and accident insurance, old age pensions)
- 1886: The Settlement Law (32,000 Poles and Russian Jews were forced out of East Prussia)
- 1888: Accession of Frederick III and then Wilhelm II
- 1890: Dismissal of Bismarck
- 1893: Foundation of Pan-German League
- 1898: Navy League and the First Navy Law (Second in 1900, Third in 1906)
- 1905 & 11: Moroccan crises
- 1912: c.3000 strikes in Germany (1500 in 1900)
- 1914-18: First World War
- 1918: November: Abdication of Wilhelm II; the Armistice

### **Key Theme 3: Britain and Ireland 1798-1921**

- 1798: Wolfe Tone's Rising
- 1800: The Act of Union (came into effect 1801)
- 1823: O'Connell formed the Catholic Association
- 1828: Election of O'Connell as MP for Clare (d.1847)
- 1829: Catholic Emancipation Act opened up most offices to Catholics; Catholic Association suppressed
- 1830: Anti-Tithe Campaign began, leading to a Tithe War (Tithe Act 1838)
- 1841: O'Connell established National Repeal Association
- 1845: Maynooth Grant increased
- 1845-50: Great Irish Famine – population 1841: 8,178,124; 1850: 6,552,386
- 1848: Young Ireland rising suppressed
- 1858: Fenian Brotherhood established (first Fenian Rising 1867)
- 1869: Disestablishment and Disendowment of the Irish Church
- 1870: First Irish Land Act
- 1873: Butt founded Home Rule League; defeat of Irish Universities Bill
- 1874: 59 Home Rule MPs elected – collapse of Liberal party in Ireland
- 1877: Parnell elected President of the Home Rule Confederation of Great Britain 1879: Land League formed by Davitt (Parnell as President) to campaign for the Three Fs
- 1881: Coercion Act; Gladstone's Second Irish Land Act enacted the Three Fs
- 1882: Kilmainham 'Treaty'; the Phoenix Park Murders; National League founded
- 1885: Ashbourne Land Act; Gladstone declared for Home Rule
- 1886: First Home Rule Bill defeated in Commons and Liberal Party split; Plan of Campaign
- 1887: Parnell accused but cleared of involvement in the Phoenix Park Murders and in agrarian outrages (Times letter)
- 1888: Land Purchase Act (and another 1891)
- 1893: Second Home Rule Bill defeated in the Lords; Gaelic League founded
- 1903: Wyndham's Land Act
- 1905: Ulster Unionist Council formed; Griffith founded Sinn Féin
- 1912: Third Home Rule Bill; Ulster Volunteers formed and Ulster's Solemn League and Covenant signed; Bonar Law's Blenheim Palace speech
- 1913: Irish Volunteers formed in South
- 1914: Curragh Mutiny; First World War delayed implementation of Home Rule
- 1916: Easter Rising; Ulster Division slaughtered on the Somme
- 1917: Irish Convention met and de Valera elected leader of Sinn Féin
- 1918: General Election – landslide victory of Sinn Féin in Ireland
- 1919: Anglo-Irish war began; Dáil Eireann met but declared illegal; de Valera elected President of a Provisional Irish Government
- 1920: Bloody Sunday in Dublin; Government of Ireland Act partitioned Ireland and created a six-county Ulster (came into effect 1921)
- 1921: Anglo-Irish Treaty established Irish Free State with Dominion status

