

Specification

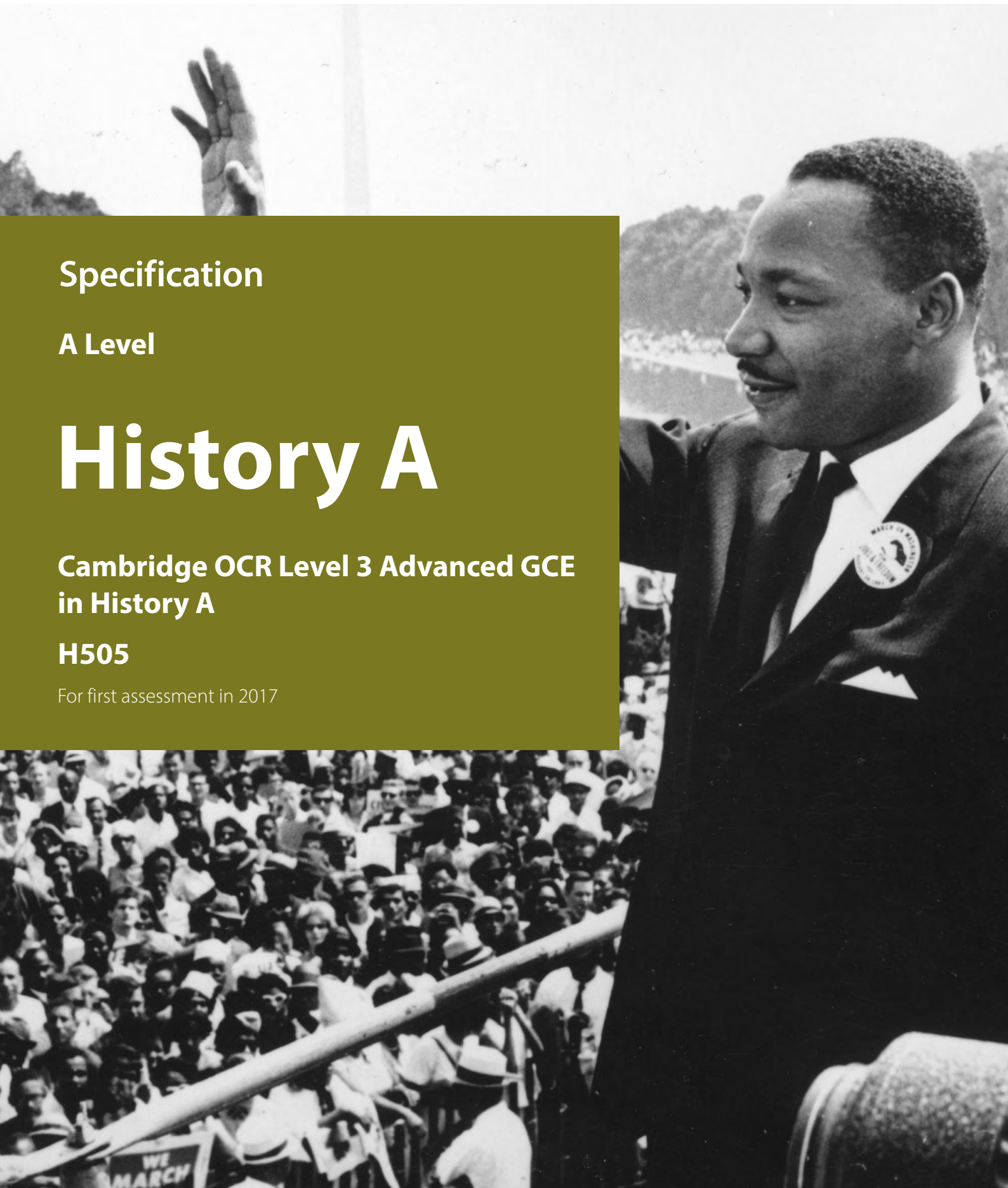
A Level

# History A

Cambridge OCR Level 3 Advanced GCE  
in History A

**H505**

For first assessment in 2017





## About our new name

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**As of September 2025, our name is Cambridge OCR.**

Students who sat an exam **in summer 2025** will receive a Cambridge OCR branded exam certificate (our new brand), which will be the same for all future exam series.

You'll continue to see the OCR or Oxford Cambridge and RSA Examinations name while we work to update our material to our new name, Cambridge OCR. This will take some time, and you can still access all up-to-date qualification resources and materials via [Teach Cambridge](#).

**Important:** We'll keep the OCR/Oxford Cambridge and RSA name on existing teaching resources while the content of these remains applicable to the specification being taught. **New and refreshed** resources will be produced using the Cambridge OCR name/logo.

## Are you using the latest version of this specification?

The latest version of our specifications will always be on [our website](#) and may differ from printed versions. We will inform centres about changes to specifications.

## Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to [support@ocr.org.uk](mailto:support@ocr.org.uk) or visit our [feedback page](#) to learn more about how you can help us improve our qualifications.



Designing and testing in [collaboration with teachers](#) and students



Helping young people develop an [ethical view of the world](#)



Equality, diversity, inclusion and belonging (EDIB) are [part of everything we do](#)



# Contents

Introducing...A Level History A (from September 2015)	ii
Teaching and learning resources	iii
Professional development	iv
<b>1 Why choose an OCR A Level in History A?</b>	<b>1</b>
1a. Why choose an OCR qualification?	1
1b. Why choose an OCR A Level in History A?	2
1c. What are the key features of this specification?	3
1d. How do I find out more information?	3
<b>2 The specification overview</b>	<b>4</b>
2a. Overview of A Level in History A (H505)	4
2b. Content of A Level in History A (H505)	5
2c. Content of unit group 1: British period study and enquiry (Units Y101 to Y113)	10
2c. Content of unit group 2: Non-British period study (Units Y201 to Y224)	35
2c. Content of unit group 3: Thematic study and historical interpretations (Units Y301 to Y321)	62
2d. Non exam assessment: Topic based essay (Unit Y100)	105
2e. Prior knowledge, learning and progression	107
<b>3 Assessment of OCR A Level in History A</b>	<b>108</b>
3a. Forms of assessment	108
3b. Assessment objectives (AOs)	108
3c. Total qualification time	109
3d. Qualification availability outside of England	109
3e. . Language	109
3f. Assessment availability	110
3g. Retaking the qualification	110
3h. Assessment of extended response	110
3i. Non exam assessment: Unit Y100 Topic based essay – Non exam assessment guidance	110
3j. Non exam assessment: Unit Y100 Topic based essay – Marking Criteria	111
3k. Synoptic assessment	115
3l. Calculating qualification results	115
<b>4 Admin: what you need to know</b>	<b>116</b>
4a. Pre-assessment	116
4b. Accessibility and special consideration	117
4c. External assessment arrangements	117
4d. Non exam assessment	118
4e. Results and certificates	119
4f. Post-results services	120
4g. Malpractice	120
<b>5 Appendices</b>	<b>121</b>
5a. Overlap with other qualifications	121
5b. Avoidance of bias	121
5c. Examples of routes through the specification	121
5d. Title(s) Proposal tool	124
Summary of updates	125

## Introducing...

### A Level History A (from September 2015)

Our A Level History A specification provides a fantastic curriculum for your students to ignite and engage their passions and interests. We've never thought that there's any one 'correct' approach to History as a subject. It's too valuable and simply too massive to be limited to a mere handful of approved options. As there is no core content in History, our vision is to allow you to have as much professional freedom as possible to approach the subject in your chosen valid way.

This means your students will:

- Study the history of more than one country or state in addition to the study of British history
- Undertake a thematic study, covering an extended period of history of approximately 100 years
- Explore a topic in history they have an interest in through the coursework element.

Our aim is to create independent learners, critical thinkers and decision-makers – all personal assets that can make them stand out as they progress to higher education and/or the workplace.

#### Meet the team

We have a dedicated team of people working on our A Level History qualifications.

Find out more about our History team at [ocr.org.uk/historyteam](https://ocr.org.uk/historyteam)

If you need specialist advice, guidance or support, get in touch as follows:

- **01223 553998**
- [history@ocr.org.uk](mailto:history@ocr.org.uk)
- [@OCR\\_History](#)

## Teaching and learning resources

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We recognise that the introduction of a new specification can bring challenges for implementation and teaching. Our aim is to help you at every stage and we're working hard to provide a practical package of support in close consultation with teachers and other experts, so we can help you to make the change.

### Designed to support progression for all

Our resources are designed to provide you with a range of teaching activities and suggestions so you can select the best approach for your particular students. You are the experts on how your students learn and our aim is to support you in the best way we can.

### We want to...

- Support you with a body of knowledge that grows throughout the lifetime of the specification
- Provide you with a range of suggestions so you can select the best activity, approach or context for your particular students
- Make it easier for you to explore and interact with our resource materials, in particular to develop your own schemes of work
- Create an ongoing conversation so we can develop materials that work for you.

### Plenty of useful resources

You'll have four main types of subject-specific teaching and learning resources at your fingertips:

- Delivery Guides
- Transition Guides
- Topic Exploration Packs
- Lesson Elements.

Along with subject-specific resources, you'll also have access to a selection of generic resources that focus on skills development and professional guidance for teachers.

**Skills Guides** – we've produced a set of Skills Guides that are not specific to History, but each covers a topic that could be relevant to a range of qualifications – for example, communication, legislation and research. Download the guides at [ocr.org.uk/skillsguides](https://ocr.org.uk/skillsguides).

**Active Results** – a free online results analysis service to help you review the performance of individual students or your whole school. It provides access to detailed results data, enabling more comprehensive analysis of results in order to give you a more accurate measurement of the achievements of your centre and individual students. For more details refer to [ocr.org.uk/activeresults](https://ocr.org.uk/activeresults).

## Professional development

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Take advantage of our improved Professional Development Programme, designed with you in mind. Whether you want to come to face-to-face events, look at our new digital training or search for training materials, you can find what you're looking for all in one place at the CPD Hub.

### **An introduction to the new specifications**

We'll be running events to help you get to grips with our A Level History A qualification.

These events are designed to help prepare you for first teaching and to support your delivery at every stage.

Watch out for details at [cpdhub.ocr.org.uk](https://cpdhub.ocr.org.uk).

To receive the latest information about the training we'll be offering, please register for A Level email updates at [ocr.org.uk/updates](https://ocr.org.uk/updates).



# 1 Why choose an OCR A Level in History A?

## 1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading awarding bodies. Our new A Level in History A course has been developed in consultation with teachers, employers and Higher Education to provide students with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with teachers, employers, and universities to create qualifications that support the needs of all students and help them prepare for their future. We offer A levels, GCSEs, vocational courses, and other academic options to schools, colleges, workplaces, and other organisations.

### Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage learners to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
  - o Delivery Guides
  - o Transition Guides
  - o Topic Exploration Packs
  - o Lesson Elements
  - o ...and much more.
- Access to Subject Advisors to support you through the transition and throughout the lifetimes of the specifications.
- CPD/Training for teachers to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual students or whole schools.

All A level qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's A Level in History A is QN: 601/4701/5.

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

## 1b. Why choose an OCR A Level in History A?

OCR's A Level in History A will include a variety of exciting historical topics with over fifty different units to choose from.

It is our strong desire to ensure that OCR History should captivate the learner and develop a desire within them to continue learning beyond the confines of the classroom.

The main purpose of this qualification is to prepare learners by providing a suitable foundation for the study of history or related courses in Higher Education. A further purpose of this qualification is to prepare learners intending to pursue careers or further study in history, or as part of a general education.

This qualification is designed to foster the development of critical and reflective thinking with an understanding of historical topics and issues; and to encourage an awareness of the importance of historical awareness in explaining contemporary issues.

OCR History A provides a fantastic curriculum to ignite and engage learners' passions and interests. Our content will create independent learners, critical

thinkers and decision-makers – all personal assets that can make them stand out as they progress to Higher Education and/or the workplace.

We have never thought that there is any one 'correct' approach to history as a subject. History is too valuable, and simply too massive – not to mention too controversial – to be limited to a mere handful of approved options. There is no core content in history, and our view is that the logical extension of this is that teachers should have as much professional freedom as possible to approach the subject in their chosen valid way. This specification provides that freedom.

Centres should have the opportunity to deliver the history of pre-colonial non-western civilisations and peoples, for example, as well as British and European history, and should be able to do so with confidence, and so topics are included to encourage centres to look beyond the most commonly taught areas of history.

OCR's A Level in History A has been designed to emphasise knowledge and argument, and to encompass a large range of traditional and new optional topics.

### Learning Aims and Objectives

OCR's A Level in History A will encourage learners to:

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

## 1c. What are the key features of this specification?

Here are some of the key features of OCR's A Level in History A for you and your learners:

- a straightforward specification with detailed guidance to support delivery
- a wide range of content options to meet your centre's expertise, maximising your opportunity to create the most appropriate course for you and your students
- our Specification Creator tool which will enable you to create a bespoke course
- improved support, resources and more teacher guidance
- the first year of this course is co-teachable with our AS level specification.

1

## 1d. How do I find out more information?

If you are already using OCR specifications you can contact us at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not already a registered OCR centre then you can find out more information on the benefit of becoming one at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not yet an approved centre and would like to become one go to: [www.ocr.org.uk](http://www.ocr.org.uk)

Want to find out more?

Ask our Subject Advisors:

Email: [history@ocr.org.uk](mailto:history@ocr.org.uk)

Telephone: 01223 553998

Visit our Online Support Centre at [support.ocr.org.uk](http://support.ocr.org.uk)

Sign up for the e-bulletin: [www.ocr.org.uk/updates](http://www.ocr.org.uk/updates)

## 2 The specification overview

### 2a. Overview of A Level in History A (H505)

Learners must take one unit from each of unit groups 1 to 3 as well as the mandatory non exam assessment unit Y100 Topic based essay.

Content Overview	Assessment Overview	
<b>British period study and enquiry:</b> (unit group 1) Learners study <b>one</b> of the 13 units available, each of which constitutes a substantial and coherent element of British History. The enquiry is a source-based study which immediately precedes or follows the outline period study.	British period study and enquiry (Y101-Y113) 50 marks 1 hour 30 minute paper	<b>25%</b> of total A level
<b>Non-British period study:</b> (unit group 2) Learners study <b>one</b> of the 24 units available, each of which constitutes a coherent period of non-British History.	Non-British period study (Y201-Y224) 30 marks 1 hour paper	<b>15%</b> of total A level
<b>Thematic study and historical interpretations:</b> (unit group 3) Learners study <b>one</b> of the 21 units available. Each unit comprises a thematic study over a period of at least 100 years, and three in-depth studies of events, individuals or issues that are key parts of the theme. Learners will develop the ability to treat the whole period thematically, and to use their detailed knowledge of the depth study topics to evaluate interpretations of the specified key events, individuals or issues.	Thematic study and historical interpretations (Y301-Y321) 80 marks 2 hour 30 minute paper	<b>40%</b> of total A level
<b>Topic based essay:</b> (unit Y100)* ** Learners will complete a 3000–4000 word essay on a topic of their choice, which may arise out of content studied elsewhere in the course. This is an internally assessed unit group. A Title(s) Proposal Form must be submitted to OCR using the Title(s) Proposal tool.	3000–4000 word essay (Y100/03 or 04) Non exam assessment 40 marks	<b>20%</b> of total A level

\*Includes synoptic assessment

\*\*Learners who are retaking a qualification can choose either to retake the non exam assessment unit or to carry forward their mark for that unit. See Section 4d for further details.



## 2b. Content of A Level in History A (H505)

Learners will be required to study a variety of historical topics from a chronological range of at least 200 years, in order to create a qualification that is both broad and coherent. The Specification Creator tool on the OCR website is a quick and easy way of checking that the units chosen create a valid course of study. It is also a valuable mechanism for pointing centres towards appropriate support and building communities of centres teaching the same options. Use of the Specification Creator tool before learners begin to study the course is mandatory in order to ensure that the rules of combination are met.

### Ensuring course coherence

Other than the above restrictions, centres have a free choice over how to combine units in order to maximise the potential to exploit interest, expertise and resources. Coherence can be achieved in many ways, but is guaranteed by the nature of the different unit, the different emphases and approaches which collectively engender an understanding of the nature and purpose of history as a discipline and of how historians work:

- o in unit group 1 a source-based enquiry either sets up or concludes a period study, developing different approaches, but collectively constituting a substantial and coherent element of English or British History
- o in unit group 2 non-British History is studied, with an emphasis on use of knowledge and understanding and judgement
- o in unit group 3 change and continuity over a substantial period of time is studied, with embedded depth studies focusing on interpretations of significant individuals, events, developments etc.
- o the Topic based essay (unit Y100) brings together many of the skills in an independently researched enquiry.

Through their course selection, centres may use the range of units available to enhance coherence. The qualification can be constructed through associations including, but not limited to, those based on chronology, theme (e.g. warfare, religion, conquest/expansion, empire, rebellion/unrest, nation building), geography or diversity. Examples are given in appendix 5c.

### Rules of combination

Learners must take four units as follows:

- Learners must take one unit from each of unit groups 1 to 3.
  - o The combination of three units chosen must meet the '200 year rule' as required by the subject criteria. This means that the earliest date studied in any unit group must be separated by at least 200 years from the latest date studied in any unit group.
- Breadth and coherence is achieved through the structure of the specification and the nature of the units. However, in order to ensure **breadth**, certain restrictions beyond the 200 year rule apply:
  - o learners taking unit Y101 Alfred and the Making of England 871–1016 in unit group 1 cannot also take unit Y302 The Viking Age c.790–1066 in unit group 3
  - o learners taking unit Y106 England 1485–1558 in unit group 1 cannot also take units Y306 Rebellion and Disorder under the Tudors 1485–1603 or Y307 Tudor Foreign Policy 1485–1603 in unit group 3
  - o learners taking unit Y107 England 1547–1603 in unit group 1 cannot also take units Y306 Rebellion and Disorder under the Tudors 1485–1603 or Y307 Tudor Foreign Policy 1485–1603 in unit group 3
  - o learners taking unit Y219 Russia 1894–1941 in unit group 2 cannot also take unit Y318 Russia and its Rulers 1855–1964 in unit group 3.
- Learners must take the mandatory non exam assessment unit Y100 Topic based essay.

All units must be taken in the same series as certification as a 100% terminal rule applies.

To check that the unit combination you have chosen is valid, you **must** use OCR's Specification Creator tool, available from [www.ocr.org.uk](http://www.ocr.org.uk). It is essential that you perform this check. **Centres are reminded that if the combination taken does not meet the rules of combination, as explained above, then learners will not be awarded a grade for the qualification.** For any further advice on valid combinations please contact OCR using [history@ocr.org.uk](mailto:history@ocr.org.uk)

The following pages list the units available in each unit group.