## Key Theme 4: Russian Dictatorship 1855-1964

- 1855: Accession of Alexander II – the ‘Tsar Liberator’
- 1856: Defeat in the Crimean War
- 1861: Emancipation of the serfs
- 1864: Zemstvo Law and legal reforms
- 1865: Censorship regulations eased
- 1866: First assassination attempt against Alexander II
- 1874-81: Growth of opposition groups: Narodniks, Land & Liberty, Peoples’ Will
- 1881: Constitutional proposals; assassination of Alexander II; the ‘Reaction’
- 1883: Peasants’ Land Bank created (one-third of all landlord estates had been bought by 1904)
- 1887: Failed attempt to assassinate Alexander III
- 1889: Introduction of Land Captains
- 1891: Famine in 17 of Russia’s 39 provinces
- 1892-1903: Witte’s ‘Great Spurt’
- 1894: Accession of Nicholas II
- 1898: Formation of Social Democrats (SDs)
- 1901: Formation of Social Revolutionaries (SRs)
- 1903: SDs split into Bolsheviks and Mensheviks
- 1904-05: Russo-Japanese War
- 1905: Bloody Sunday; 1905 Revolution; October Manifesto
- 1906-11: Stolypin’s reforms
- 1906-14: Four Dumas met
- 1914-18: First World War
- 1917: February Revolution: the Dual Power; the October Revolution
- 1918: The Constituent Assembly; the Treaty of Brest-Litovsk
- 1918-21: The Civil War
- 1918-21: War Communism
- 1921: The Kronstadt Rising; famine and economic collapse (c.5 million died of starvation and disease)
- 1921-27: New Economic Policy
- 1924: Lenin’s death (struggle for power 1922-9)
- 1928-53: Stalin in power
- 1928-29: Introduction of the first Five Year Plan and of Collectivisation
- 1932-4: Famine (c.5 million died of starvation and disease)
- 1934-40: The Great Terror (reprised after the Second World War)
- 1941-45: The Great Patriotic War
- 1946: Censorship tightened
- 1954-56: Khrushchev’s rise to power (Stalin d.1953)
- 1954: Agricultural reforms, including the Virgin Lands scheme
- 1956: Denunciation of Stalin by Khrushchev at the Twentieth Communist Party Congress
- 1957: Political decentralization began
- 1959: Seven Year Plan started to develop heavy industry and consumer goods
- 1964: Khrushchev removed from office

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

- 1865: End of Civil War; 13th Amendment passed; assassination of Lincoln
- 1860s: Asian American immigration to West coast began
- 1862: Homestead Act
- 1866: Formation of Ku Klux Klan; Black Codes against African Americans (1865-6)
- 1868: 14th Amendment to the Constitution; 2 African American senators elected
- 1869-76: More than 200 battles between US Army and the Plains Indians
- 1870: 15th Amendment passed
- 1877: End of Reconstruction; segregation started in South; repression of unions
- 1881: Gompers set up American Federation of Labour; Booker T. Washington became Principal at Tuskegee
- 1882: Asian Exclusion Act
- 1884: Prohibition of the Sun Dance
- 1890: End of Indian Wars with battle of Wounded Knee
- 1893: Homestead Steel Strike
- 1894: President Cleveland used troops to break the Pullman strike
- 1896: Plessy v Ferguson Supreme Court case; only 3% of factory workers belonged to unions
- 1905: Du Bois founded the Niagara Movement
- 1909: Foundation of NAACP
- 1915: Refounding of Ku Klux Klan (c.4.5 million members by 1924)
- 1919: Race riots; coal and steel strikes crushed by troops
- 1919-20: The 'Great Red Scare'
- 1924: Native Americans became citizens; quota of 150,000 immigrants per annum set
- 1933-41: New Deal
- 1934: Indian Reorganisation Act (replaced 1887 Dawes Act)
- 1935: Wagner Act
- 1936-7: Chrysler and General Motors finally recognised unions
- 1943: Smith-Connally Act
- 1947: Taft-Hartley Act
- 1948: US Armed Forces desegregated
- 1954: Brown v Board of Education Supreme Court case
- 1955: Montgomery Bus Boycott; rise of Martin Luther King to national prominence
- 1956: Foundation of Southern Christian Leadership Conference
- 1957: Civil Rights Act; Central High, Little Rock, Arkansas case
- 1961: Kennedy passed laws to assist Hispanic American immigration
- 1964: Civil Rights Act and Poll Tax Amendment
- 1965: Voting Rights Act
- 1968: Assassination of Martin Luther King
- 1969: Introduction of Affirmative Action; busing in education began
- 1973: Roe v Wade Supreme Court decision on abortion
- 1978: Bakke Case in Supreme Court on Affirmative Action
- 1984: Grove City v Bell Supreme Court decision on civil rights laws
- 1988: Civil Rights Restoration Act
- 1990: Duro v Reina Supreme Court decision on tribal authority
- 1992: Supreme Court supported attacks on school desegregation (Freeman v Pitts); rioting in Los Angeles over the outcome of the Rodney King case