Unit group	Group title	Unit entry code	Title	Historical date	
				Earliest	Latest
Unit group 1	British period study and enquiry	Y101	Alfred and the Making of England 871–1016 (Enquiry topic: Alfred the Great) (This unit cannot be taken in combination with unit Y302 The Viking Age c.790–1066)	871	1016
		Y102	Anglo-Saxon England and the Norman Conquest 1035–1107 (Enquiry topic: Norman England 1087–1107)	1035	1107
		Y103	England 1199–1272 (Enquiry topic: King John 1199–1216)	1199	1272
		Y104	England 1377–1455 (Enquiry topic: Richard II 1377–1399)	1377	1455
		Y105	England 1445–1509: Lancastrians, Yorkists and Henry VII (Enquiry topic: Wars of the Roses 1445–1461)	1445	1509
		Y106	England 1485–1558: the Early Tudors (Enquiry topic: Mid Tudor Crises 1547–1558) (This unit cannot be taken in combination with units Y306 Rebellion and Disorder under the Tudors 1485–1603 or Y307 Tudor Foreign Policy 1485–1603)	1485	1558
		Y107	England 1547–1603: the Later Tudors (Enquiry topic: Mid Tudor Crises 1547–1558) (This unit cannot be taken in combination with units Y306 Rebellion and Disorder under the Tudors 1485–1603 or Y307 Tudor Foreign Policy 1485–1603)	1547	1603
		Y108	The Early Stuarts and the Origins of the Civil War 1603–1660 (Enquiry topic: The Execution of Charles I and the Interregnum 1646–1660)	1603	1660
		Y109	The Making of Georgian Britain 1678–c.1760 (Enquiry topic: The Glorious Revolution 1678–1689)	1678	c.1760
		Y110	From Pitt to Peel: Britain 1783–1853 (Enquiry topic: Peel and the Age of Reform 1832–1853)	1783	1853
		Y111	Liberals, Conservatives and the Rise of Labour 1846–1918 (Enquiry topic: England and a New Century c.1900–1918)	1846	1918
		Y112	Britain 1900–1951 (Enquiry topic: England and a New Century c.1900–1918)	1900	1951
		Y113	Britain 1930–1997 (Enquiry topic: Churchill 1930–1951)	1930	1997

All units in unit group 1: *British period study and enquiry*, are externally assessed (written papers)

Unit group	Group title	Unit entry code	Title	Historical date	
				Earliest	Latest
Unit group 2	Non-British period study	Y201	The Rise of Islam c.550–750	c.550	750
		Y202	Charlemagne 768–814	768	814
		Y203	The Crusades and the Crusader States 1095–1192	1095	1192
		Y204	Genghis Khan and the Explosion from the Steppes c.1167–1405	c.1167	1405
		Y205	Exploration, Encounters and Empire 1445–1570	1445	1570
		Y206	Spain 1469–1556	1469	1556
		Y207	The German Reformation and the rule of Charles V 1500–1559	1500	1559
		Y208	Philip II 1556–1598	1556	1598
		Y209	African Kingdoms c.1400–c.1800: four case studies	c.1400	c.1800
		Y210	Russia 1645–1741	1645	1741
		Y211	The Rise and Decline of the Mughal Empire in India 1526–1739	1526	1739
		Y212	The American Revolution 1740–1796	1740	1796
		Y213	The French Revolution and the rule of Napoleon 1774–1815	1774	1815
		Y214	France 1814–1870	1814	1870
		Y215	Italy and Unification 1789–1896	1789	1896
		Y216	The USA in the 19th Century: Westward expansion and Civil War 1803–c.1890	1803	1890
		Y217	Japan 1853–1937	1853	1937
		Y218	International Relations 1890–1941	1890	1941
		Y219	Russia 1894–1941 (This unit cannot be taken in combination with unit Y318 Russia and its Rulers 1855–1964)	1894	1941
		Y220	Italy 1896–1943	1896	1943
		Y221	Democracy and Dictatorships in Germany 1919–1963	1919	1963
		Y222	The Cold War in Asia 1945–1993	1945	1993
		Y223	The Cold War in Europe 1941–1995	1941	1995
		Y224	Apartheid and Reconciliation: South African Politics 1948–1999	1948	1999

All units in unit group 2: *Non-British period study*, are externally assessed (written papers)

Unit group	Group title	Unit entry code	Title	Historical date	
				Earliest	Latest
Unit group 3	Thematic study and historical interpretations	Y301	The Early Anglo-Saxons c.400–800	c.400	800
		Y302	The Viking Age c.790–1066 (This unit cannot be taken in combination with unit Y101 Alfred and the Making of England 871–1016)	c.790	1066
		Y303	English Government and the Church 1066–1216	1066	1216
		Y304	The Church and Medieval Heresy c.1100–1437	c.1100	1437
		Y305	The Renaissance c.1400–c.1600	c.1400	c.1600
		Y306	Rebellion and Disorder under the Tudors 1485–1603 (This unit cannot be taken in combination with units Y106 England 1485–1558: the Early Tudors or Y107 England 1547–1603: the Later Tudors)	1485	1603
		Y307	Tudor Foreign Policy 1485–1603 (This unit cannot be taken in combination with units Y106 England 1485–1558: the Early Tudors or Y107 England 1547–1603: the Later Tudors)	1485	1603
		Y308	The Catholic Reformation 1492–1610	1492	1610
		Y309	The Ascendancy of the Ottoman Empire 1453–1606	1453	1606
		Y310	The Development of the Nation State: France 1498–1610	1498	1610
		Y311	The Origins and Growth of the British Empire 1558–1783	1558	1783
		Y312	Popular Culture and the Witchcraze of the 16 <sup>th</sup> and 17 <sup>th</sup> Centuries	16 <sup>th</sup> Century	17 <sup>th</sup> Century
		Y313	The Ascendancy of France 1610–1715	1610	1715
		Y314	The Challenge of German Nationalism 1789–1919	1789	1919
		Y315	The Changing Nature of Warfare 1792–1945	1792	1945
		Y316	Britain and Ireland 1791–1921	1791	1921
		Y317	China and its Rulers 1839–1989	1839	1989
		Y318	Russia and its Rulers 1855–1964 (This unit cannot be taken in combination with unit Y219 Russia 1894–1941)	1855	1964
		Y319	Civil Rights in the USA 1865–1992	1865	1992
		Y320	From Colonialism to Independence: The British Empire 1857–1965	1857	1965
		Y321	The Middle East 1908–2011: Ottomans to Arab Spring	1908	2011

All units in unit group 3: *Thematic study and historical interpretations*, are externally assessed (written papers)



## Non exam assessment

Unit code	Title
Y100	Topic based essay

This unit is internally assessed by centres and externally moderated by OCR. There is a choice of moderation methods. See section 4 for further details.

Learners who are retaking the qualification can choose either to retake the non exam assessment unit or to

carry forward their mark for that unit. See Section 4d for further details.

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## 2c. Content of unit group 1: British period study and enquiry (Units Y101 to Y113)

### Introduction to unit group 1

Centres should choose one unit from the thirteen available in unit group 1.

2

Each unit has two elements: a Period Study and an Enquiry. The Enquiry element either precedes or continues the Period Study element so as to provide increased coherence and coverage of the chosen period of British history.

The Period Study element of the unit is assessed by essays, which will allow learners to develop their use and understanding of historical terms, concepts and skills. The length of the periods studied will encourage learners to develop their interest in, and understanding of, important developments. The topics available in the units in this group will enable learners to ask significant questions about important issues. They are sufficiently broad and balanced to ensure both coherence and variety and have sufficient chronological range to provide for the study of continuity and change, which allows analysis of causes and consequences within the periods.

The addition of the Enquiry element to either the beginning or end of the period will ensure that learners do not have a borehole approach to their study, but will be able to see change and developments, and make substantiated judgements, over a substantial length of time, so that they can see issues in a wider perspective. The Enquiry topic areas include the study of significant individuals, societies, events and issues. They also include a range of different historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social and technological.

The nature of the examination will require learners to demonstrate an understanding of the key historical terms and concepts relevant to the period studied. The questions relating to the Period Study element will require learners to recall, select and deploy

appropriate knowledge and communicate this clearly and effectively. Learners will be expected to demonstrate abilities to explain, assess, analyse and consider the relationships between key features of the period studied in order to reach substantiated judgements. All responses will require judgements, and at the top level will be more analytical with judgements more effectively substantiated than similar questions set at AS Level. This is ensured by a more demanding top level to the generic mark scheme.

In the Enquiry element, the focus will be on the critical use of evidence in investigating and assessing historical questions, problems and issues. The link with the Period Study will make it easier for teachers to provide the historical background, context and awareness of how their option is located within the longer term developments of the topic. The focus of the questions may be on depth of one Key topic or breadth, using parts of several key topics for the evaluation of a theme. Each Enquiry topic is of sufficient length to provide a coherent and worthwhile study within the overall period. Each provides a range of perspectives affecting individuals, societies and groups and will enable learners to analyse and evaluate different interpretations and representations of the past through contemporary perspectives. The critical evaluation of sources will be central to this element, with all marks awarded against AO2. The sources selected for examination will be a range of types of written sources, contemporary to the period. Learners will always have to analyse and evaluate **four** sources, answering **one** question which sets the sources in their historical context. The complexity of this task thus represents differentiation from AS, where fewer sources are analysed and shorter-answer questions are set. Sources will be fully attributed and only edited for accessibility. Learners' knowledge of the historical context will only be credited insofar as it is used to analyse and evaluate the sources in relation to the question set.

## Unit Y101: Alfred and the Making of England 871–1016

### Enquiry Topic: Alfred the Great

Key Topics	Content Learners should have studied the following:
<b>Alfred and the Vikings</b>	Alfred's position in 871; the defence of Wessex; the threat of the Great Heathen Army (865–878), Alfred's refuge at Athelney and defeat of the Great Heathen Army, terms of peace, the capture of London (886); reorganisation of the army and navy; reasons for and extent of military success (leadership, strategy, tactics, resources-reorganisation of the army and navy, logistics, chance); return of the Vikings in the 890s.
<b>Alfred and the governance of England</b>	Administrative reforms and establishment of unity in Alfred's territory; the creation of <i>burhs</i> (origins, functions, growth, consequences); the <i>Burghal Hidage</i> , examples of <i>burhs</i> including Winchester, Oxford, Chichester and Wareham; the links between <i>burhs</i> and local economies; Alfred's law code; England at the time of Alfred's death; Alfred as 'King of the English'.
<b>The revival of literacy and learning: the Alfredian Renaissance</b>	Court intellectuals and the programme for learning; the connection between learning, religion and defeat of the Vikings; the role of writings and translations (including Bede's <i>Ecclesiastical History</i> ); the role of Asser; Latin education for priests; the use of literature as propaganda.

**British Period Study: The Making of England 899–1016**

Key Topics	Content Learners should have studied the following:
<b>Edward the Elder 899–924</b>	The avoidance of dynastic feuds; the challenge of Scandinavian settlement and migration from Denmark; the campaigns of Edward and Aethelflaed (the ‘conquest of the Danelaw’); the ‘submission’ of the Welsh kings (918), the Scottish king (923) and Raegnald (920); the threat of the Norwegians from Ireland (including Raegnald); the extent of Edward’s power in 924.
<b>Athelstan 924–939</b>	The capture of York 927; relations with Scotland (including the battle of Brunanburh, 937); continued problems with the Vikings; connections with the Continent (including Flanders, France, Germany and Norway); government and administration (role of magnates and ealdorman; changes in the nature of the court and royal council); Athelstan’s legal codes (II and VI).
<b>Edmund 939–946, Eadred 946–955 and Edgar 957–975</b>	The return of the Vikings (including Olaf Guthfrithson as King of York); the recovery of the northern Danelaw; the taking of Strathclyde; Edmund as liberator of the Danes; Eadred’s struggles with Eric Bloodaxe and Olaf Sihtricson and Eadred’s invasion of Northumbria; Edgar’s reforms: legal codes, charters, the role of the Witan, improvements in local government and administration, coinage; Edgar’s patronage of new monasteries and monastic reform, developments in Church art and architecture; Edgar’s coronation as King of all England 973.
<b>Aethelred 978–1016</b>	The crisis over the new monasticism; the murder of Edward the Martyr (978); the return of the Vikings: the influence of Danish royalty, the treaty of 991 with Richard, Duke of Normandy, the battle of Maldon, tribute, divisions within the English nobility, the role of Viking leaders (including Sweyn, Thorkell and Cnut); the legislation of Aethelred (including the ‘10’ legal codes, monetary law, the role of the ‘jury’); cultural developments (including the Church and education, the roles of Wulfstan and Aelfric, Aethelweard’s translation of the Chronicle).



**Unit Y102: Anglo-Saxon England and the Norman Conquest 1035–1107**
**British Period Study: Anglo-Saxon England and the Norman Conquest 1035–1087**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>Anglo-Saxon England 1035–1066</b>	England in 1035; the consequences of Cnut's death (1035); instability resulting from the continuation of Danish influence (Harold I 1035–1040 and Harthacnut 1040–1042); Edward's upbringing, the problems he faced and leadership qualities; Edward's policies (taxation, law and order, government and administration, military organisation); Edward's Norman connections; the importance of the Godwin family (Earl Godwin, Edward's marriage to Edith, the crisis of 1051–1052, Harold Godwinson and his brothers); the succession crisis including the claim of Harald Hardrada.
<b>William of Normandy's invasion and the Battle of Hastings 1066</b>	William of Normandy's invasion preparations; Hardrada's invasion, Fulford Gate and the Battle of Stamford Bridge; the Norman landings in Hastings and Harold's response; the course and outcome of the Battle of Hastings; reasons for William's victory (leadership skills, strategy, tactics, resources, logistics, chance); William's march through the south; William's coronation.
<b>William I and the consolidation of power</b>	William's departure in 1067; the imposition of Norman rule; the suppression of rebellions (including, Exeter 1067, Edwin and Morcar 1068 and the North 1069–1070 Hereward the Wake); the Harrying of the North; castle building (motives, techniques, effectiveness); the establishment of and challenges from a new elite; threats from Scotland, Norway.
<b>William I and the government and administration of England</b>	Change and continuity in government and administration during the reign of William I; the fate of Anglo-Saxon earls; the role of Norman barons and knights; relations between the crown and the Church; military organisation; change in urban and rural areas; Domesday Book.

Enquiry Topic: Norman England 1087–1107	
Key Topics	Content Learners should have studied the following:
<b>William II ‘Rufus’ and the consolidation of power and government</b>	Dispute over the Conqueror’s inheritance; William’s relationship with Robert; rebellion from the Norman barons (1088 and 1095); the role of Odo of Bayeux; William’s diplomacy in Scotland (King Malcolm, homage, the treaty of 1091, Malcolm’s death); the Northumbrian campaigns (1092 and 1094); William’s invasion of Wales (1095 and 1097); Ranulf Flambard and government.
<b>William II ‘Rufus’ and the Church</b>	William’s attitude towards the Church; the trial of William of Saint-Calais (1088); William’s relationship with the papacy, including Urban II; the appointment of and relationship with Anselm as Archbishop of Canterbury (1093); the Council of Rockingham (1095); the spread of monasticism, including the Augustinians.
<b>The death of William II ‘Rufus’ and the succession of Henry to 1107</b>	William’s return to England in 1099; negotiations with Duke William IX of Aquitaine; Robert’s return from the Crusade; the event of William’s death (2 August 1100 hunting trip); circumstances of William’s death; Henry I as the beneficiary of William’s death.

Unit Y103: England 1199–1272	
Enquiry Topic: King John 1199–1216	
Key Topics	Content Learners should have studied the following:
John and Normandy	The securing of the Angevin inheritance; peace with Philip; the importance of John's marriage to Isabelle of Angoulême; the murder of Arthur; the fall of Château Gaillard (1204); noble support for Philip; distrust of John; the loss of Normandy and its impact; financial problems and their impact on his ability to wage war.
The Baronial Rebellion of 1215	The government of England 1204–1212; John's presence in England; patronage; efforts to regain the Angevin inheritance, Poitou (1206), Bouvines (1214); financial demands; feudal rights; royal justice; treatment of barons; the role of the 'Northerners' 1212–1213; the course of the rebellion; The 'Articles of the Barons' and Magna Carta; the significance of Magna Carta; the resumption of war.
John and the Church	John's relationship with the English Church, and Papacy, exploitation of the Church, the role of Stephen Langton, John and Innocent III; the Interdict, its impact on John's kingship, the impact of excommunication; the end of the Interdict and England as a Papal fief; the quashing of Magna Carta by the Pope.
British Period Study: England 1216–1272	
Key Topics	Content Learners should have studied the following:
The minority and early years of the reign of Henry III 1216–1232	Henry's succession; Regency and Council, the role of William the Marshal in government; the settlement after 1215; rebellion in the 1220s; the roles of Hubert de Burgh and Peter des Roches in government; war with France (1230); Rebellion of 1232, causes and results.
Henry's rule 1232–1258	Personal rule; Henry's marriage and its impact; Henry's piety; the nature of Henry's kingship, his use of imagery, and imperial vision; policy towards the Jews; government in the localities; causes of growing unpopularity by 1258 including war with France (1242), the Lusignans, rebellion in Gascony; the problem of Crusading and the Sicilian affair.
Political Crisis 1258–1263	The changes and coup of 1258; the expulsion of the Poitevins; the judicial inquiry and duties imposed on knights of the shire; the Provisions of Oxford; the crisis of 1260; the papal dispensation; Henry regains the initiative 1261–1262; dissension and chaos in the Welsh Marches 1262–1263.

**Simon de Montfort, civil war and reconstruction 1263–1272**

De Montfort's seizure of power (1263); the emergence of Lord Edward; second Barons' War; Battle of Lewes and results (1264) the form of government of June 1264; the threat of invasion, the parliament of 1265; Battle of Evesham and results (1265); Dictum of Kenilworth; reconstruction and recovery after Civil War; parliament, legislation and financial developments, including the subsidy of 1269–1270.

Unit Y104: England 1377–1455	
Enquiry Topic: Richard II 1377–1399	
Key Topics	Content Learners should have studied the following:
Richard II's minority 1377–1380	England in 1377; Coronation of Richard II; Rule of the Councils; the influence and role of John of Gaunt; the renewal of war with France; the parliament of 1377, financial problems and the Poll Tax of 1377; the parliament of 1378 and Wycliffe; the end of the Councils.
Personal Rule 1380–1388	Richard's concept of monarchy; the causes, events and results of the Peasants' Revolt; Richard's quarrel with Gaunt; the influence of de la Pole and de Vere; war with France and Scotland 1385–1386; the Wonderful Parliament and the impeachment of Chancellor Pole (1386); the Lords Appellant and their rule; the Merciless Parliament (1388).
Personal Rule and overthrow 1388–1399	The return of Gaunt and stability 1388–1397; Quarrel with London (1392); death of Queen Anne (1394) and impact, Richard II's purge (1397), arrest of Warwick, Arundel and Gloucester; the parliament of 1397; the parliament of 1398; Richard II's 'tyranny'; the return and aims of Henry Bolingbroke; Richard II's overthrow (1399).
British Period Study: England 1399–1455	
Key Topics	Content Learners should have studied the following:
The reign of Henry IV	Henry Bolingbroke's claim to the throne; the problem of Richard; plots, rebellions and assassination attempts, including the Epiphany Rising (1400), Glyndwr Rising (1400–1415), Percy Rebellion (1402–1408); foreign relations; finances and relations with parliament; the problem of Lollardy; Henry IV's illness and factional struggles.
The domestic rule of Henry V	The restoration of order and royal authority; the parliament of 1413; anti-clerical developments, causes, nature and reasons for the growth of Lollardy, the Oldcastle Rebellion (1414) and its impact; the burning of John Badby; the Leicester Parliament; the Southampton Plot (1415); developments in Government.
War with France 1399–1453	Reasons for the renewal of war with France; relations with France under Henry IV; the campaign of 1415 and Agincourt; command of the seas and relief of Harfleur; the campaign of 1417–1420 and the Treaty of Troyes (1420); the 1421 campaign; French revival under Joan of Arc; desertion of Burgundy; French recovery, the loss of Normandy and Gascony and the Battle of Castillon (1450–1453); the impact of the war on English domestic politics.

## **The minority of Henry VI and the origins of the Wars of the Roses**

The plan for a minority; Gloucester as the Protector; Gloucester and Beaufort; the preservation of royal authority during the minority; domination of Suffolk; Act of Resumption (1450); Cade's Rebellion (1450); return of Richard of York; Henry VI's insanity and the rule of England 1453–1455.

**Unit Y105: England 1445–1509: Lancastrians, Yorkists and Henry VII**
**Enquiry Topic: Wars of the Roses 1445–1461**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>The Outbreak of the Wars 1445–1450</b>	The Government of England c.1445; the growth of opposition, the issue of taxation, Henry VI's advisors, patronage, Cade's rebellion (1450); Henry's illness (1453–1455); the problem of the nobility; Somerset and York; failure in France to 1450 and its impact on Government.
<b>The early actions of Richard, Duke of York</b>	York's return from Ireland (1450); York's attempted coup (1452); reaction to the birth of Henry's heir (1453); York's first Protectorate (1454); York's removal from the Protectorate; York's response to the actions of Margaret of Anjou and the second Protectorate (1455).
<b>War and the defeat of Richard, Duke of York</b>	Battle of St Albans (1455); capture of Henry VI; restoration of York to Protectorate; Government of Margaret of Anjou; the role of Neville; the 'love-day' (1458); flight of the Yorkists; 'Parliament of the Devils'; Battle of Northampton (1460); York as heir; death of York (1460) and Edward's claim to the throne.
<b>British Period Study: England 1461–1509</b>	
<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>Edward IV's first rule and the crisis of 1470–1471</b>	Edward IV's management of the government; Edward's relations with the nobility; unrest; marriage to Elizabeth Woodville including the Earl of Warwick; relations with France; Edward's fall from power and the restoration of Henry 1470–1471 including the role of Margaret of Anjou.
<b>Edward IV and Richard III 1471–1485</b>	Edward IV's management of government; relations with the nobility; finances; Richard III's accession; claim to the throne, the Princes in the Tower, the removal of the Woodvilles and Hastings; the Buckingham rebellion; government under Richard III, policy towards the nobility; defeat by Henry Tudor and reasons for his overthrow.
<b>Henry VII's rule in England 1485–1509</b>	Henry's claim to the throne; Yorkist opposition, Lovel, Stafford and Suffolk, the Pretenders, Simmel and Warbeck; relations with the nobility, rewards and punishments; royal finances and their administration, opposition to taxation in Yorkshire and Cornwall; administration, the personnel, Councils, local government and parliament.
<b>Henry VII's foreign policy 1485–1509</b>	England's position in Europe in 1485, Henry VII's aims; relations with Burgundy, France, Scotland and Spain; treaties of Medina del campo, Redon, Etaples and Ayton; marriage negotiations; trade agreements, including Magnus Intercursus and Malus Intercursus.



## Unit Y106: England 1485–1558: the Early Tudors

### British Period Studies: England 1485–1547

Key Topics	Content Learners should have studied the following:
<b>The government of Henry VII and threats to his rule</b>	Henry's claim to the throne; Yorkist opposition, Lovel, Stafford and Suffolk, the Pretenders, Simnel and Warbeck; relations with the nobility, rewards and punishments; royal finances and their administration, opposition to taxation in Yorkshire and Cornwall; administration, the personnel, Councils, local government and parliament.
<b>Henry VII's foreign policy</b>	England's position in Europe in 1485, Henry VII's aims; relations with Burgundy, France, Scotland and Spain; treaties of Medina del campo, Redon, Etaples and Ayton; marriage negotiations; trade agreements, including Magnus Intercursus and Malus Intercursus.
<b>Henry VIII and Wolsey</b>	Henry VIII's personality; his role in government to 1529; aims and policies in foreign affairs to 1529, Wolsey's role in foreign affairs; Wolsey's administration of government, finances, law and social reforms; the Church and its condition under Wolsey; the divorce and Wolsey's fall.
<b>The reign of Henry VIII after 1529</b>	Religious change and opposition, religious legislation in the 1530s and 1540s, the Dissolution of the Monasteries, the Pilgrimage of Grace; the rise and fall of Thomas Cromwell; the extent of Henry VIII's role in government in the 1540s; faction in 1540s; foreign policy in the 1540s, war with France and Scotland and its impact.
<b>Enquiry Topic: Mid Tudor Crises 1547–1558</b>	
Key Topics	Content Learners should have studied the following:
<b>The stability of the monarchy</b>	Issues of Edward VI's age and Mary Tudor's gender, marriage of Mary Tudor and Philip; the Devise for the succession in 1553 and the succession in 1558; faction and its impact during the rule of Somerset and Northumberland; factional conflict between Paget and Gardiner under Mary.
<b>Religious changes</b>	The religious and ecclesiastical policies 1547–1558; legislation, including the Prayer Books and Acts of Uniformity and the extent and results of religious change under Edward and Mary; support for, and opposition to, the religious changes at a local level including unrest, attitudes to Marian policies, Catholic restoration and persecution.
<b>Rebellion and unrest</b>	Causes and nature of rebellion and unrest; the rebellions of 1549 (Western and Kett), 1553 (Lady Jane Grey) and 1554 (Wyatt); social and economic developments, including inflation, poverty, price rise and enclosure and their link to unrest.

**Unit Y107: England 1547–1603: the Later Tudors**
**Enquiry Topic: Mid Tudor Crises 1547–1558**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>The stability of the monarchy</b>	Issues of Edward VI's age and Mary Tudor's gender, marriage of Mary Tudor and Philip, the Devise and succession in 1553 and the succession in 1558; faction and its impact during the rule of Somerset and Northumberland; factional conflict between Paget and Gardiner under Mary.
<b>Religious changes</b>	The religious and ecclesiastical policies 1547–1558; legislation, including the Prayer Books and Acts of Uniformity and the extent and results of religious change under Edward and Mary; support for, and opposition to, the religious changes at a local level including unrest, attitudes to Marian policies, Catholic restoration and persecution.
<b>Rebellion and unrest</b>	Causes and nature of rebellion and unrest; the rebellions of 1549 (Western and Kett), 1553 (Lady Jane Grey) and 1554 (Wyatt); social and economic developments, including inflation, poverty, price rise and enclosure and their link to unrest.
<b>British Period Study: Elizabethan England</b>	
<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>Elizabeth and religion</b>	The religious situation and problems in 1558; the foreign situation and its impact on religious developments; the Elizabethan Religious Settlement; the Puritan challenge and aims, support for Puritanism, the influence of Puritan leaders, attempts to change the church, the MP's tactics, separatism; the attitude of Elizabeth's archbishops; the Catholic threat and its nature, the increased threat after 1568, government reaction, the Northern Rebellion (1569), Papal excommunication (1570), Mary Queen of Scots, plots, seminary priests, Jesuits; the problems facing Catholics 1558–1589.
<b>The nature of the Elizabethan Monarchy, Government and Parliament</b>	The role of the court, ministers and Privy Council, including the role and influence of William Cecil; Elizabeth's use and management of faction; the role of gender; the roles of the House of Commons and Lords; Parliament's relationship with the Queen; the attitudes of Elizabeth, the Privy Council and Parliament to the issues of marriage, succession and parliamentary privilege; the impact of marriage and succession on domestic and foreign affairs; the impact of Mary Queen of Scots and James VI.

<b>Elizabeth's management of financial, economic and social affairs</b>	The financial and economic situation in 1558; sources of crown income; the problem of inflation; methods of raising finances; ordinary revenue, parliamentary taxation; methods of reducing costs, financial administration, the impact of war; overseas trade; the issue of purveyances and monopolies; the Statute of Artificers, poverty and the poor law.
<b>Elizabethan later years 1588–1603</b>	The defence of the royal prerogative, relations with Parliament; the domestic effects of war with Spain; economic and social problems, harvests and the impact of rising prices, local unrest, food riots, the Oxfordshire rising; the Irish rebellion, Essex's rebellion; Elizabeth's reputation in this period.

**Unit Y108: The Early Stuarts and the Origins of the Civil War 1603–1660**
**British Period Study: The Early Stuarts 1603–1646**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>James I and Parliament</b>	James I and Divine Right; James I and his financial problems, inherited problems, the inadequacy of royal finances, James I and his extravagance, financial disputes, the Great Contract; James I and foreign policy, his aims and reactions to the policy in Parliament, peace with Spain (1604), England and the Thirty Years War, the Spanish Match.
<b>James I and religion</b>	The religious situation in 1603; the Anglican Church and Puritanism; the Hampton Court Conference (1604), the development of Arminianism, the growth of Puritan opposition; James' attitude to Catholics; the Gunpowder Plot; the impact of Catholicism on policies.
<b>Charles I 1625–1640</b>	Charles' aims and problems in 1625; relations with Parliament and the impact of foreign policy; financial problems, Buckingham; the dissolution of parliament in 1629; Personal Rule and the reasons for embarking on Personal Rule, financial policies and the reactions to them, Laud's religious policies and the reaction to them; Wentworth and the policy of Thorough in England and Ireland, Scotland and the Bishops' Wars, the breakdown of Personal Rule.
<b>Charles I and the victory of Parliament 1640–1646</b>	The Short and Long Parliaments; the aims and policies of Charles and the opposition; the crises of 1640–1642, including Pym, dismantling of prerogative government, divisions over reform of the Church, the impact of the Irish Rebellion, the Grand Remonstrance, the Five Members; the outbreak of Civil War; Royalists and Parliamentarians (strengths and weaknesses), the course and outcome of the First Civil War, the formation of the New Model Army, the development of neutralism.

Enquiry Topic: The Execution of Charles I and the Interregnum 1646–1660	
Key Topics	Content Learners should have studied the following:
<b>The failure to achieve a settlement 1646–1649</b>	Negotiations with Charles I; the role of Oliver Cromwell, the Scots and the army; the emergence and growth of radicalism, the Leveller debate and the reaction to them; the Second Civil War; religious issues; Pride's Purge; the trial and execution of Charles I.
<b>Commonwealth and Protectorate</b>	Religious and political issues, the rule of the Rump Parliament 1649–1653, its achievements and dismissal; the Parliament of the Saints (Barebones); the Instrument of Government; Cromwell as Lord Protector, royalist plots, the offer of the throne, the role of the army; the rule of the Major Generals; Cromwell in Ireland; death of Oliver Cromwell.
<b>The Restoration of Charles II</b>	Richard Cromwell; the role of the army and General Monck in the Restoration; the Convention Parliament; Charles II's actions, the Declaration of Breda; proclamation of Charles as king and the reaction to his return.

**Unit Y109: The Making of Georgian Britain 1678–c.1760**
**Enquiry Topic: The Glorious Revolution 1678–1689**

Key Topics	Content Learners should have studied the following:
<b>The last years of Charles II 1678–1685</b>	England in 1678, Shaftesbury and opposition, the succession issue and the Exclusion Crisis, dissolution of the Oxford Parliament; extent of Charles' power 1681–1685, financial weakness, bureaucracy, gentry and local government, the judiciary, control over boroughs, <i>quo warranto</i> proceedings; the Rye House Plot; Tory power and Whig weakness 1681–1685; the Anglican Church in 1685.
<b>James II 1685–1688</b>	James' aims; James' accession and first year, the 1685 elections, reassurances to Protestants; Argyll and Monmouth Rebellions, the Bloody Assizes; James' attempts to win non-conformist support, James' use of dispensing power, attempts to pack parliament, remodelling of corporations; James and the Catholics, Declarations of Indulgence; Seven Bishops Trial; birth of an heir.
<b>The Glorious Revolution of 1688–1689</b>	The crisis of 1688, invitation to William; William's decision to invade; James' actions; defeat and departure of James; the Convention Parliament; the offering of the crown to William and Mary.

**British Period Study: The Making of Georgian Britain 1689–c.1760**

Key Topics	Content Learners should have studied the following:
<b>The Revolutionary Settlement and politics 1689–1714</b>	The political and religious settlement 1689–1701 under William and Mary, including the Bill of Rights, Toleration, Triennial, Licensing, Mutiny Acts and Act of Settlement; Queen Anne, personality and internal policies, Whigs and Tories; the Marlborough-Godolphin ministry, the Harley ministry, different views of war; the Scottish settlement; the Union with Scotland 1707.
<b>Aspects of Politics 1714–1780</b>	Tory eclipse and defeats; Jacobitism, the '15 and the '45; Walpole 1721–1745, the South Sea Bubble and financial policies; parliamentary management and patronage; relations with George I and II and Queen Caroline; religious policies and the Indemnity acts, Excise Bill 1733; War and Parliamentary defeats 1741–1742; calls for reform in the reign of George III: the growth of radicalism, Wilkes; Wyvill and the County Associations.
<b>Social and economic developments c.1700–1780</b>	The evangelical revival; the emergence and growth of Methodism, Wesley and the reasons for his appeal; population growth, the growth of trade and early industrial developments; finance; financial settlement (Bank of England 1694), National Debt and commercial growth; urban development and problems, including crime; urban unrest, including the Porteous Riots and the Gordon Riots.
<b>Foreign policy 1689–1763</b>	William III's foreign policy, the Nine Years War 1689–1697 and the Peace of Ryswick; Grand Alliance and the War of the Spanish Succession, 1702–1714 (and the Treaty of Utrecht 1713); Hanover and the foreign policies of George I and II; Walpole's policies 1721–1745 (peace, commerce, treaties, relations with France, Austria and Spain – War of Jenkins' Ear with Spain 1739 and war with France 1744); Pitt the Elder and the Seven Years War.



Unit Y110: From Pitt to Peel 1783–1853	
British Period Study: British Government in the Age of Revolution 1783–1832	
Key Topics	Content Learners should have studied the following:
Pitt the Younger	Royal support, the 1784 election; reform of finance and administration; trade; the impact of the French Revolution; radical threats; Whig splits 1790–1794; anti-radical legislation 1794–1801.
Lord Liverpool and the Tories 1812–1830	Liverpool and the radical challenge 1812–1822, the Corn Law 1815, Peterloo, government policy on law and order, the Gagging Acts and the Six Acts 1819. Tory governments 1815–1830; Liverpool, Canning and Wellington as Prime Ministers; Huskisson on trade and finance; Peel at the Home Office; repeal of the Combination Laws and Test and Corporation Acts; Roman Catholic Emancipation.
Foreign Policy 1783–1830	Ending isolation 1783–1789; French Revolution to 1793; Pitt as War Minister 1793–1806 (Blue water strategy, Coalitions, Peace of Amiens); War with Napoleon – blockades, coalitions and the Peninsular campaign; Castlereagh 1812–1822 (Vienna Settlement, Congress diplomacy), Canning 1822–1827 (Holy Alliance, Spain, Portugal, Latin America and the Greek Question to 1830).
Parliamentary reform and the Great Reform Act 1832	Whigs and Tory attitudes to reform 1783–1830; early reform attempts 1785–1830; reasons for parliamentary reform 1828–1830, extent of popular discontent 1830–1832, the aims and terms of the 1832 Act.

**Enquiry Topic: Peel and the Age of Reform 1832–1853**

Key Topics	Content Learners should have studied the following:
<b>Peel and the Conservative party 1832–1846</b>	Peel as party leader and prime minister 1834–1846, including the Tamworth Manifesto, elections and organisation to 1841; government 1841–1846, finance and the economy including the budgets, income tax, banking, tariff reform and the sugar duties, business reform (companies and railways); the Anti-Corn Law League, the Corn Laws, Peel and the reasons for their repeal, the debate over the Corn Laws and Peel's fall from power.
<b>Peel and social reform 1832–1846</b>	Children: the family and the impact of the Factory Acts 1833–1846: pauper apprentices and child labour, opposition to measures taken to protect children, pressures leading to change (Royal Commission on Factory Reform 1833, Mines Act 1842, Graham's Factory Act); the question of poverty: pressures leading to change in the Old Poor Law 1815–1834 (the Royal Commission 1832, Chadwick, the attitudes of government), the New Poor Law 1834–1847 (workhouses, opposition, the Anti-Poor Law League); the condition of Ireland: Peel's approach to land issues, university reform, the crisis over Maynooth and the famine.
<b>Peel and pressure groups</b>	Trade Unions and the GNCTU; the Tolpuddle Martyrs: reasons for the emergence of Chartism, support for Chartism, the methods and leadership of Chartism, government attitudes and the impact of Chartism 1837–1848.

**Unit Y111: Liberals, Conservatives and the Rise of Labour 1846–1918**
**British Period Study: Liberals, Conservatives and the Rise of Labour 1846–1902**

Key Topics	Content Learners should have studied the following:
<b>Whigs to Liberals</b>	The repeal of the Corn Laws and its impact on the Whigs, Peelites and Conservatives; the roles and influence of Palmerston, Gladstone and the Radicals in the emergence of the Liberal party; the reasons for the emergence of the Liberal party; the impact of foreign affairs on Britain and in the emergence of the Liberal party including 1848, Don Pacifico, the Crimean War, the Italian Wars of Unification.
<b>Gladstonian Liberalism</b>	The ideas and policies of Gladstonian Liberalism: support for free trade <i>laissez faire</i> and administrative competence; attitudes to Ireland and foreign policy; appeal to different social groups; the ‘People’s William’; domestic reforms (including Ireland); the reasons for and impact of reforms; the roles of Gladstone and his colleagues; reasons for defeat in 1874.
<b>Disraelian Conservatism</b>	The ideas and policies of Disraelian Conservatism; the effects of the defeat of Peel on the Conservative party; the leadership of Derby; mistrust and political qualities of Disraeli; his support for constitutional reform; the aims and importance of the 1867 Reform Act and reasons for defeat in 1868; One Nation Conservatism: the creation of Tory democracy; support for the monarchy, the Church of England and the aristocracy; belief in security at home; attitudes to Empire and British Interests abroad; domestic reforms and foreign and imperial policies of the 1874–1880 ministry, including their impact; the roles of Disraeli and his colleagues; reasons for defeat in 1880.
<b>Late Victorian politics: Gladstone and Salisbury until 1902</b>	Gladstone’s three ministries of 1880–1885, February–July 1886 and 1892–1895; domestic, imperial and foreign policy; Ireland and the failure of Home Rule (including the Gladstone–Chamberlain split of 1886); Gladstone’s impact on late Victorian politics; Salisbury’s ministries of 1885–1892 and 1895–1902; domestic, imperial and foreign policy; organisational changes within the party, including the Primrose League (1883); Liberal Unionism; Social Reform (education, housing and land); Policy towards Ireland; the Boer War.