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

- 1867: Second Parliamentary Reform Act – 1 in 3 males had the vote; National Union of Conservative Associations founded
- 1868: First non-conformist made a Cabinet minister (John Bright); TUC founded
- 1872: The Ballot Act – established a secret ballot
- 1882: First use of a closure motion in the Commons; second Married Women's Property Act
- 1884: Third Parliamentary Reform Act – 6 in 10 males had the vote
- 1885: Virtually all multi-member parliamentary seats abolished
- 1897: National Union of Women's Suffrage formed (Fawcett)
- 1900: Labour Representation Committee founded
- 1903: Women's Social and Political Union formed (Pankhurst)
- 1906: Trades Disputes Act reversed the Taff Vale Judgment
- 1909: The 'People's Budget'; Osborne Judgment (reversed 1913)
- 1911: A salary for MPs introduced; Parliament Act limited Lord's power of veto; Official Secrets Act; dockers, seamen and railway unions strike
- 1913: 'Triple Alliance' formed to co-ordinate industrial action
- 1916: Cabinet Secretariat established
- 1916-23: Liberal party split
- 1918: Representation of the People Act; first female MP; police strike
- 1920: Founding of British Communist Party
- 1923: General election produced a hung parliament
- 1924: First Labour Government (first ILP MP elected 1892)
- 1926: General Strike; the BBC incorporated (founded 1922)
- 1928: Representation of the People Act – universal suffrage
- 1932: British Union of Fascists founded (banned 1940)
- 1936: Battle of Cable Street; Public Order Act; Abdication crisis; Jarrow March
- 1945-51: Labour governments under Attlee introduced Welfare State and nationalisations
- 1948: Postal voting introduced; plural voting abolished (severely reduced 1918)
- 1957: Macmillan made 'never had it so good' speech
- 1959: First general election in which television played an important part
- 1962: Immigration Act; 'night of the long knives'
- 1969: Representation of the People Act gave vote to 18-year-olds
- 1970: Equal Pay Act
- 1971: Parliament voted in favour of joining the EEC (joined 1973); Industrial Relations Act
- 1975: Sex Discrimination Act; European Referendum
- 1977: Lib-Lab pact created (ended 1978)
- 1978-9: Abortive devolution schemes (Scotland and Wales); 'Winter of Discontent'
- 1979: First Thatcher government formed (forced to resign as PM in 1990)
- 1981: Formation of the SDP (merged with the Liberals 1988)
- 1983: Disastrous Labour performance in the general election
- 1984: Trade Union Act
- 1984-85: Miners' Strike
- 1985-86: Greater London Council and the Metropolitan Councils abolished
- 1986: Ponting trial; Westland Affair
- 1987: Labour party Policy Review began
- 1988: Local Government Finance Act passed – the Poll Tax
- 1989: Official Secrets Act
- 1990: First Major government formed; 'first' Gulf War
- 1992: Conservative victory in general election; sterling crisis
- 1994: Blair appointed leader of the Labour party
- 1995: Major resigned as Conservative party leader
- 1997: New Labour government under Blair formed after landslide election victory