<b>Enquiry Topic: England and a New Century c.1900–1918</b>	
<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>Political issues c.1900–1914</b>	England in 1900; The Conservative government under Balfour 1902–1905; reasons for the Liberal landslide; the origins and development of the Labour Party and the Trade Unions from 1893 to 1914; constitutional crisis, causes, course and results; the issue of women's suffrage 1906–1914; problems in Ireland 1910–1914; Trade Unions and problems of industrial unrest.
<b>Social issues 1900–1918</b>	The development of ideas of new liberalism, including the role of Lloyd George and Churchill; the debate over poverty (Booth, Rowntree and Galt) and the debate over national efficiency; education and young people: the acts of 1902, 1906 and 1918, school measures, the Children's Charter; Old Age pensions; National Insurance; measures to protect workers.
<b>Britain at war 1914–1918</b>	Attitudes to war; the impact of war on the Home Front; political developments during the war: the coalition of 1915, the creation of the Lloyd George Coalition; the splits in the Liberal Party and their importance; the development of the Labour Party and its Constitution of 1918; the role of women in the war, and the extension of the franchise in 1918.

**Unit Y112: Britain 1900–1951****Enquiry Topic: England and a New Century c.1900–1918**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>Political issues c.1900–1914</b>	England in 1900; The Conservative government under Balfour 1902–1905; reasons for the Liberal landslide; the origins and development of the Labour Party and the Trade Unions from 1893 to 1914; constitutional crisis, causes, course and results; the issue of women's suffrage 1906–1914; problems in Ireland 1910–1914; Trade Unions and problems of industrial unrest.
<b>Social issues 1900–1918</b>	The development of ideas of new liberalism, including the role of Lloyd George and Churchill; the debate over poverty (Booth, Rowntree and Galt) and the debate over national efficiency; education and young people: the acts of 1902, 1906 and 1918, school measures, the Children's Charter; Old Age pensions; National Insurance; measures to protect workers.
<b>Britain at war 1914–1918</b>	Attitudes to war; the impact of war on the Home Front; political developments during the war: the coalition of 1915, the creation of the Lloyd George Coalition; the splits in the Liberal Party and their importance; the development of the Labour Party and its Constitution of 1918; the role of women in the war, and the extension of the franchise in 1918.

<b>British Period Study: Britain c.1918–1951</b>	
<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>British politics 1918–1929</b>	The result of, and reasons for, the outcome of the 1918 election; the decline of the Liberal party to 1924; Lloyd George's coalition, policies and reasons for fall; the 1923 election and its significance; the first Labour government 1924, MacDonald's aims, domestic reforms, international relations and fall from power; the Conservative recovery 1918–1924; the Conservatives in power 1924–1929, the leadership of Baldwin, Churchill as Chancellor, the work of Neville Chamberlain; extension of the franchise; the 1929 election.
<b>British domestic politics 1929–1939</b>	The Second Labour government 1929–1931, economic problems, domestic policies, MacDonald as leader, Snowden as Chancellor; the formation, nature and impact of the National Government; MacDonald, Baldwin and Chamberlain as Prime Ministers; the Abdication Crisis; political extremism including Communism, Mosley and the British Union of Fascists; the impact of foreign affairs on domestic government.
<b>Economic issues 1918–1939</b>	Post-war economic conditions; the problems of the staple industries; economic unrest; the problems of the mining industry, the causes and failure of the General Strike; the impact of the Great Depression; unemployment in the interwar period, causes, extent, regional patterns; the economic policies of the National Government, success and limitations; social policies of the National Government; the recovery, causes, extent, regional variations.
<b>Domestic politics 1940–1951</b>	The fall of Chamberlain and replacement by Churchill; the effects of the war on food, women, industry, health and housing; wartime reports and their impact, including Beveridge (1942) and Butler Act (1944); the issues in the 1945 election, the reasons for Labour victory, reputation of the Conservative and Labour parties, outcome of the election; the Labour governments 1945–1951, Attlee as Prime Minister, government policies and achievements, its record on national insurance, health, education and nationalisation; the impact of their reforms; Labour's achievements, the problems of balance of payments, rationing, wage freezes, internal divisions, Conservative reorganisation; the 1950 and 1951 elections.

Unit Y113: Britain 1930–1997	
Enquiry Topic: Churchill 1930–1951	
Key Topics	Content Learners should have studied the following:
Churchill's view of events 1929–1940	Why Churchill was out of office 1929–1939; his attitude to the Abdication Crisis; his views about Empire and India and clashes with his party; attitude towards Germany after 1933; his views about rearmament and appeasement; why Churchill became Prime Minister.
Churchill as wartime Prime Minister	Why Churchill became Prime Minister; stance in 1940 and style of leadership; relations with his generals and his impact on strategic decisions in the Mediterranean, bombing of Germany and the war in Europe 1944–1945; plans for reconstruction and loss of 1945 election.
Churchill and international diplomacy 1939–1951	Churchill's view on Britain's world and imperial role; relations with other wartime leaders (Roosevelt, Stalin and de Gaulle); contribution to international conferences; plans for post-war Europe; Iron Curtain speech; attitude to Empire and Europe after 1945.
British Period Study: Britain 1951–1997	
Key Topics	Content Learners should have studied the following:
Conservative domination 1951–1964	Reasons for the Conservative victory 1951; social changes, immigration, unrest, social mobility and tensions, education, living standards, housing, prosperity and unemployment; Conservative economic policies, Butskellism, industrial growth and stagflation; Conservative leadership of Churchill, Eden, Macmillan and Home; scandals including the Vassall affair, Philby, Argyll and Profumo; reasons for Conservative decline; Labour leadership, divisions and electoral failures of the Labour Party.
Labour and Conservative governments 1964–1979	Labour victory 1964, Wilson as leader 1964–1970; economic problems and policies; relations with the Trade Unions; Labour party divisions; 1970 election, Heath as party leader and Prime Minister; aims and policies of Heath's government; industrial relations, miners' strike; Wilson and Callaghan 1974–1979, problems and policies 1974–1979.
Thatcher and the end of consensus 1979–1997	Election victories; Thatcher and her ministers; reasons for support and opposition; social and economic policies including monetarism, free-market, supply-side economics and privatisation; social policies and unrest; unemployment and the Trade Unions, the Miners' Strike; fall of Thatcher and replacement with Major; Conservative divisions under Major and electoral defeat 1997.

**Britain's position in the world 1951–1997**

Relations with and policies towards the USA and the USSR; Britain's influence at the UN; role in Europe; nuclear policy; response to crises: Korean War, Suez, the Falklands War, First Gulf War; decolonisation and changing attitudes to the Commonwealth.



## 2c. Content of unit group 2: Non-British period study (Units Y201 to Y224)

### Introduction to unit group 2

Centres should choose one of the twenty-four units available in this unit group.

The periods of non-British study will have the same number of Key Topics as for the British Period Study element, but there is no associated Enquiry element.

For the assessment of this unit group, each unit will have two questions set and learners will answer both parts from one of the questions. Learners will be required to answer both a traditional 'Period Study' essay (as in a unit group 1) and a shorter question assessing the significance of two events, pertaining to a different key topic from within the option chosen.

The nature of both questions ensures that learners will have to reach a supported judgement if they want to access the higher mark range.

The length of the periods studied within this unit group will encourage learners to develop their interest in, and understanding of, important developments. They will also enable learners to ask significant questions about important issues. They are sufficiently broad and balanced to ensure both coherence and variety. The units have sufficient chronological range to provide for the study of continuity and change, which will allow the development of the Key Topics and for the analysis of cause and consequences within the periods. The length of periods studied will prevent a borehole

approach to their study and learners will be able to see change and developments, and make substantiated judgements, over substantial lengths of time, so that they can see issues in a wider perspective. The topic areas available in the units in this group also include the study of significant individuals, societies, events and issues. They also include a range of different historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social and technological.

Centres will be able to choose, should they desire, a non-European period from the same time period as their British unit and this will also allow a broad understanding of the period in a wider context.

The nature of the examination will require learners to demonstrate an understanding of the key historical terms and concepts relevant to the period studied. The questions will require learners to recall, select and deploy appropriate knowledge and communicate this clearly and effectively. Learners will be expected to demonstrate abilities to explain, assess, analyse and consider the relationships between key features of the period studied in order to reach substantiated judgements. All responses will require judgements, and at the top level will be more analytical with judgements more effectively substantiated than similar question set at AS Level. This is ensured by a more demanding top level to the generic mark scheme.

**Unit Y201: The Rise of Islam c.550–750**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>The Middle East c.550–620</b>	The structure of pre-Islamic Arabia in the mid 6 <sup>th</sup> Century, economic and social issues; religious beliefs in pre-Islamic Arabia; the commercial importance of Mecca; the influence of tribalism; the decline of the Byzantine and the Sassanian Empires and the impact on the Arab world; the impact of plague and warfare; Arab military strengths; the Meccan period c.570–620.
<b>The establishment of Islam c.620–632</b>	The impact of Revelation and the hijra; the Medinan period c.622–632; challenges to the Prophet Muhammad; the flight of the Prophet Muhammad; the Constitution of Medina and its significance; the early growth of Islam and reasons for its appeal, the economy and its role in the rise of Islam.
<b>The beginning of the Empire and the rule of the 'Rightly Guided Caliphs'</b>	Disagreements about the succession; the succession of Abu Bakr (632); the Ridda Wars of Wars of Apostasy (632–633); the beginnings of the Empire and expansion into Persia, reasons for success; the rule of Abu Bakr (632–634), his emergence as Caliph, the nature of his rule and achievements; Umar ibn al-Khattab (634–644), the reasons for his rise, expansion and the governance of conquered lands, the treatment of non-Muslims, the fall of Damascus and Jerusalem (637); Uthman ibn Affan (644–656), early successes, growing internal problems, rebellion and the murder of Uthman; Ali ibn Abi Talib (656–661), opposition and arbitration.
<b>The establishment and expansion of the Umayyad Empire</b>	The rule of Mu'awiya (661–680), problems and achievements, succession crisis; the Second Fitna of 680; the rule of 'Abd al-Malik (685–705); the establishment of Syria and Damascus; expansion of the Empire in North Africa, Spain, the Middle East and Sindh and Punjab; relations with Christians; systems and methods of government; unrest, including the Third Fitna; decline of the Umayyad Empire.

Unit Y202: Charlemagne 768–814	
Key Topics	Content Learners should have studied the following:
War and conquest	Situation in the Frankish lands on Charlemagne's accession in 768; succession disputes with Carloman 768–771; reasons and changing motives for war; wars against the Saxons; the destruction of the Irminsul, Danes, Avars, the destruction of the ring, Lombards, Pavia, Slavs, Muslim Spain, Barcelona and Basque ambitions, Roncasvelles, Byzantines; methods of warfare; reasons for success.
Administration and internal affairs	Aims and methods of control and organisation; capitularies, conciliar decrees, counts and <i>missi dominici</i> ; economic policies including coinage; importance of the Church to effective government; religious policies, synods, <i>Admonitio Generalis</i> , church schools, literacy and clerical education; legal reforms, the Programmatic Capitulary (802) and revision of Salic Law; extent of success of administrative and religious policies across the empire.
The Carolingian Renaissance	Motives for patronage; monasteries, Carolingian minuscule and the revival of classical texts; Gregorian chant; schools of Metz, Soisson and St Gall; the work of scholars including Alcuin, Einhard and Paul the Deacon; Byzantine and pre-Romanesque architecture; courts at Frankfurt, Aachen and Paderborn; extent of a cultural revival.
Later kingship and imperial rule	Charlemagne's motives and aid to Pope Leo III; reasons for the imperial coronation in 800 and effect on Charlemagne's rule, image and Frankish customs; relations with Byzantium; <i>Divisio</i> , death of his sons and role of Louis; consolidation or decline in later years.

### Unit Y203: The Crusades and the Crusader States 1095–1192

Key Topics	Content Learners should have studied the following:
<b>The First Crusade</b>	The situation in Western Europe, Byzantium and the Islamic Near East on the eve of the First Crusade; the idea of Holy War; the Appeal of Alexius 1095; Urban II's aims and appeal at Clermont; the preaching of the First Crusade; motives of Crusaders; the People's Crusade; leadership of the First Crusade and divisions; journey across Anatolia; the political and religious divisions in the Islamic world; military tactics of the Crusaders and opponents; the capture of Edessa (1098), Antioch (1098) and Jerusalem (1099).
<b>The Crusader States in the 12th Century</b>	Establishment, development, reasons for survival of Crusader States, including Jerusalem and Antioch; the role of rulers (especially the Kings of Jerusalem); western aid; problems of succession, including the death of Baldwin II; internal rivalries including Baldwin III and Melisende, the events of 1183–1186; Muslim disunity; manpower; castles; the military orders of the Templars and Hospitallers; finance.
<b>The Second Crusade</b>	Circumstances in Outremer in 1130s and 1140s; rise of Zengi and the development of <i>Jihad</i> ; taking of Edessa (1144); Bernard of Clairvaux and the call for Second Crusade; reasons for the failure of the Second Crusade; events in Anatolia, Antioch, Acre (1147–1148); siege of Damascus (1148); the Islamic response to the Second Crusade; the impact of the failure of the Second Crusade on the West, Outremer and the Islamic world.
<b>The Third Crusade</b>	Reasons for and aims of the Third Crusade; the development of the idea of <i>Jihad</i> ; Zengi, Nur ad Din and Saladin; problems in Outremer, Hattin (1187) and the loss of Jerusalem (1187); reasons for the failure of Frederick Barbarossa's expedition; the roles of Richard I and Philip Augustus; events at Acre and Jaffa (1191–1192); negotiations with Saladin; consequences of the Third Crusade for the West, Outremer and the Islamic world.

**Unit Y204: Genghis Khan and the Explosion from the Steppes c.1167–1405**

Key Topics	Content Learners should have studied the following:
<b>Genghis Khan and the Creation of the Mongol Empire c.1167–1264</b>	The nature of nomadic Steppe tribes in the mid-12 <sup>th</sup> century; rise of Genghis; reasons for expansion from Genghis to Mongke, military tactics, aims, organisation, leadership; strengths and weaknesses of Mongol rule; Karakorum; defeat of the Khwarazmians, Jin, and Abbasids; invasions in Europe, Central Asia, India, the Levant; role of Subedei, Batu, Hulegu, Khubilai and Berke; civil war and disunity by 1264.
<b>The Reign of Khubilai Khan 1264–1294</b>	Consolidation of rule and control of China; economic policies; political structures; provincial administration; legal code; religious policies and interaction with Buddhists, Confucians, Nestorians and Daoists; court rituals, patronage and culture; Dadu, Shangdu and the Grand Canal; military success and failure in China and South East Asia; limitations as <i>khagan</i> ; extent of Mongol rule in the Golden Horde, Chagatai Khanate and Ilkhanate by 1294.
<b>The Khanates 1294–1405</b>	Nature of Mongol rule 1294–1405; impact of Ghazan, Uzbek and the Yuan; role of Islam; disunity and reasons for decline; Tokhtamysh; rise of Tamerlane and his impact in Persia, Azerbaijan, India and the Levant.
<b>Impact of the Mongol invasions and interaction between East and West to 1405</b>	Effect on Christian, Muslim and Mongol culture, medicine, science, and technology; influence of Persia and China on the Mongols and the West; bubonic plague; role of trade, the Silk Road and Pax Mongolica; travellers and contacts with the East including Marco Polo; ideological impact.

**Unit Y205: Exploration, Encounters and Empire 1445–1570**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>Exploration</b>	Reasons why this was an age of exploration; Renaissance learning and values; trade; religion; technological change; Ottoman expansion; geography of and internal developments in Portugal and Spain; motives for patronage; motives and contributions of individual explorers: Diaz, da Gama, Vespucci, Columbus, Magellan, Balboa, Cabral, Cortes, Pizarro; routes; difficulties faced.
<b>Encounters and conquest</b>	The Treaty of Tordesillas (1494); encounters by Portugal: Atlantic and Americas, Africa, Asia; encounters by Spain: the Caribbean, the Americas; Portuguese conquest: Albuquerque, Brazil; Spanish Conquests: the Caribbean, Mexico (Moctezuma II), Panama and Peru (Atahualpa); difficulties faced in encounters and conquests; reasons for success; gains and losses for individual explorers and their patrons.
<b>Settlement and consequences</b>	Portuguese forts, staging and trading posts: Africa, India and the Far East; settlement of Brazil; Spanish settlement of the Caribbean, Mexico, Panama and Peru; central and local administrative systems by Spain and Portugal; consequences (military, economic, social, religious) for indigenous peoples of Portuguese and Spanish conquest and settlements.
<b>Impact of overseas empire on Europe</b>	Political, religious, social, economic and financial consequences for Portugal, Spain and Europe; European balance of power; bullion; the slave trades; the balance sheet of personal and national benefits and losses.

Unit Y206: Spain 1469–1556	
Key Topics	Content Learners should have studied the following:
<b>Isabella and Ferdinand: government</b>	The situation in Spain in 1469; campaign to secure the throne by 1479; administrative methods; control of the nobility and towns; law and order; finances; trade and economy: customs barriers; similarities and differences in the rule of Castile and Aragon; extent of unification and ‘New Monarchy’; powers of the monarchs; Ferdinand’s rule after Isabella’s death; the situation in 1516.
<b>Isabella and Ferdinand: religion</b>	The monarchs’ religious aims and beliefs; relations with Rome; title ‘The Catholic Kings’; La convivencia; the Reconquista; the capture of Granada (1492) and its significance; treatment of the Moriscos and Conversos; Cisneros and church reform; the Inquisition and its impact.
<b>Charles I: government and religion</b>	The succession; administrative methods, inheritance and priorities by 1519; reliance on foreigners; relations with the Spanish nobility and towns, handling of the Comunero and Germanía revolts (1519–1524), reasons for stability after 1524; finances; religious developments, Charles I’s tolerance to Morisco traditions; relations with Rome; the Polyglot Bible, Illuminism and Erasmianism; Philip as Regent (1540–1555); Charles’s abdication (1555).
<b>Overseas policies and the economy</b>	Exploration and discovery; Columbus and the discovery and explorations of the ‘Indies’, the Caribbean, Hispaniola; Cortes and the Conquest of Mexico (1518–1541); Pizarro and the Conquest of Peru (1524–1541); the economic impact of the New World on Spanish trade and the economy; domestic trade, industry and agriculture; foreign policy: aims and threats, alliances, the Italian Wars, the impact on Spain of Charles I’s problems as Holy Roman Emperor.