## F966 Option B

### Key Theme 1: The Challenge of German Nationalism 1789-1919

<b>ERA</b>	<b>MAIN DEVELOPMENTS</b>	<b>OUTCOMES</b>
1789-1815	Literary revival in late 18 <sup>th</sup> century  French Revolution  Romantic nationalism  Fichte's 'Address to the German Nation' (1807)	Popularity of works by Grimm, Goethe, Schiller, Herder, Kant Minimal impact at first and only in the Rhineland and Prussian Silesia Idealisation of medieval empire Call to expel the French but urban workers and peasants were disinterested Old order and ideas smashed and new ones emerged
1815-49	Dominance of France and Napoleonic System 1815+: Ongoing encouragement to nationalist ideas from the influences of Napoleon I and the Romantic Movement 1815: Establishment of the German Confederation Rivalry of Prussia and Austria for the leadership of Germany	1819: Carlsbad Decrees 1834: Zollverein established 1849: fall of Metternich
1850-71	1848-49: Revolutions 1850: Olmütz Agreement 1862: Bismarck becomes Prime Minister of Prussia 1866: Seven Weeks War with Austria	1867: Establishment of North German Confederation
1872-90	1870-71: Franco-Prussian War 1872-87: <i>Kulturkampf</i> 1878: Anti-Socialist laws 1883-89: Social reforms	1871: Proclamation of German Empire
1890-1919	1888: Accession of Wilhelm II 1914-18: First World War	1890: Dismissal of Bismarck 1918-19: Abdication of Wilhelm II, Constituent Assembly at Weimar

## Key Theme 2: The Changing Nature of Warfare 1792-1945

ERA	MAIN DEVELOPMENTS	OUTCOMES
1792-1815 Revolutionary and Napoleonic Wars	Ideological War State resources mobilised for war Napoleonic offensive warfare Napoleon Corps system/meritocracy	Wars of peoples/nations Mass Conscription Short, decisive campaigns Conquest and re-drawing of states Military and limited social reforms in enemy states
1815-1854 Peace and Reaction	Vienna Settlement and Holy Alliance Long service professional armies  Jominian interpretation of Napoleonic warfare  Start of industrialisation Railways	Rejection of French Revolution Reaction v mass armies Armies kept separate from people/use against revolt Idea of short sharp decisive campaigns based on concentration of force Mass production of rifled weapons Potential of railways for rapid mobilisation/supply etc
1854-1871 Mid-Century Wars	Crimean War: rifled muskets, minié bullets Wars of Unification Railways, Moltke, von Roon, General Staff, needle gun Krupp's artillery American Civil War	Revealed military shortcomings Potential of railways, use of new weapons, efficacy of staff-work, mobilisation and use of large forces Imitation of Prussian reforms Demonstrated advantages to defence of new weapons. Mass casualties. Use of railways. Mobilisation of resources. Lessons not learned
1871-1914 Minor Wars, Technology, Industry, Democracy, Nation States	Technology developments: breech-loading, high explosives, machine guns, etc. Industrialisation/mass production Democratisation Conscription Nationalism/Social Darwinianism	Increased destructiveness of weapons Advantages to defence Public opinion more important Military identified with nation Increased size of armies War more acceptable
1914-1918 First World War	Failure of war plans Trench warfare and mass battles Technological developments Home Fronts/ Revolutions	Mass armies/ conscription Heavy casualties and stalemate War of attrition, 'Total War' Organisation of state for war Domestic morale a vital issue
1939-1945 Second World War	Blitzkrieg States disrupted, overrun and occupied Integrated warfare: air, sea, land Mass battles Technological developments	Rapid movement of troops; prisoners of war and concentration camps; refugees Wars fought on many fronts Heavy casualties 'Total War'