**Unit Y207: The German Reformation and the rule of Charles V 1500–1559**

Key Topics	Content Learners should have studied the following:
<b>The German Reformation 1517–1529</b>	Charles V's inheritance and foreign problems; the structure and state of the Holy Roman Empire, Charles V's election as Emperor; the state of the Roman Catholic Church c.1500, Indulgences; reactions to the 95 Theses (1517), disputations; Luther's ideas and publications and the printing press; Papal excommunication (1520–1521), the Diet of Worms, in hiding in the Wartburg; Luther's relations with radicals and humanists, the Knights' and Peasants' Wars, Luther's 1525 pamphlets; Imperial Diets, views of German princes and cities, including Philip of Hesse, Frederick the Wise, Augsburg, Nuremberg; the situation in 1529.
<b>The spread of Lutheranism 1530–1555, the Schmalkaldic War and Peace of Augsburg</b>	Areas accepting the 1530 Augsburg Confession, Melanchthon, Luther, Lutheran church leadership; Charles V's problems elsewhere; opposing League, reconciliation attempts and leadership, the death of Luther; the Schmalkaldic War (1546–1547): the Battle of Mühlberg (1547), the Augsburg Interim (1548), truces and shifting alliances including Maurice of Saxony, the Treaty of Chambord (1552), the Peace of Passau (1552); Charles V's flight from the Empire, the Peace of Augsburg 1555.
<b>Charles V's relations with the Ottoman Empire</b>	The situation in 1520; expansion of Ottoman power in the Balkans and Mediterranean, Charles V's aims and actions against Barbarossa in the Mediterranean; the impact on relations of: Charles V's war with France, Ferdinand and Hungary, Siege of Vienna and the campaign of 1532; the situation in 1540s, impact of problems in the Holy Roman Empire.
<b>Charles V's wars with France</b>	The situation in the Habsburg-Valois wars in 1520; the strengths and weaknesses of Charles's Empire and of France in relation to the war; the development of the wars and warfare 1521–1559, extent of and reasons for Charles's successes and failures, his foreign legacy on his abdication in 1555 and up to the Treaty of Cateau-Cambrésis 1559.



Unit Y208: Philip II 1556–1598	
Key Topics	Content Learners should have studied the following:
Political authority	Legacy of Charles I; condition of Spain, ‘absolutism’, the conciliar system, centralisation, methods and style of government; financial and social policies; advisers, factions e.g. Ruy Gomez, Gonzalo and Antonio Perez, Escobedo; justice; the fates of Don Carlos and Montigny; provincialism, revolts of the Moriscos (1568) and of Aragon (1590); government, law and order, finances and economy in 1598.
Religion	Philip II’s inheritance, family issues, personal religion; religious reforms; relations with the Papacy, the Spanish Church and Inquisition; attitude towards the Tridentine decrees, Jesuits, the Index, heretics, Moriscos and Conversos; the moral and spiritual impact of the Inquisition, the religious condition of Spain in 1598.
Foreign policy	The foreign situation in 1555; priorities, defence, crusade, expansion, peace or war; foreign relations and military operations in the Mediterranean, with the Papacy, the Ottomans, Barbary Corsairs, Venice; the Holy League and the Battle of Lepanto (1571); relations with England, France, Portugal; annexation (1580); the consistency of Spain’s aims, methods and the nature of policies; Philip’s reputation abroad; his achievements and failures.
The Netherlands	Political, religious, regional, financial and economic origins of the revolt; Philip’s anti-heresy and centralisation policies; ministers and military commanders: Granvelle, Alva, Requesens, Don John, Parma; William of Orange and Maurice of Nassau as leaders of the Revolt, their aims, politics and military abilities; foreign involvement in the revolt; religion; divisions between north and south, the Pacification of Ghent (1576), the Unions of Utrecht and Arras (1579); effects of the assassination of William of Orange (1584); economic and strategic position of northern provinces; reasons for Spain’s failure to crush the revolt; the situation in 1598.

**Unit Y209: African Kingdoms c.1400–c.1800: four case studies**

Key Topics	Content Learners should have studied the following:
<b>The Songhay Empire c.1450–1591</b>	Situation in Sahelian Africa c.1450; reasons for the rise of the Songhay Empire including military success and use of cavalry, collapse of Mali Empire; key figures e.g. Sonni Ali, capture of Timbuktu 1468; weaknesses of and relationships with client states; political, social, military and economic nature and development of Songhay Empire: Sonni and Askia dynasties; problems and achievements; administration and political centralisation; importance of Timbuktu; centres of learning; role of lawyers and clerics; Shari'a; the economy (including gold, salt, agriculture, trade, slavery, taxation); Islam and traditional religion; territorial expansion; nature and development of the military especially cavalry; <i>jihad</i> ; reasons for decline of Songhay Empire particularly succession crises, Civil War of succession and Moroccan Invasion (1591).
<b>The Kingdom of Kongo c.1400–c.1709</b>	Situation in West-Central Africa in c.1400; reasons for rise of Kongo: Diego Cao and Portuguese contact, political and administrative centralisation, population change, trade and commerce, slavery, geographical position, territorial expansion; political, social, military and economic nature and development of the Kingdom of Kongo; the Kilukeni <i>kanda</i> (dynasty); imperial structure and importance of Mbanza Kongo; Nzinga a Nkuwu and conversion to Christianity; religious change and establishment of Kongolese Roman Catholic Church; achievements of individual monarchs; political and administrative centralisation; ecclesiastical structures; territorial expansion; clientage; relationship with Portugal; trade and commerce; slavery; challenges in the 17 <sup>th</sup> century and early 18 <sup>th</sup> century; changing relations with European powers and First, Second and Third Portuguese Wars (1622, 1641–1643, 1646–1649); succession crises and civil war (1665–1709); regional European expansion; relations with client kingdoms, impact and problem of slavery; Beatriz Kimpa Vita and Antonianism.

<b>The Kingdom of Benin c.1500–c.1750</b>	<p>Situation in coastal West Africa c.1500; reasons for rise of Benin: relations and trade with Europeans, role of Oba Ewuare and Oba Ezuola, military factors, geographical location, trading routes and opportunities, introduction of firearms, slavery; the political, social, military and economic nature and development of the Kingdom of Benin; imperial structure and relationship between the Benin City State and the Empire; importance of the <i>Oba</i>, achievements of individual <i>Oba</i>, selection procedures, importance of ceremony and ritual, tribute, the Benin military (structure, tactics, fortifications, key campaigns), material culture and cultural and artistic achievements; religion and the <i>Olokun</i> Cult, commerce and the economy, including trade with Europeans, especially Portugal; slavery; ivory; reasons for the beginnings of the decline of Benin from c.1700: European colonialism, slavery, changing patterns of trade and commerce, succession crises and civil wars, socio-political change.</p>
<b>The Kingdoms and Empires of Oyo and Dahomey 1608–c.1800</b>	<p>Situation in West Africa c.1600; reasons for rise of Oyo and Dahomey Empires and relationship between them: military/ cavalry, infantry/firearms, political change, the importance of individual rulers; political, social, military and economic nature and development of Oyo and Dahomey: role of the <i>Alafin</i>/ King, role of ceremonies and ritual; selection procedures; tax; tribute; imperial structure and relationship between city state and empire; religion and its role in politics and society including the <i>Ogboni</i> and the <i>Oyo-Mesi</i> (councillors) in Oyo; commerce (African and with Europeans); slavery; reasons for the decline of Oyo and Dahomey including: Conquest of Dahomey by Oyo, political divisions and succession crises, military failures and independence movements in client states, economic changes, European influence and impact of Trans-Atlantic slave trade.</p>

Unit Y210: Russia 1645–1741	
Key Topics	Content Learners should have studied the following:
Russia 1645–1698	Russia in 1645, social and economic backwardness, problems with the Tsar; personality and rule of Alexis, legalisation of serfdom 1649, church reform and schism 1649, growth of western influence and trade; rule of Feodor, Golitsyn and relations with the Boyars; accession of Peter and Ivan, 1682 and regency of Sophia, role of Streltsi; early life and upbringing of Peter at Preobrazhenskoe, his character and personality; attempted coup of Sophia 1689; direct rule of Peter and campaigns against Azov; embassy to the West 1697–1698.
The reforms of Peter the Great 1698–1725	Consolidation of Peter's power, relations with Boyars, reform of dress and beards, Table of Ranks; modernisation of alphabet and calendar; reforms in central and local administration, Senate, colleges, new provinces, fiscal reforms, municipal government; reforms of the Church; reform of army and navy; census of 1719; education; developments in industry and agriculture; position of peasants; St Petersburg.
Foreign Relations 1645–1725	Alexis's relations with Zaporozhian Cossacks and Poland; influence of Golitsyn and expedition to Crimea; relations with China and Treaty of Nerchinsk; Peter's aims in the Baltic; war against Sweden, defeat at Narva, invasion of Ingria and Livonia; Swedish invasion 1707; Turkish war and loss of Azov 1711; military successes in the Baltic and the Battle of Poltava and the Treaty of Nystadt 1721; reasons for Russian successes and consequences of territorial gains; Peter's campaign in Persia and capture of Derbent and Baku.
Opposition and reaction 1645–1741	Revolt of Stenka Razin; resistance to westernisation; revolt and destruction of the Streltsi; the Old Believers; Mazeppa; Tsarevitch Alexis; extent of westernisation by 1725; problems of Russia in the reigns of Catherine I and Peter II, Anne and Ivan IV 1725–1741, the 'German period'.

**Unit Y211: The Rise and Decline of the Mughal Empire in India 1526–1739**

Key Topic	Content Learners should have studied the following:
<b>The foundation of the Mughal Empire and its rulers 1526–1556</b>	India and Central Asia in the early 16 <sup>th</sup> century; Babur, military successes and weaknesses of opposition, his conquests in Afghanistan and the defeat of Ibrahim Lodi at Panipat in 1526; the nature of Mughal rule in India under Babur; wars and instability under Humayun (1530–1540 and the restoration 1555–1556); links between Humayun and Persia; the Afghan interlude (1540–1555); the Suri Dynasty under Sher Shah (Sher Khan) and Islam Shah; administrative development.
<b>Akbar the Great 1556–1605</b>	The accession of Akbar, his personality and rule of the emperor Akbar; relations with the Rajput kingdoms; religious policy; economic developments; military achievements, including the second battle of Panipat 1566; territorial gains; the development of administration of the Empire; cultural and artistic developments.
<b>Jahangir and Shah Jahan 1605–1658</b>	Personalities and rule of Jahangir and Shah Jahan; Persian influences and court ceremonial; Mughal architecture, including the Taj Mahal, the Red Fort and the Moti Masjid; the Deccan; the coming of and Mughal relations with the British; the struggle for the succession and civil wars 1657–1658 between Shah Jahan's sons; the triumph of Aurangzeb.
<b>Rule and decline 1658–1739</b>	The personality and rule of Aurangzeb; religious policies; the resurgence of the Maharatas, conflicts in the Deccan and their consequences; campaigns in Bijapour and Golconda; foreign relations; administrative reforms and the growth of revenue; conflicts with Sikhs; decline after 1707 and Aurangzeb's responsibility; the dynastic conflicts after his death; weak leaders after 1707, loss of lands and the invasion of Nadir Shah of Persia 1738, the battle of Kamal and the Sack of Delhi 1739.

## Unit Y212: The American Revolution 1740–1796

Key Topics	Content Learners should have studied the following:
<b>The development of British hegemony in America</b>	British, French and Spanish colonies in North America in 1740; socio-economic development and relations with settlers and Native American Indians; territorial expansion to 1765; wars with France, reasons for British success including War of Austrian Succession, Seven Years War.
<b>Causes of the American Revolution</b>	The relationship between Britain and the colonies in 1763; British policy and America reaction including Proclamation Act (1763), Stamp Act (1765), Declaratory Act (1766), Townshend Duties (1767) and their repeal, the Boston Massacre (1770); Tea Act (1773) and response including the 'Intolerable Acts' (1774–1775); developments in political thought and emerging leaders, including Locke, Jefferson, Dickinson, John Adams and Samuel Adams; colonial and political ideas including views on trade and taxation.
<b>The American Revolution 1774–1783</b>	The move towards independence 1774–1776 including the first and second Continental Congresses, Declaration of Independence (1776); outbreak of hostilities, key military developments, their role in British defeat; American unity, including Washington, French entry to the war, quality of British military leadership; 1783 Peace of Paris.
<b>The early Republic 1783–1796</b>	Move towards the creation of a constitution and challenges faced; Articles of Confederation; relations with Britain, Spain and France, economic problems, civil disobedience, Shay's rebellion 1786–1787, 1787 Philadelphia Convention; nature of the 1787 Constitution of the United States; struggle for ratification, divisions between Federalists and Anti-Federalists; formation of the first government (1789), Washington and the Executive; 1791 Bill of Rights; the problem of finding a successor to Washington in 1796.

**Unit Y213: The French Revolution and the rule of Napoleon 1774–1815**

Key Topics	Content Learners should have studied the following:
<b>The causes of the French Revolution from 1774 and the events of 1789</b>	The structure of the Ancien Régime; qualities of Louis XVI as King of France; financial problems and attempts by Turgot, Necker and Calonne to deal with them; the ideas of the Enlightenment and the impact of the American Revolution and the War of Independence; social discontents; economic problems from 1787; the Assembly of Notables and the political developments 1787–May 1789; the Estates General, events in Paris in 1789; the ‘Great Fear’; the October Days.
<b>The Revolution from October 1789 to the Directory 1795</b>	The attempts to establish a constitutional monarchy; reforms in church and state; the significance of riots and direct political action 1789–1792; the Jacobins; the flight to Varennes; the overthrow of the monarchy; the Convention and the Terror; the destruction of the Girondins; the ascendancy and fall of Robespierre; the establishment of the Thermidorian Regime; the constitution of the Directory.
<b>Napoleon Bonaparte to 1807</b>	The career of Bonaparte to 1799: early life and character; his military leadership and reasons for success to 1799 including Toulon, the Italian Campaign, Egypt, the weaknesses of the Thermidorian regime and the coup of Brumaire in 1799; Napoleon’s reforms as Consul, including the constitutional, legal, financial, educational changes; the establishment and nature of the Empire in France; nature of and reasons for military successes and failures after 1799: Marengo and the War of the Third Coalition, including the battles of Ulm and Austerlitz, Trafalgar.
<b>The decline and fall of Napoleon 1807–1815</b>	The Continental System and the war against Britain; the war in Spain; the Russian Campaign; Napoleon’s rule in France after 1807; the campaigns of 1813–1815 and abdication; the Hundred Days; personal failings and reasons for fall.

## Unit Y214: France 1814–1870

Key Topic	Content Learners should have studied the following:
<b>The reigns of Louis XVIII and Charles X 1814–1830</b>	The legacy of the French Revolution and Napoleon in 1814; the first and the second restorations; the problems facing Louis XVIII; the Charter; Ultras; liberal and reactionary policies, Richelieu, Decazes, Villèle; the domestic and foreign policies of Charles X and his ministers; Charles X's views on monarchy; social and economic problems, religious policy; Polignac; 1830 election; Ordinances of St Cloud; July Revolution.
<b>The reign of Louis Philippe and the 1848 Revolution</b>	Personality of Louis Philippe and the establishment, nature and problems of the July Monarchy; foreign policy including Belgium, Mehmet Ali Crisis, Tahiti, relations with Britain; domestic problems; Guizot; social and economic developments and problems; opposition: liberal, republican, Bonapartist and socialist criticism; corruption; long and short-term political, social and economic causes of the 1848 Revolution; the establishment of the Second Republic.
<b>Domestic policy under Louis Napoleon (Napoleon III)</b>	Election of Louis Napoleon; personality; aims and policies as president; Coup of 1851; domestic policy as emperor; economic and social policies; including railways, banking, free trade, Haussman; army reforms; constitution, Ollivier and 'the liberal empire'.
<b>Foreign and imperial policy 1848–1870</b>	Napoleon's aims and ideas; attitudes to the Roman Republic; overseas colonisation; the Crimean War; Italy and relations with Cavour; Mexico; relations with Britain; Napoleon III's reactions to the Austro-Prussian War, Prussia and Germany 1867–1870; the Franco-Prussian War and the fall of the Empire.



Unit Y215: Italy and Unification 1789–1896	
Key Topic	Content Learners should have studied the following:
Italy 1789–1847	Italy in 1789; the impact of the French Revolution; Napoleonic Italy; Italy and the impact of the Vienna Settlement; unrest and nationalism; the Carbonari; the revolutions of 1820–1821 and 1831; the influence of intellectuals and nationalist movements, including Young Italy and different attitudes to unification; extent of support for nationalism.
The Revolutions of 1848–1849 and their aftermath	Revolutions in Lombardy, Piedmont, Naples, Venice and Rome; role of Pope Pius IX and Charles Albert; the role of revolutionary leaders including Garibaldi and Mazzini; the reasons for the failure of nationalist and liberal protests; the results of the revolutions; the developments in Piedmont under Cavour and Victor Emmanuel II.
The Risorgimento and the establishment of a new Kingdom of Italy 1850–1861	The diplomacy of Cavour and his relations with Napoleon III; causes and results of the war of 1859; Garibaldi and the Thousand and the expedition to Sicily; the role of Victor Emmanuel II, Cavour and the enlargement of Piedmont; the constitution and nature of the Kingdom of Italy.
Italy 1861–1896	Piedmontisation 1861–1870; further attempts at unification; Brigands' War and the policies of the new Italy; the impact of Prussia's wars against Austria and France 1866–1871 on Italy; the degree of unity in 1871; social and economic problems; the Mezzogiorno; relations with the Church; the policies of Trasformismo; Italy's relations with the other European powers; colonial expansion.

**Unit Y216: The USA in the 19<sup>th</sup> Century: Westward expansion and Civil War 1803–c.1890**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>Westward expansion; causes and impacts</b>	The factors which contributed to the opening up of the West, e.g. exploration, fur trade, cattle, mining and farming, gold, trails, roads (e.g. Cumberland Road), steamboats, railways, telegraph, the Mormons, settlers (including push and pull factors), 'manifest destiny', opportunities, incentives and escape; the impact of the Federal Government on westward expansion, e.g. Louisiana Purchase, Florida, Texas, Oregon, Gadsden Purchase, War with Mexico, admission of new states to the Union, Federal Government and communications, mail, Homestead Act, Morrill Act, conservation; the economic, social, political, cultural impact of westward expansion.
<b>Native Americans</b>	Nature and diversity of Native American society in the early 19th Century, Tecumseh's Confederacy, First Seminole War and other 'wars'; Jackson and the Indian Removal Act; Bureau of Indian Affairs; treaties and the 'Indian Wars' of 1860s/70s; resources, e.g. gold and actions of settlers, Dawes Act and Americanisation; reasons for destruction of Native American societies.
<b>The growth of sectional tension 1850–1861</b>	Main differences between North and South by 1850 including the breakdown of the Missouri Compromise; sectionalism; the issues of slavery and westward expansion as they developed in the 1850s including 1850 Compromise, Kansas-Nebraska, Dred Scott, John Brown, Lincoln and the Republican Party; election of 1860, secession and the failure of compromise; reasons for outbreak of hostilities.
<b>The Civil War</b>	Leadership in the North and South during the Civil War; Lincoln and the Union, character, appointments, relations with ministers, organisation of war effort, Emancipation Proclamation, election of 1864; Davis and Confederacy, character, appointments, relations with ministers, states, organisation of war effort; reasons for Union victory including effectiveness of McClellan, Grant and Lee as military commanders; resources; morale; strategies; the significance of major campaigns and battles including Antietam, Shiloh, Vicksburg, Gettysburg, the march through Georgia, Wilderness Campaign; naval blockade, international situation.