### Key Theme 3: Britain and Ireland 1798-1921

ERA	MAIN DEVELOPMENTS	OUTCOMES
1800-1828	The creation and maintenance of the Union: Wolfe Tone Rising	Brutally Repressed Act of Union (1800) established Irish representation at Westminster. 1815 – Irish emigration takes off. Clare election (1828)
1828-1845	1810s: harvest failure 1823: O'Connell's Catholic Association formed Creating and containing opposition to the Union - Peel and Wellington conceded Emancipation 1829 O'Connell built up an Irish Party  1830+: Tithe War  1840: Young Ireland established Peel looked at land and church issues	Roman Catholic Association suppressed O'Connell influenced the Whig government (Litchfield House Compact) e.g. Irish Municipal Reform and some examination of Church and patronage issues Coercion but Tithe Act conceded in 1838 O'Connell founds National Repeal Association to campaign for Repeal of the Union, but failed Devon Commission and the Maynooth Act
1845-69	Great Famine 1845-50:	Starvation and Emigration. Repeal of the Corn Laws Suppressed
1869-1886	1848: Young Ireland Rising 1858: Fenians established Restarting reform within the Union - 1868: Gladstone's Liberal Government 1879: Agricultural Depression 1881: Second Land Act 1882: Arrears Act  Violence (1882 Phoenix Park Murders) and further franchise developments 1884/5	First Fenian rising (1867) The 'mission to pacify Ireland' – tackling religious issues and Land Reform but failed to satisfy – Butt founded Irish Nationalists. Davitt founded Land League; Land War developed Following arrest of Parnell, the Kilmainham Gaol Treaty conceded on Land
1886-1918	Changing the nature of the Union? First Home Rule Bill defeated 1886 Emergence of Ulster Unionism to oppose Home Rule  1890 Parnell cited in Divorce Case 1892 Gladstone won election Gaelic cultural revival in Ireland 1900 Irish Nationalists reunite under Redmond Home Rule 1886-1918 1907 Sinn Féin founded 1910 General Election 1914 First World War	Gladstone declared for Home Rule in 1885 Conservative Government – Balfour as Irish Secretary – coercion but continued with Reform of the Union (Land Purchase 1888 → 1903 Wyndham Land Act) Irish Nationalists split 1893 Second Home Rule Bill defeated in Lords  Liberal government dependent on Redmond's Irish; Third Home Rule Bill (1912) Ulster opposition – Solemn League and Covenant, countered by Irish Volunteers in the South. Exclusion proposals for Ulster Home Rule deferred
1916-1921	Struggle for independence and the Division of Ireland 1916 Easter Rising (Sinn Féin)	Suppressed

1918 Election	Conscription crisis, Convention on devolution held 1917 Sinn Féin wiped out Irish Nationalists and declared independence
1919-21: Anglo-Irish War	Terrorism on both sides (Bloody Sunday & Black and Tans)
1920 Government of Ireland Act partitioned Ireland	Home Rule for Ulster, but not accepted in the South
Lloyd George negotiated Anglo-Irish Treaty	Irish Free State with Dominion status granted

## Key Theme 4: Russian and its rulers 1855-1964

ERA	MAIN DEVELOPMENTS	OUTCOMES
1855-81 (Alexander II)	Alexander II – the ‘Tsar Liberator’ 1856: Defeat in the Crimean War 1861: Emancipation of the serfs 1866: First assassination attempt against Alexander II	1864: Zemstvo law  Growth of opposition groups Political ‘Reaction’
1881-94 (Alexander III)	1881 Assassination of Alexander II 1883: Land Banks established 1889: Land captains formed 1891: Famine Investment in industry Formation of political parties	1892-1903 Witte’s ‘Great Spurt’ 1898: Social Democrats 1901: Social Revolutionaries 1905 Bloody Sunday and 1905 Revolution; the October Manifesto 1906-11: Stolypin’s work; 1906-14: 4 Dumas met 1917: February Revolution – abdication of the Tsar
1894-1917 (Nicholas II)	1904-05: Russo-Japanese War  Liberal reforms  First World War and army desertions	
1917 (Feb-Nov) (Provisional government)	Continued in the war Relaxed censorship laws Rise of opposition groups Constituent Assembly	October Revolution
1918-24 (Lenin)	Withdrew from the war 1918-21 Civil War 1921: Famine and economic collapse 1922-28: Struggle for power	1918: Lenin established a Communist dictatorship 1918: Treaty of Brest-Litovsk 1918-21: War Communism 1921-27: New Economic Policy
1928-53 (Stalin)	1928/9-41: The Five Year Plans and collectivisation  1934-40: The Great Terror (reprised after the War) 1941-45: The Great Patriotic War	Stalin emerged as leader Industry and agriculture transformed but at a heavy price – famine (1932-34), loss of freedom, end of private business initiatives Elimination of Stalin’s rivals and opposition
1953-64 (Khrushchev)	1954-55: Struggle for power 1954: Agricultural reforms 1956: Denunciation of Stalin by Khrushchev at the Twentieth Communist Party Congress 1959: Seven Year Plan started  1962: Khrushchev backed down over the Cuban missile crisis	Khrushchev emerged as leader The Virgin Lands scheme 1957: Political decentralization began  Growth in heavy industry and consumer goods 1964: Khrushchev overthrown