Unit Y217: Japan 1853–1937	
Key Topic	Content Learners should have studied the following:
<b>The impact of foreign intrusion on Tokugawa Japan 1853–1868</b>	Japanese society and state in the late Tokugawa period; peasant unrest and social tensions, disease and inflation; the impact of the arrival of US force under Perry 1853 and the unequal treaties, including France and Russia, of 1858; resistance to the Shogunate; civil war, the end of the Shogunate and the restoration of the Emperor Meiji in 1868.
<b>Westernisation and nationalism in Meiji Japan 1868–1912</b>	Nature of change and emergence of Japan as a major power; ending of the power of the Samurai and changes in taxation, government and the army; economic and social change; industrial growth, e.g. coal, silk and railways; growth of large businesses; naval development; the 1889 Constitution; educational change.
<b>Foreign relations and overseas expansion 1868–1920</b>	Population pressure and imperial ambitions; annexation of the Ryukyu Islands 1875 and greater control over Northern territories; ambitions in Korea; the causes, course and results of the Sino-Japanese War 1894–1895, acquisition of Taiwan; participation in international action in China; the alliance with Britain; relations with Russia and the Russo-Japanese War 1904–1905; relations with the USA; participation in the First World War; the 21 Demands; the Siberian expedition; the Treaty of Versailles and resentments; the Washington Conference.
<b>The growth of nationalism in Japan 1920–1937</b>	Radicalism and repression in post-war Japan; the 1923 earthquake; social change and electoral reform 1925 and growing police powers; the rise of nationalism; resentment about western influences, Ikki Kita, the growth of emperor worship after the accession of Hirohito in 1926; the impact of the Great Depression on Japan; the development of militarism and ideas of pan-Asianism: the Manchuria incident 1931 and its effects, the coup of 1936; increasing military influence over Imperial policy making and the outbreak of war against China in 1937.

**Unit Y218: International Relations 1890–1941**

Key Topic	Content Learners should have studied the following:
<b>The causes and nature of the First World War</b>	Nationalism, imperialism, militarism, war plans and navies, the Alliances and Ententes; the Anglo-German naval race; the Moroccan and Balkan Crises and the July crisis; aims and policies of Germany, Austria-Hungary, France, Russia and Great Britain; The nature of the war; main events on the Western Front, trench warfare; the war on the Eastern Front; the role of the generals; the role of technology, naval and air warfare; the entry of the USA; the reasons for the outcome on Western and Eastern fronts.
<b>The Paris Peace Conference, the League of Nations, and international diplomacy 1919–1935</b>	Aims and motives of the ‘Big Four’; the terms and impact of the Peace Treaties (Versailles, St Germain, Trianon, Neuilly, Sèvres and Lausanne), the reaction in Germany; the reasons for and nature of the League of Nations; the activities of the League of Nations and its response to international and social problems, 1920–1935, including Corfu Incident, Greek-Bulgarian war, Manchuria and Abyssinia; the Conference of Ambassadors; disarmament, the Washington and London Naval Agreements; the Locarno Treaties; the Kellogg-Briand Pact.
<b>Dictators and Appeasers in Europe 1929–1941</b>	The impact of the Great Depression on international relations; Italian foreign policy 1935–1941; appeasement policies of Britain and France; the Spanish Civil War and its impact on international relations; the relations between Russia and the rest of Europe to 1941, including the Nazi-Soviet Pact; the outbreak and expansion of war in Europe.
<b>The Far East 1918–1941</b>	The impact of the Treaty of Versailles on Japan; Japanese nationalism in the 1920s and 1930s, and Japanese aims in the Far East; the impact of the Depression on Japan; the origins and impact of the Manchurian Crisis; the impact of the war between Japan and China 1937–1941; policies towards Japanese expansion in the 1930s including those of Britain and the USA; the Japanese invasion of Indo-China and the outbreak of war between Japan and the USA in 1941.

Unit Y219: Russia 1894–1941	
Key Topics	Content Learners should have studied the following:
<b>The rule of Tsar Nicholas II</b>	Character, attitude and abilities of Nicholas II; political, economic and social problems of Russia in 1894; opposition, liberals, populists and Marxists; national minorities; the influence of Pobedonostsev, Witte; the Russo-Japanese War; the causes, extent, nature and consequences of the 1905 Revolution; Witte and the October Manifesto; the Fundamental Law; the Dumas; repression and reform under Stolypin; the political social and economic situation in Russia in 1914.
<b>The 1917 Revolutions</b>	The impact of the First World War 1914–1917, defeats, losses, economic dislocation, food shortages, transport problems, inflation; Nicholas' leadership; Rasputin; criticism in the Duma; the events of March 1917; Kerensky, the Provisional Government and Petrograd Soviet; return of exiles and the April Theses; July Days; Kornilov Revolt; events of November 1917; the roles of Lenin and Trotsky.
<b>The Civil War and Lenin</b>	The Constituent Assembly, Lenin decrees; Civil War, White forces, foreign intervention, Red Army, 'war communism', reasons for Bolshevik victory/White defeat; murder of the Tsar; Red Terror, Kronstadt Rising; NEP; constitution and government; strengths and weaknesses of Lenin as leader.
<b>The rule of Stalin</b>	Character and abilities of Stalin; rivalries and divisions in the Bolshevik party, Trotsky, Bukharin, Kamenev, Zinoviev; Stalin's tactics and victory, 'socialism in one country' v 'permanent revolution'; consolidation of power, propaganda and 'Cult of Personality', growth of police state (OGPU, NKVD, purges and gulags); economic policies in the 1930s, agriculture, kulaks, voluntary and forced collectivisation, mechanisation; industrialisation, Gosplan, first two Five Year Plans; economic, social and political effects of Collectivisation and Five Year Plans.

Unit Y220: Italy 1896–1943	
Key Topic	Content Learners should have studied the following:
Italy 1896–1915	Italy in 1896; political, social and economic problems, including the legacy of Trasformismo; industrial growth and its consequence, violence and strikes; Giolitti's ministries; colonial conflicts, including the war in Abyssinia and the Tripoli campaign; the challenges caused by irredentism, nationalism and socialism; foreign policy and the growing demand for war by 1915.
Italy 1915–1925	Early neutrality and subsequent entry into war; Treaty of London; the conduct of war, including the defeat at Caporetto and the victory at Vittorio Veneto; post-war problems including economic problems, industrial and agrarian unrest, political instability; the career of Mussolini; the ideas, appeal and support of Fascism; the weaknesses of the post-war governments, the mutilated victory, reactions to the Paris Peace conference and the seizure of Fiume by d'Annunzio; electoral pact 1921 and the March on Rome; the transition of Mussolini from prime minister to Duce; the Acerbo law and the murder of Matteotti.
Fascist Italy 1925–1943	The Corporate State in theory and practice; propaganda and the image of the Duce; relations with the church; economic policy: the revaluation of the lira, agrarian policy; industrial policy; public works, including railways and roads; social policy: education and youth policy, sport, <i>Dopolavoro</i> , policies concerning women and population; preparations for and domestic impact of war; Jewish policy in 1930s.
Foreign Policy of Mussolini 1922–1943	Aims of foreign policy; Corfu incident; Locarno and Kellogg-Briand Pact; policy towards Britain, France, Austria and Germany including Stresa Front, Abyssinian War; Spanish Civil War, Rome-Berlin Axis, Anti-Comintern pact, Munich Conference, Pact of Steel; Albania; entry into Second World War 1940; failures in Africa; Greece; allied invasion and fall of Mussolini.

**Unit Y221: Democracy and Dictatorships in Germany 1919–1963**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>The establishment and development of the Weimar Republic: 1919–Jan 1933</b>	Consequences of the First World War; impact of the Treaty of Versailles; the Weimar Constitution; coalition governments; challenges to Weimar; Communist revolts, Kapp Putsch, Munich Putsch, invasion of the Ruhr, hyperinflation; Stresemann and the ‘Golden Years’; Dawes and Young Plans, economic recovery, foreign loans, political stability, improvements to working and living conditions; the impact of the Great Depression, elections and governments 1928–1933; rise and appeal of Nazism, role of propaganda and Hitler; Papen, Schleicher and ‘backstairs intrigue’; Hitler’s appointment as Chancellor.
<b>The establishment of the Nazi Dictatorship and its domestic policies Feb 1933–1939</b>	Hitler’s consolidation of power, the Reichstag Fire, March Elections and Enabling Act, Gleichschaltung, creation of the one-party state, Night of the Long Knives, army oath and death of Hindenburg; system of government and administration; censorship and propaganda, machinery of terror, including courts, SS, Gestapo; treatment of opposition; religious policies; economic policies, Schacht’s New Plan, Goering’s Four Year Plan, public works, conscription and autarky; German Labour Front; ‘Strength through Joy’; policy towards women; education and policy towards youth; racial policies to 1939; benefits of Nazi rule.
<b>The impact of war and defeat on Germany: 1939–1949</b>	The war economy and Total War; impact of bombing; war and racial policies, the Final Solution; morale and rationing; opposition and resistance; consequences of the Second World War; Cold War, Potsdam, division of Germany, Bizonia and developments in the Soviet Zone, currency and the Berlin Blockade.
<b>Divided Germany: The Federal Republic and the DDR 1949–1963</b>	The creation of West Germany and the DDR; the Basic Law and constitution of West Germany; the 1949 election; the economic miracle; political and social stability; foreign policy, rapprochement with France, EEC, rearmament, NATO, policy towards USA and USSR, DDR; elections of 1953, 1957 and 1961; Berlin Wall; Adenauer’s decline and the Der Spiegel Crisis of 1962; West Germany in 1963; the GDR in 1949; uprising 1953; economic change, land reform, collectivisation, nationalisation and heavy industry; social change, churches, Trade Unions, education and youth.

**Unit Y222: The Cold War in Asia 1945–1993**

Key Topic	Content Learners should have studied the following:
<b>Western Policies in Post War Asia 1945–1979</b>	Decisions on Asia at Yalta and Potsdam; US policies – Kennan’s Long Telegram 1946, the creation of Model States (occupation and reconstruction of Japan; independence in the Philippines and Roxas), US involvement with Jiang Jieshi, the reasons for the fall of China to Communism in 1949 and US reactions, defensive perimeter strategy 1949 and NSC-68 1950; US policy towards China and Taiwan 1949 to 1979 (including Nixon’s visit to China 1972 and the end of recognition for Taiwan 1979), the occupation of a divided Korea and UN involvement (1945–1949); British policies in Malaysia: the Emergency 1948–1960 and independence 1963; the USSR’s influence in Southeast Asia and her attitudes to China.
<b>The Korean War 1950–1953 and its impact to 1977</b>	Causes and outbreak of the Korean War, the aims of Kim Il Sung and Syngman Rhee; US and UN involvement in the war: Russian support for Kim, the Inchon landing, the UN crossing of the 38 <sup>th</sup> parallel and advance to the Yalu river, Chinese intervention in Korea and its impact; reasons for Truman’s dismissal of MacArthur; causes of stalemate 1951–1953; US public opinion; the changing nature of the war; difficulties in reaching a settlement; the outcome for the participants, the situation in Asia in 1953; the creation of SEATO in 1954 and its failure to 1977; non alignment: the Bandung Conference 1955 and its development from 1961.
<b>Indochina 1945–1967</b>	French colonial government in Indochina; Ho Chi Minh and the rise of the Viet Minh; the battle of Dien Bien Phu (1954); the Geneva Conference 1954 and the division of Vietnam; Eisenhower’s policies towards Indochina; Diem’s government of South Vietnam (1955–1963), its relations with Hanoi; formation of the NLF (1961), its impact; Kennedy’s policies towards Indochina (1961–1963); Diem’s assassination (1963); Johnson’s policy: the Gulf of Tonkin resolution (1964), start of US escalation of forces in Vietnam (1965); start of Operation Rolling Thunder (1965).



**Wars in Vietnam and Cambodia 1968–1993**

The role of the US military in Vietnam, the Vietcong and guerrilla warfare; the Tet Offensive (1968); continuation of bombing campaigns; Nixon's policies in Vietnam, Cambodia and Laos, his relations with China, Paris peace talks (1967–1973); victory of North Vietnam and the fall of Saigon (1975) and the reasons why the USA failed to win the war; Cambodia: Sihanouk 1955–1970, reasons for civil war and North Vietnamese intervention; US bombing and the fall of the Khmer republic 1970–1975; Pol Pot and Democratic Kampuchea (the Khmer Rouge 1975–1978, Chinese Models, evacuation to the rural areas, anti-intellectualism, the Killing Fields and ethnicity); Vietnamese invasion 1978 and its consequences (a People's Republic); the role of the UN; Paris Peace settlement (1991–1993) and the creation of a Cambodian Kingdom.

### Unit Y223: The Cold War in Europe 1941–1995

Key Topic	Content Learners should have studied the following:
<b>The origins of the Cold War to 1945</b>	The situation in 1941, Capitalism and Communism and general attitudes in East and West; wartime tensions in the Grand Alliance; conferences: tensions and difficulties at Tehran, Yalta and Potsdam; the 'liberation of Europe in the East and West'; relations between Stalin, Churchill and Roosevelt (and later Truman and Attlee).
<b>The development of the Cold War 1946–1955</b>	'Iron Curtain' speech; Soviet control of Eastern Europe: including Baltic States, Poland, Hungary, Czechoslovakia, Romania, Greece, Yugoslavia; the Truman Doctrine and Marshall Aid; Cominform and Comecon; conflicts over Germany including the Berlin blockade and airlift; creation of West and East Germany; NATO; the Warsaw Pact; atomic weapons.
<b>The Cold War 1956–1984</b>	The impact of the Hungarian Rising 1956, the Czech Crisis 1968 and events in Poland 1956 and 1980–1981; developments in Germany, including rearmament of the Federal Republic and its inclusion in NATO and the Berlin Wall; the arms race; Space Race; Détente, the SALT talks and Ostpolitik; Brezhnev Doctrine; the impact of the 'new Cold War' (1979–1985).
<b>The end of the Cold War 1984–1995</b>	Economic and social problems in the USSR and Eastern Europe; western influence; the pressure of the arms race; Gorbachev, glasnost and perestroika, Afghanistan, events of 1989 in Eastern Europe; the coup of 1991 and Russia under Yeltsin; reunification of Germany; civil war and the break-up of Yugoslavia to 1995.

**Unit Y224: Apartheid and Reconciliation: South African Politics 1948–1999**

Key Topics	Content Learners should have studied the following:
<b>Establishing Apartheid</b>	Political, social and economic conditions in South Africa and nature and extent of segregation in 1948; 1948 election and reasons for Nationalist victory, origins and nature of Apartheid and its development to 1954: Population Registration Act (1950); prohibitions on mixed marriages and relationships; geographical segregation including Group Areas Act (1950), Influx Control, Pass System and creation of Reserves; Petty Apartheid and the Separate Amenities Act (1953), changes to education including Bantu Education Act (1953); Opposition and resistance to the Nationalist Government and the suppression of it 1948–1954.
<b>The development of Apartheid and growing resistance</b>	Reform and development of Apartheid under Verwoerd and Vorster including Bantu Self-Government Act (1959): reasons for its introduction and consequences; impact and consequences of Apartheid for Black, White and Coloured South Africans; nature, development and effectiveness of resistance to Apartheid in this period including Nelson Mandela, ANC, Biko and the South Africa Learners' Association, women's groups, other forms of civil disobedience including anti-pass law demonstrations, boycotts and rural and urban protests, including Sharpeville (1960) and Soweto (1976) and their consequences; nature, development and consequences of international opinions towards Apartheid.
<b>The collapse of Apartheid 1978–1989</b>	Strengths and weaknesses of and threats to Apartheid by 1978; PW Botha, Total Onslaught, Total Strategy and consequences of his reforms for National Party and White, Black and Coloured South Africans; nature and development of opposition in this period: The United Democratic Front, ANC, Township Unrest, Church leaders; international relations and international opposition to Apartheid; reasons for and consequences of the State of Emergency 1985–1990; reasons for, nature and consequences of de Klerk's reforms; importance of FW de Klerk, Nelson Mandela and other individuals in bringing about end of Apartheid.
<b>A New South Africa 1989–1999</b>	Political, social and economic conditions in South Africa in 1989; process towards and elections of 1994; the problem of violence; Government of National Unity and the role of Nelson Mandela; Reconstruction and Development Programme and its effectiveness; development of new constitution and its consequences, Truth and Reconciliation Commission; unity through sport; social and economic developments including the problem of HIV/AIDS; international relations; election of 1999; political, social and economic conditions in South Africa by 1999.

## 2c. Content of unit group 3: Thematic study and historical interpretations (Units Y301 to Y321)

### Introduction to unit group 3

There are two elements to the thematic study and historical interpretations unit group:

- the thematic essay which will require learners to consider developments over at least 100 years
- the in-depth interpretation element where learners will comprehend, analyse and evaluate the ways in which the past has been interpreted by historians, by using their knowledge of specific individuals, events or developments that are prominent within the theme. Learners will be required to show an understanding of the wider historical debate connected to the issues. Three such depth studies are specified for each option.

This unit group seeks to develop an understanding of connections and interpretations between different elements of the subject and for learners to draw together knowledge, understanding and skills of diverse issues centred upon a common theme.

The topics covered by the units in this group are based on themes covering an extended period of at least 100 years with a focus on continuity, development, change and evaluation of interpretations appropriate to the topic. The emphasis is on developing and interpreting a broad overview of the period studied, whilst also considering the validity of historical interpretations on specific topics within the theme being studied, therefore combining breadth and depth. The themes identified within each topic in the unit are not to be studied in isolation to each other. They are not self-contained and learners need to examine the inter-relationships within the theme being studied.

The thematic essays will focus on making links and comparisons between different aspects of the topics studied and of testing hypotheses before reaching a judgement.

The depth studies will require learners to evaluate historians' interpretations of the named events (etc). This will provide learners with the opportunity to assess and evaluate the arguments using their analytical skills and knowledge of the wider historical debates. They will have the opportunity to show they can discriminate between different interpretations to reach a supported judgement on the issue on which they are being examined.

There will always be **one** interpretation style question set for examination on **one** of the three depth studies. The interpretations selected will always be deliberate constructs by historians, produced much later than the historical event. They represent progression from interpretations as examined at AS level in that they will require analysis of a greater depth and range of evidence. Therefore, the interpretations set will always be longer extracts (substantial paragraphs). The interpretations set for examination will provide candidates with the opportunity to analyse and evaluate by locating them in the wider historical debate. Interpretations will be fully attributed and will only be edited for accessibility.

Further advice and guidance on this unit group is available from the OCR website. The following pages detail the content options available.

## Unit Y301: The Early-Anglo Saxons c.400–800

This theme focuses on the arrival of the Anglo-Saxons in Britain and Ireland and the impact this had on politics, religion, the economy, society and culture. Learners should consider both the extent and reasons for political, religious economic, social and cultural change. Learners should consider how far, and for what reasons, this relationship changed. The strands

identified below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

2

Thematic Study: The Early Anglo-Saxons c.400–800	
Key Topics	Content Learners should have studied the following:
<b>The development of Kingship and kingdoms in Britain and Ireland</b>	The first Saxons (including the roles of Vortigern, Hengist and Horsa c.450); <i>Mons Badonicus</i> ; reasons for early expansion of kingdoms by c.600, the emergence of <i>Bretwaldas</i> (overkingship); administration; the heptarchy; reasons for the rapid rise and fall of kings in the seventh century; reasons for later Northumbrian expansion; reasons for and consequences of the emergence of the Mercian supremacy (including Aethelbald, 716–757 and Offa, 757–796); the extent of power of early Anglo-Saxon kings c.825.
<b>Religion and the Christian Church in Britain and Ireland</b>	Religious belief before Augustine (British and Germanic); the process of Christianisation (starting with Augustine 597); the role and impact of the Roman and Celtic Church; the significance of the Synod of Whitby, 664; challenges faced by the Church (including issues surrounding lay foundation, patronage of ministers, relations between the Church and kings); Theodore and the ‘golden age of monasteries’; reasons for and consequences of the growth of monasteries; monasteries in the countryside (the ‘minsters’); the role of Alcuin and Anglo-Saxon missionaries to Europe.
<b>Economic and social life in Britain and Ireland</b>	Rural and urban settlements; reasons for the emergence of towns (churches, fortifications and trade), other construction (including Offa’s Dyke); the economy; farming, land issues (including the concept of ‘bookland’), craft-working; the expansion of internal and external trade (including the introduction of a systematic coinage); social structure, lordship, families and kinship; law and law-making (dispute, feud and resolution including <i>wergild</i> and the use of violence); burials.
<b>Cultural change in Britain and Ireland</b>	Language (Latin and the vernacular languages), nature and extent of cultural assimilation and identity; literature (including the writings of Gildas, <i>Beowulf</i> and the writings of Bede), education and learning (including the influence of the school at Canterbury); art, architecture, dress, jewellery; religious artefacts, art and literature (including the <i>Book of Durrow</i> and the <i>Lindisfarne Gospels</i> , c.710–720).

The Early Anglo-Saxons c.400–800	
Depth studies	<b>Content</b> <b>Learners should be aware of debates surrounding the issues outlined for each in-depth topic:</b>
<b>Athelbald, Offa and the Mercian supremacy</b>	The Mercian supremacy as a turning point in the development of kingship and kingdoms; the extent of the supremacy; reasons for and consequences of the rise of Mercia as a political force; the role of Athelbald; the role of Offa (including Offa's leadership, the significance of Charlemagne's letter to Offa, Offa's currency reforms, the significance of Offa's Dyke).
<b>Augustine and the process of Christianisation</b>	The short and long-term impact of Augustine's mission of 597; apostasy and pagan reaction; the role of the Celtic Church and Columba; the Synod of Whitby (664) as a possible turning point; problems of organisation, Theodore and the spread of monasteries; reasons for and consequences of the growth of monasteries; Christianity in the countryside; the relationship between the Church and kings; the Church and the revival of town life; Christianisation and cultural change.
<b>Communities and kinship</b>	The nature of local communities in Britain and Ireland (population groups, folk areas, tribes, spheres of lordship or regions); the reasons for and consequences of changing relationships within and between local communities (as determined by ethnicity, kinship, social status and/or ties of lordship); the regulation of relationships, especially disputes.

## Unit Y302: The Viking Age c.790–1066

This theme focuses on the development of Viking Scandinavia and Viking overseas expansion. Learners should consider both the reasons for and extent of political, religious, economic, social and cultural change that ensued as a result of Viking raids and settlement. Learners should consider how far, and for what reasons, this relationship changed. The strands

identified below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

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Thematic Study: The Viking Age c.790–1066	
Key Topics	Content Learners should have studied the following:
<b>Viking society, administration and livelihood</b>	Viking identity; Scandinavian land and climate; Scandinavian society (including slaves, the free, women, children, elites and rules of conduct); Scandinavian administration; accession to the throne and personal power; royal power (kingship); political developments in Denmark, Norway and Sweden; Scandinavian livelihood (including trade, developments in shipbuilding, seafaring, money, farming, hunting and craft-working).
<b>Warfare and raids</b>	Raids on England and Scotland; motives for raids; the destruction of monasteries (including Lindisfarne and Iona); the stimulus for Scottish unity; the 860s as a possible turning point; Alfred's and Athelstan's response to raids; relative peace after 955; the 'second Viking age' and Danegeld; conquest; decline and fall; expansionism: motives (economic, political and social); raiding and trading in Ireland, Wales, the Isle of Man, the Carolingian Empire (including Normandy and Brittany), Russia, Byzantium, Iceland and Greenland.
<b>Settlements</b>	Scandinavian rural and urban settlements; English rural and urban settlements (including York); the Danelaw; kingship; the impact of settlements on livelihood (including farming, craft-working, trade); society (including social structure, families, kinship and customs); the move towards a united English kingdom; settlements in Western and Eastern Europe including parts of the Carolingian Empire and the Iberian Peninsula.
<b>Culture and religion</b>	Religious belief; old religion, the gods (including Odin, Thor, Frey and the Norns), outdoor worship (including ship-settings), sacrificial sites, burial customs; new religion: Christianisation (including the conversion of Harald Bluetooth and Denmark c.965, Harald's Jelling monuments, the conversion of Olaf Tryggvason and Norway c.995), new rituals and codes of conduct; culture: art (decorative and pictorial), language, writing (including runes), and naming customs; poetry and its purpose (including rune poems, eddaic poems and skaldic verse), sagas; dress, jewellery; feasting.

<b>The Viking Age c.790–1066</b>	
<b>Depth studies</b>	<b>Content</b> <b>Learners should be aware of debates surrounding the issues outlined for each in-depth topic:</b>
<b>Raids on England in the late eighth and ninth centuries</b>	Motives; the impact on Anglo-Saxon politics, the economy, culture and society (including religious belief); the significance of the 860s ('a great heathen army'); the response to raids; the first settlements.
<b>The Danelaw</b>	Definitions, origins (links with raids); organisation; growth; response from Anglo-Saxons (relationships between inhabitants and colonists); the impact on the northern and eastern economy, society (the creation of a distinctive Viking society), culture, religion and politics; the importance of York.
<b>The Vikings in Ireland</b>	Motives for raiding, trading and settlement; phases of involvement and links to Viking activity elsewhere; the impact on the Irish economy (including trade), society (including religion), culture and politics; areas of settlement (including the origins and growth of Viking Dublin).



### Unit Y303: English Government and the Church 1066–1216

This theme focuses on changes in government and the Church. Learners should consider the main developments in government and administration and the developing relationship between the Crown and the Church. Learners should consider how far, and for what reasons, this relationship changed. The strands identified below are not to be studied in isolation to each other.

Learners will be aware of the changes and developments in the government and Church in the reigns of William I, William II, Henry I, Stephen, Henry II, Richard I and John. However, they are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

<b>Thematic Study: English Government and the Church 1066–1216</b>	
<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>Main features of central government</b>	The role and development of: the household, exchequer, chancery, justiciar and law courts; the role and power of the Crown, the nobility, the Church and administrative officials in central government; the impact of continental possessions of the Crown on government; the reasons for rebellion and its impact on government.
<b>The organisation and administration of local government</b>	The links between central and local government; the development of Common Law, including the contributions of Anglo-Saxon customary law, feudal law and those of Anglo-Norman and Angevin kings; the maintenance of order in the localities.
<b>The government of the Church in England</b>	The role of the Archbishop of Canterbury, his relationship with bishops and with the Archbishop of York, including the primacy dispute; the administration of Church law; administrative structures; the role of monasticism.
<b>The role of the archbishops of Canterbury</b>	Their relationship with the Crown and the Papacy; the impact of the Papal reform movement; the significance of archbishops, including Lanfranc, Anselm, Theobald, Becket and Langton.

English Government and the Church 1066–1216	
Depth Studies	<b>Content</b> <b>Learners should be aware of debates surrounding the issues outlined for each in-depth topic:</b>
<b>The reign of Henry I</b>	The personality of Henry I; developments in finance, justice and administration, including the Exchequer, the royal household, the development of bureaucracy, the office of justiciar, ‘men raised from the dust’; the idea of contractual kingship; the role of Roger of Salisbury; local justice and government; feudal obligations; the seizure of Normandy and rebellions; the role of Duke Robert; Henry I and Anselm; the issue of homage, the issue of free elections, reforms under Anselm; the primacy dispute; Henry I as guardian of the Church; Henry I and the Papacy.
<b>The Civil War 1139–1154</b>	Causes of rebellion and civil war, usurpation, the dismissal of Roger of Salisbury; extent of disturbances, finance of the war, administration of justice; Stephen’s relationship with the barons, the power and loyalty of the barons and earls, baronial coinage; the functioning of central government, the exchequer, coinage; Stephen and the Church; election and support of Theobald; Theobald and canon law; changing relations with the Papacy; the Church and civil war; the impact of monastic orders; settlement and the legacy of Stephen’s reign.
<b>The reign of Richard I in England</b>	Finances, taxation and royal customs, sale of offices; William Longchamp; government in the absence of Richard; the role of Hubert Walter; rebellion under John; the use of itinerant justices; Walter as Archbishop of Canterbury; local government, assizes, Forest Assize, Assize of Weights and Measures; Richard and the Church.

## Unit Y304: The Church and Medieval Heresy c.1100–1437

This theme focuses on the nature and extent of heresy in Medieval Europe and the response of the Catholic Church during this period. Although questions will not be set in isolation on specific heretical movements, the following movements should be studied: Cathars, Waldensians, Hussites, Lollards, Bogomils, Free Spirit, Fraticelli, Henricians, Patarenes. The strands identified below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

### Thematic Study: The Church and Medieval Heresy c.1100–1437

Key Topics	Content Learners should have studied the following:
<b>The causes and nature of the heretical movements</b>	The condition of the medieval Church, the geo-political structure of medieval Europe, increase in lay piety, intellectual developments, the geographical spread of heresy, the size of the movements, frequency and duration; the strategy and organisation of the movements.
<b>Support for heretical movements</b>	Nature of the support: gender, social class and age; the leadership and organisation of the heretical movements; the differences between the movements; the reasons for the limited success and/or failure of the movements.
<b>The impact of heretical movements upon the medieval Church</b>	The response of the medieval church to the threat of heresy at the time, the Crusades against heresy, the extent to which heresy presented a challenge to the medieval Church.
<b>Maintenance of church authority</b>	Propaganda produced against heresy, individual clerical responses (Bernard of Clairvaux/Caesarius of Heisterbach); preaching tours (Bernard of Clairvaux Languedoc 1140s), Church councils (4th Lateran Council 1215); statutes; punishments; popular support for the Catholic Church; counter-movements; literature produced against heresy (Sermons on the Song of Songs); creation of spiritual orders (Franciscans, Dominicans); the Medieval Inquisition (Bernard Gui, Jacques Fournier).

## The Church and Medieval Heresy c.1100–1437

Depth studies	<b>Content</b> <b>Learners should be aware of debates surrounding the issues outlined for each in-depth topic:</b>
<b>John Wycliffe and the Lollards to c.1420</b>	Wycliffe's views and writings; Wycliffe's attacks on the Papacy and monasticism, his doctrine of the church, his views on the Bible; the appeal of his writing; political support for Wycliffe and the reasons for this support; responses to Wycliffe's writings and preaching; Lollardy, the beliefs of Lollards, reasons for and the extent of support, nature, geography and social composition of the support, duration of the movement; response by the authorities to Wycliffe and Lollards, reasons for the failure of Lollardy.
<b>The Mendicant Orders</b>	St Dominic and his approach to the Cathars; the founding of the Dominicans as a preaching order; the Dominicans and the universities; St Francis, poverty and the founding of the Franciscans and Poor Clares, the split between Spirituals (Joachim of Fiore) and Conventionals; the impact of the Mendicant Orders on the towns.
<b>Huss and the Hussites 1400–1436</b>	The influence of Wycliffe and Huss' attack on the Church; Bohemian nationalism; the Council of Constance 1414–1415; creation and beliefs of a Bohemian Church 1415–1419; Papal and imperial attitudes; the Hussite settlements; the Hussite Wars and Crusades 1419–1434; divisions between moderates and radicals (Taborites), the leadership of Zizka and final defeat 1434; foreign involvement (German rulers, Poland and Lithuania); Council of Basle 1431–1436 and the Compacts of 1436; Bohemian Church survival and the Moravian Brethren; the extent of Bohemian and Hussite social, political and cultural revolution.

## Unit Y305: The Renaissance c.1400–c.1600

This theme focuses on the causes, nature and extent of Renaissance artistic, cultural and political developments throughout the course of the 15<sup>th</sup> and 16<sup>th</sup> centuries in both Italy and northern Europe. Learners should consider how far the Renaissance was a significant historical turning point leading to innovation and change or a gradual extension and continuation of the medieval world. Consideration should be given to the influence of Italy on developments elsewhere and the extent of similarities and differences between individual and regional

contributions across the period. Developments in the Italian states and northern Europe should be key areas of study, although reference might also be made to Hungary and Spain. The strands below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

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### Thematic Study: The Renaissance c.1400–c.1600

Key Topics	Content Learners should have studied the following:
<b>Artistic and cultural development</b>	The cultural conditions in western Europe c.1400; the origins and causes of the Renaissance, social, political, economic and cultural factors; the development of, and changes in, artistic and literary styles and techniques; regional variations in art (Flanders and the northern Renaissance, Venetian Renaissance, Christian humanism); the High Renaissance; the role of trade, wealth, guilds, the middle-class and civic and private patronage in artistic development; the impact of republicanism and the Italian communes; the influence of humanism, the classical past and the Greek East and the impact of the fall of Constantinople; the impact of Florence, Rome and Venice on artistic and cultural development; the influence of Neo-Platonism; printing, libraries, the role of education, schools and the ideal of the 'Renaissance man' in the development of the Renaissance; continuity with the Middle Ages.
<b>The role of the individual</b>	The contributions to the Renaissance of individual patrons, artists and scholars: including the early Medici (Cosimo and Lorenzo 'the Magnificent'), Federico de Montefeltro, Ludovico Sforza; Nicholas V, Julius II, Charles V, Francis I, Savonarola, Bruni, Ficino, Machiavelli, Castiglione, Erasmus, Brunelleschi, Donatello, Alberti, Botticelli, Michelangelo, Leonardo da Vinci, Raphaël, Bramante, Titian, Dürer, More, Colet.
<b>Religion and religious change</b>	The condition of the Church and religious institutions; the Council of Florence, Rome and the importance of the Papacy and international links; the Renaissance Papacy and its condition and attitude to the Renaissance; Christianity and the Renaissance, the attitude of the church to the Renaissance; anti-clericalism; clerical advocates of the new learning; the role of Papal patronage; the impact of the Renaissance on church music, including Palestrina and Monteverdi.

<b>The Impact of War</b>	The ideal of Renaissance Man and Federigo da Montefeltro, Duke of Urbino, soldier-scholar; the impact on the Renaissance ideal of the French invasion of 1494; Condottieri, mercenaries and mercenary armies, humanist criticism of mercenaries; developments in warfare; war and Machiavelli, the Prince and the idea of Christian morality; military architecture.
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<b>The Renaissance c.1400–c.1600</b>	
<b>Depth studies</b>	<b>Content</b> <b>Learner should be aware of debates surrounding the issues outlined for each in-depth topic:</b>
<b>The Venetian Renaissance</b>	The condition of Venice in c.1400; the social, economic and political conditions that encouraged the development of the Renaissance; the impact of the Greek East and the fall of Constantinople; artistic development in Venice; the importance of printing and education; the impact of the Doge; the myth of Venice; the church in Venice and reform; the impact of war on Venice.
<b>Savonarola</b>	Savonarola as a preacher; prophesying; the impact of the French invasion and the fall of Piero de' Medici; Florence under Savonarola, political change, moral reform, the Bonfire of the Vanities; the fall of Savonarola; Savonarola's attitude to art and the Renaissance; the impact of his rule on art and artistic development.
<b>The French Renaissance</b>	Reasons for the development of the Renaissance in France; Renaissance monarchy in France under Louis XII, Francis I and Henry II; the monarchs as patrons of art, literature and architecture, including Chambord and Blois; the impact of da Vinci, del Sarto, Cellini, Rabelais; the impact of the Italian Wars.

### Unit Y306: Rebellion and Disorder under the Tudors 1485–1603

This theme focuses on the causes, nature and extent of disorder in England and Ireland during this period. The following revolts and rebellions should be studied: Lovel, Simnel, Yorkshire, Warbeck, Cornish, Amicable Grant, Kildare, Pilgrimage of Grace, Western, Kett, local unrest 1549, Northumberland, Wyatt, Shane O'Neill, Northern Earls, Fitzgerald, Geraldine, Tyrone, O'Neill,

Oxfordshire and Essex. The strands identified below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed knowledge of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

<b>Thematic Study: Rebellion and Disorder under the Tudors 1485–1603</b>	
<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>The main causes of rebellion and disorder</b>	Political factions; the succession; religion; taxation; famine; inflation; enclosures; social issues; mono and multi causal rebellions; causes of rebellion as reflected in the demands of the rebels and in their actions; the motives of the rebels; long- and short-term causes of unrest; main and subsidiary causes of rebellions.
<b>The frequency and nature of disturbances</b>	Location and regional variations including the importance of the peripheral regions and major towns and cities; objectives including the removal of the monarch, change to policies and removal of English rule from Ireland; size, frequency and duration of the rebellions; decline in support for rebellion; the support of the nobility, gentry, yeomen, clergy, commoners and foreign support for rebellions; leadership and the abilities of leaders; organisation; strategy and tactics of the rebels; differences between rebellions in England and Ireland; reasons for limited success and/or failure of rebellion.
<b>The impact of the disturbances upon Tudor governments</b>	Their response to the threat of disorder at the time and subsequently, including initial responses, pre-emptive measures, pardons, the raising of troops, military confrontation trials and retribution (e.g. changes in government strategy, policies, legislation, propaganda); the extent to which rebellions presented a serious threat to the government; the impact of rebellion on government and society.
<b>The maintenance of political stability</b>	The role of local and central authorities: the Crown, the Church, nobility, gentry, lieutenants, sheriffs, JPs, local officials; popular attitudes towards authority.