## Key Theme 5: Civil Rights in the USA 1865-1992

ERA	MAIN DEVELOPMENTS	OUTCOMES
1865-1877	13th, 14th and 15th Amendments passed between 1865 and 1870	African Americans gained full civil rights; The Black Codes 1865-6. Formation of Ku Klux Klan and other anti-civil rights groups.
1877-1924	Westward Expansion into Central and Northern Plains (1862 Homestead Act)	Final phase of Indian Wars; reservations from 1869.
	Re-establishment of White-controlled state governments in South	Segregation, lynchings in South; the Jim Crow Laws (from 1887); Booker T. Washington encouraged self-help while Du Bois took more assertive line. Plessy v Ferguson Supreme Court Decision (1896) Ku Klux Klan reformed Defeat of Native Americans in West. Native Americans made citizens in 1924 Rise in non-WASP population Labour cheap; unionism made little progress & had poor image.
1924-1945	End of Frontier by 1890	New Deal legislation guarantees trade union rights. African Americans benefit from projects such as WPA New Deal legislation aids Native Americans
	New immigration New Deal	End of legal segregation in South and increase in African American civil rights in Civil Rights Act of 1964 and Voting Rights Act of 1965. 'affirmative action'
1945-1980	Growth of African American Civil Rights Movement from 1950s	End of de facto segregation outside the South
1980-1992	Rise of 'liberal' Supreme Court under Chief Justices Warren and Burger	Roe v Wade (1973) Grove City v Bell (1984)
	Supreme Court decision on civil rights laws 1988: Civil Rights Restoration Act Supreme Court decision on tribal authority Supreme Court supported attacks on school desegregation 1992: Rodney King case	Duro v Reina (1990)  Freeman v Pitts (1992) Rioting in Los Angeles

## Key Theme 6: The Development of Democracy in Britain 1868-1997

ERA	THE FRANCHISE AND ELECTIONS	PARTY POLITICS	PRIME MINISTER, THE COMMONS AND THE LORDS	INFLUENCES ON DEMOCRACY
1868-1918	1868 one in three adult males had the vote. 1872 Ballot Act secret ballot introduced. 1884 Third Parliamentary Reform Act – six in ten adult males had the vote. 1918 Representation of the People Act – vote to all men over 21 years old and women over 30 years; women could be MPs	Parties develop national organizations (Liberals 1877, Conservatives 1863-70). Emergence of ‘New Liberalism’. Origins and growth of Labour Party and labour movement. Beginnings of decline of Liberal Party?	Gladstonian ministries and Home Rule. Disraeli and Salisbury ministries. 1909-1911 constitutional crisis – Lords lost power of veto 1911 Payment for MP	Growth of General Unionism. Emergence of Suffragists and Suffragettes. State control of elementary and second education (1902). First World War
1918-1950	1923: the three-way election (Conservative 258, Labour 191, Liberals 159) First Labour government (1924). 1928 Representation of the People Act – vote to all women over 21 years old. 1945 election of Labour	Liberal Party became ‘third’ party. National Government (1930’s). British Communist and Fascist parties emerge.	Influence of Lloyd George ‘Rule by Pygmies’? (MacDonald, Baldwin, Chamberlain) Abdication crisis. Attlee	Economic slumps. Strikes – the 1926 General Strike. 2 nd World War. Labour Party policy on secondary education, nationalisations and creation of welfare state
1950-1997	1969 Representation of the People Act – vote to all over 18 years old 1975 European referendum 1979 – beginning of Thatcherite governments 1983 election – Labour wins 209 seats on 27.6% of the vote, but the Alliance 23 seats on 25.4%.	Consensus politics. Liberal Party revival. Labour – internal conflicts SDP/Alliance: ‘breaking the mould?’ Conservative Party domination of the 1980s	Macmillan – ‘never had it so good’. Wilson/Heath Thatcher/Major  Development of select committees in the Commons. Growth of presidential-style government?	Rising affluence and decay of class-based politics. Trade Union influence – funding of Labour Party, strikes, legal position. Influence of media (newspapers, radio, TV)