## Rebellion and Disorder under the Tudors 1485–1603

Depth Studies	Content Learners should be aware of debates surrounding the issues outlined for each in-depth topic:
<b>Pilgrimage of Grace</b>	Causes; regional variations including Lincolnshire, Yorkshire, Lancashire, Cumberland; objectives; support; leadership including Aske, Hussey and Darcy; organisation; reasons for its limited success and/or failure; the government response to the threat of disorder at the time and subsequently; the threat posed by the rebellion to the government; the role of central and local authorities in dealing with the unrest.
<b>The Western Rebellion</b>	Causes; regional variations between Devon and Cornwall; objectives; size; support; leadership, organisation; reasons for its limited success and/or failure; the government response to the threat of disorder at the time and subsequently; the threat posed by the rebellion to the government; the role of central and local authorities in dealing with the unrest.
<b>Tyrone's Rebellion</b>	Causes; objectives; size; support; leadership; organisation; reasons for its limited success and/or failure; the government response to the threat of disorder at the time and subsequently; the threat posed by the rebellion to the government; the role of central and local authorities in dealing with the unrest.



## Unit Y307: Tudor Foreign Policy 1485–1603

This theme focuses on the aims, methods and results of Tudor foreign policy. Policy aims, achievements and failures in relation to Spain, France, Scotland and Burgundy (later the Netherlands) should be studied within a changing context. The impact of foreign policy on England should make clear links between the impact and the policies themselves. The strands

identified below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

<b>Thematic Study: Tudor Foreign Policy 1485–1603</b>	
<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>The aims and methods of Tudor foreign policy</b>	The influence of financial, economic, religious, political personal and dynastic factors in shaping foreign policy; marriage, alliance, war and trade as instruments of foreign policy; changes in England's standing within Europe.
<b>Scotland and France</b>	Relations with Scotland and France; when and why they ceased to be England's traditional enemies; major turning points during the period; Henry VII and Ayton; Battle of Flodden; 'rough-wooing' and invasions under Henry VIII and Somerset; the Treaty of Edinburgh; the departure of the French; Henry VII and Etaples; Henry VIII's invasions; French threat under Somerset; loss of Calais; the Treaty of Blois.
<b>Burgundy, the Netherlands and Spain</b>	Their importance in Tudor foreign affairs including trade and trade embargoes, strategic importance and security; the reasons why relations with Spain changed from peace to war during the sixteenth century; Henry VII and Medina del Campo; Henry VIII and alliances against France; impact of the divorce; Mary Tudor and Philip's marriage; the impact of the Dutch Revolt; the Armada.
<b>The impact of foreign relations on domestic developments in England</b>	Effect on economic, financial, dynastic, political and religious affairs; impact on relations with Ireland.

<b>Tudor Foreign Policy 1485–1603</b>	
<b>Depth studies</b>	<b>Content</b> <b>Learners should be aware of debates surrounding the issues outlined for each in-depth topic:</b>
<b>Henry VIII's foreign policy 1509–1520</b>	The situation in 1509; Henry VII's legacy in foreign policy; Henry VIII's personal motives; Renaissance context; European rivals, inherited allies and enemies; objectives in France and Scotland; a comparison of the causes, campaigns and results of wars against Scotland and France; the Battle of Flodden (1513), the Battle of the Spurs (1513); Therouanne and Tournai; diplomacy with France and Spain; the Treaty of London (1518); the Field of the Cloth of Gold (1520); a comparative evaluation of the roles of Henry VIII, Wolsey and Catherine and the extent of their achievements.
<b>The loss of Calais</b>	The historical and strategic significance of Calais; its significance in the context of European affairs in 1557–1558; the condition of the garrison and costs in maintaining it; relations with France and Spain; reasons why England went to war with France in 1557; events leading to the loss of Calais in 1558; reasons why Calais was lost, including the Spanish marriage and the role of Philip II; the reactions of Mary I and of the English people at the time; the Treaty of Cateau-Cambrésis (1559); French views on the recovery of Calais at the time; an evaluation of the positive and negative aspects of the loss of Calais.
<b>The Armada</b>	Long and short-term causes and motives of Spain's Enterprise of England; the Spanish fleet and its setbacks, including Drake's raid on Cadiz (1587), the death of Santa Cruz, Medina Sidonia's weaknesses as a commander of the Armada; Elizabeth's preparations; leadership of the English navy, its ships, supplies and morale; the Tilbury speech; Spanish ships, weaponry, crews, troops and priests on board; the course of events; advantages and disadvantages of England and Spain; reasons for the defeat of the Armada, reactions and propaganda in England, Spain and Europe; its significance for England and as a turning point in foreign policy.

## Unit Y308: The Catholic Reformation 1492–1610

This theme focuses on the development of the Catholic Reformation in the course of the 16<sup>th</sup> century. Learners should consider how far the movement was a Catholic or a Counter Reformation, how far it had achieved its aims by the beginning of the 17<sup>th</sup> century and assess the main influences upon its development. The strands identified below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named depth studies, but are expected to know the main developments and turning points relevant to the theme.

<b>Thematic Study: The Catholic Reformation 1492–1610</b>	
<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>The nature of the Catholic Reformation</b>	The condition of the Catholic Church in the 1490s; the Church's reaction to humanism and Protestantism; early attempts at reform including Savonarola, Loyola and Papal reforms; whether the revival was a Catholic or Counter Reformation; methods of reform and revival; regional variations and the response of the laity, clergy and monarchs.
<b>Institutional reforms</b>	The role of the Papacy; Inquisition; Index; Councils (Lateran and Trent, the decisions made and their impact); the Society of Jesus; new and traditional orders; including the capuchins; the oratory of Divine Love; the Ursulines and Theatines.
<b>Role of individuals</b>	The contributions to the Catholic revival of Erasmus, Cisneros, Paul III, Loyola, Charles V, Philip II, Paul IV, Pius IV, Pius V, Gregory XIII, Sixtus V, Clement VIII, Carlo Borromeo, Francis Xavier, Vincent de Paul and Teresa of Avila.
<b>Impact of the Catholic Reformation</b>	Comparative extent of reform and revival in Spain, France, the Netherlands, Italy, the Holy Roman Empire, Eastern Europe, South America and the Far East; opposition and obstacles to reform; the spiritual condition of the laity; artistic and literary expressions of Catholic faith and revival.

The Catholic Reformation 1492–1610	
Depth Studies	<b>Content</b> <b>Learners should be aware of debates surrounding the issues outlined for each in-depth topic:</b>
<b>Council of Trent</b>	Desire for reform within the Church prior to Trent; the attitude, actions and role of Paul III; circumstances leading to the first session; discussions in the first session; the role of subsequent popes and individuals in the following sessions; debate and argument at Trent; decisions made at Trent; the impact of the Tridentine decrees.
<b>Philip II of Spain</b>	Background of medieval inquisition and religious reform in Spain; fear of the Jews, Conversos and Moriscos; reaction towards Protestant threats and the traditional fears of heresy and ‘foreigners’; reaction to humanism and illuminism; motives for religious reform; the nature and extent of his support for the Inquisition; religious policies in Spain; Philip as ‘the most Catholic Monarch’.
<b>St Bartholomew’s Day Massacre</b>	Religious reform and relations with the Huguenots prior to 1572; the causes of the massacre; the motives of those involved; the role of Catherine de’ Medici; the response of the Parisians and extent of the attack; the effect of the massacre and religious tension; the religious significance of the massacre in France and Europe.

## Unit Y309: The Ascendancy of the Ottoman Empire 1453–1606

This theme focuses on the Ascendancy of the Ottoman Empire in the period 1453–1606. Sultans and their political, religious and military systems should be studied within the context of imperial expansion and relations with European powers such as the Papacy, Venice, the Holy Roman Empire, Spain and Portugal. The seeds of decline within the Ottoman governmental system are relevant, but reasons for the subsequent decline of the Ottoman Empire after 1606 will not

be tested. The strands identified below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

<b>Thematic Study: The Ascendancy of the Ottoman Empire 1453–1606</b>	
<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>Sultans and the organisation of the State</b>	Sultans and their accessions, characters, reputations, absolutism, splendour and ceremony; their successes and weaknesses; administrative and military systems: the merging of the religious and military traditions of the state; personnel, Devshirme; Janissaries; the army; the central political system, the Porte, the Divan, the Grand Vezir; the harem and influence of Sultan's wives; religious administration and justice; integration of religion, politics and law; finances and the economy.
<b>Imperial expansion</b>	Reasons for expansion; expansion in the Balkans including the conquest of Constantinople, Hungary, Vienna; expansion in the Mediterranean; expansion in the Levant, Ottoman control of Levant trade routes, the significance for Portugal, the impact on Europe; the impact of war between the Ottomans and Austrian Habsburgs; the lack of resistance and weaknesses of their enemies.
<b>Consolidation, provincial administration and society in Ottoman vassal states</b>	Principles of Ottoman conquest: occupation, tribute (tax), local vassals, annexation, timar administration; society: enslavement, the rigid class system, local impact of the Devshirme; benefits of peace and stability under Ottoman rule, loss of freedom and status; a meritocratic society, the timar system and feudal sipahis; religion: official recognition of the Orthodox Muslim religion, suppression of Roman Catholicism for the nobility; acceptance and toleration of other differences in belief; provincial administration; the Outer Service, agas, tax, reduced labour services.

### The impact of Ottoman expansion on European rulers

Impact on Spain, threats to North African outposts, the western Mediterranean and the coast of Aragon; links with the Moriscos and Barbary corsairs; Ottoman defeat at the battle of Lepanto; the extent of the Ottoman threat to Spain; impact on France: relations with the Ottomans; the Franco-Ottoman alliance and its threat to other European powers; impact on the Holy Roman Empire and the Austrian Habsburgs; including the Battle of Mohacs, the Siege of Vienna (1529) and effects of Ottoman land advance and reasons for Ottoman withdrawal; impact on Venice, Venetian loss of Cyprus; the impact of the battle of Lepanto (1571).

### The Ascendancy of the Ottoman Empire 1453–1606

#### Depth Studies

#### Content

Learners should be aware of debates surrounding the issues outlined for each in-depth topic:

#### The Fall of Constantinople 1453

The condition of the Byzantine Empire and authority of its Emperor; the context of Ottoman ambitions in 1453; Mehmed II's qualities; the Janissaries and military strengths of the Ottomans; religious motivation and *jihad*; events leading to the fall of the city; the extent of bloodshed and looting; reactions of Europeans and Asian Muslims; the Papal call to crusade and the European response; the significance of the fall of Constantinople; effects on the European economy.

#### The Battle of Mohacs 1526

The condition of Hungary in 1526, the authority of King Louis and the quality of his army; Ottoman ambitions in the Balkans and Central Europe in 1526; Suleiman the Magnificent, the Janissaries and military strengths of the Ottomans; religious motivation and *jihad*; events leading to the Battle; the extent of bloodshed and looting; the reactions of Europeans; the extent of the threat to Habsburg territories and the significance for Ottoman ascendancy; the aftermath and consequences for Hungary.

#### The Battle of Lepanto 1571

The situation in the eastern Mediterranean after the Siege of Malta (1565); the impact on the Ottoman Empire of the death of Suleiman I in 1566; Ottoman advance into the western Mediterranean and the threat to the Papacy and Venice; aims of the Holy League; the course of the Battle and its significance for the development of naval warfare; reasons for the Ottoman defeat; the battle as a turning point; consequences for the Ottomans; its significance for the ascendancy of the Ottoman Empire.

## Unit Y310: The Development of the Nation State: France 1498–1610

This theme focuses on the theory and practice of concepts of a French 'nation state' in the reigns of Louis XII, Francis I, Henry II, Francis II, Charles IX, Henry III and Henry IV. The theme deals with French domestic affairs within the context of the important changes in Europe during this period but learners will not be tested on other countries. The strands identified below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme. Foreign policy should be studied only to a level appropriate for an understanding of its impact on the theme of the domestic nation state.

<b>Thematic Study: The Development of the Nation State: France 1498–1610</b>	
<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>The Monarchy and central government</b>	Royal impact on stability and the development of the nation state; the authority, domestic rule and reputations of the French monarchs 1498–1610; the extent of their power and centralised authority; the role of the nobility, the extent of unification, centralisation and absolutism.
<b>Law, provincial government and society</b>	The development of language, customs, legal codes and courts; taxation and privileges; the extent of royal control of the provinces, provincial estates and the role of the provinces in the development of the nation state; feudal loyalties and provincialism; noble privileges and clientage, their impact on strengthening and limiting royal power, including the rebellion of Constable Bourbon (1523).
<b>Religion and the Church</b>	The impact of religion in the development of the nation state; the role of the Catholic Church; the extent of religious disunity, humanism, Lutheranism and Calvinism, contribution to the civil wars and to stability.
<b>The impact of wars on French stability and unification</b>	The impact on stability and on the development of the nation state; the Habsburg-Valois Wars 1498–1559: legacy for the nation state and as a cause of the French civil wars; the French Wars of Religion 1562–1598: an overall assessment of the comparative contribution of wars to the development of the French nation state.

### The Development of the Nation State: France 1498–1610

Depth Studies	Content Learners should be aware of debates surrounding the issues outlined for each in-depth topic:
Francis I and 'Renaissance Monarchy'	Powers as monarch; strengths and limitations; theories of absolutism; his relations with the Church, the law, the Parlements, nobility and office holders; financial weaknesses; political, religious and legal restraints; his use of venality; Fontainebleau, his patronage of the arts and French culture.
The Massacre of St Bartholomew 1572	Causes, context of the civil wars and of Paris in August 1572, the Bourbon marriage and resulting influx of Huguenots; factional feuds; Coligny: his influence on Charles IX, his aims concerning the Netherlands Revolt; the role of Catherine de' Medici and the Guise; atrocities and their spread to the provinces; the death toll and impact.
Henry IV	The Navarre inheritance; religious affiliation and conversion; his character, military abilities; the impact of the assassination of Henry III, problems of accession; the situation in 1593; defeat of the Spanish and ending of the civil wars (1598); the Edict of Nantes (1598), acceptance of the Jesuits (1599); political, religious, economic and military achievements; the achievements of Sully; his assassination and legacy to his heir.



## Unit Y311: The Origins and Growth of the British Empire 1558–1783

This theme focuses on the changing nature of the emerging British Empire over this period. Learners should understand the factors which encouraged and discouraged change during this period. Learners should study developments across the whole of the Empire, including the Americas (North America and the Caribbean), India and the wider 'Indies', ports and naval bases such as Gibraltar, Africa and the Pacific. Study should not be limited to areas of direct political control; learners should have an appreciation of how spheres of influence and formal and informal

economic, social and political ties and scientific and geographical exploration contributed to imperial development. The strands identified below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

2

Theme: The Origins and Growth of the British Empire 1558–1783	
Key Topics	Content Learners should have studied the following:
Drivers of imperial expansion	Attitude and contribution of the Crown, Court and Parliament to overseas expansion; the importance of key individuals including Drake, Rayleigh, Clive; imperial priorities e.g. North West and North East Passage, Trade, Spices, The West Indies; contribution of domestic developments to empire including religious developments, Civil War and Interregnum, financial and economic developments, political developments, development of Royal Navy, changes in bureaucracy and administration, scientific revolution and enlightenment; successes and failures in achieving imperial aims.
The nature of colonial rule	Models of political, social and economic exploitation and development and their success/failure e.g. privateering, mercantilism, trading/chartered companies, monopoly, cash crops, plantation, indentured labour, Navigation Acts, slavery, farming, banking, speculation, religion, ports, bases and trading posts, free trade; the relationship between Crown, Parliament and colonies: treaties and alliances with local rulers, peoples and tribes; taxation; law-making.
The impact of Empire on Britain and its emerging colonies	For Britain: political, socio-cultural and economic effects, including banking, speculation, population change, scientific and geographical knowledge, resources, products such as spices, sugar and tobacco, Royal Navy, personal and political prestige; for colonies: taxation, trade, economic developments, population change, political structures and internal power relationships, Native Americans, slavery, development of opposition and reasons for it e.g. American colonies, Jamaican Maroons, Mughals in India.

<b>The British Empire and European Relations</b>	The consequences of European alliances and rivalries on imperial developments and the impact of imperial developments on these alliances and rivalries, including with Spain, Portugal, France and the Netherlands; imperial causes of, and consequences for empire of wars, including the Anglo-Spanish Wars, the Anglo-Dutch Wars, Seven Years War, Wars of Spanish and Austrian Succession, War of American Independence; importance of ports, bases and trading posts.
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<b>The Origins and Growth of the British Empire 1558–1783</b>	
<b>Depth Studies</b>	<b>Content</b> <b>Learners should be aware of debates surrounding the issues outlined for each in-depth topic:</b>
<b>Elizabethan Privateers 1558–1603</b>	Nature and extent of privateering in the Elizabethan era and relationship between privateering and imperial development; motives, methods, extent of success and impact of key individuals (including Drake and Raleigh); economic, political, military and personal consequences of privateering; attitudes and ambitions of Elizabeth, Court and Parliament as regards colonial development and privateering; importance of the actions of privateers in relations with foreign powers and impact on European relations, including with Spain.
<b>Britain and its American colonies 1660–1713</b>	Attitudes of Crown and Parliament towards American colonies and impact of developments in Britain (Restoration, Glorious Revolution, religious tension over James II) on American colonies; form of rule and relationship between colonies and Britain; economic developments e.g. Navigation Acts; causes, nature and consequences of colonial rebellions during this period; impact of European wars on American colonies; importance of colonies in European power relations.
<b>Clive and the East India Company: India c.1730–1773</b>	Attitude and ambitions of the British Crown and Parliament towards India; military successes and failures and reasons for these; character, motives, actions and importance of Robert Clive; extent of success in achieving British aims in India at this time; economic developments; political developments; relations with foreign powers including France, the Dutch, the Mughal Empire; consequences of Company rule for India.

## Unit Y312: Popular Culture and the Witchcraze of the 16<sup>th</sup> and 17<sup>th</sup> Centuries

This theme focuses on the rise and decline in witchcraft during the 16<sup>th</sup> and 17<sup>th</sup> centuries and how far it emerged out of the popular culture of the time. It will examine the reasons for the increase and subsequent decline in persecutions, the nature of the Witchcraze, the reactions of the authorities and its impact on society. Learners should consider the Witchcraze in a variety of countries and regions in order to be able to establish patterns and make comparisons; (however, essays will not be set on particular countries). There are a wide range of

European countries, as well as America, that can be used as examples and learners should draw on a range of examples from these. The strands identified below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed knowledge of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

2

Thematic Study: Popular Culture and the Witchcraze of the 16 <sup>th</sup> and 17 <sup>th</sup> Centuries	
Key Topics	Content Learners should have studied the following:
Popular culture	Urban and rural popular culture; popular and elite culture, their definitions; participation in popular culture and the withdrawal of the elite; the significance of ritual; the role of pageants and the festivals of misrule; public humiliation; moral regulation; the role of magic in society; challenges to popular culture; religious change; political change; economic change; social control.
The main reasons for the growth and decline in the persecution of witches	Developments from the Papal Bull of 1484 and the Malleus Maleficarum (1486) to the end of the period; causes of growth and decline, including religious changes and confessional strife, economic causes, social structure, changes and divisions within society, scapegoats and minorities, popular culture and cultural changes, growth of rationalism and enlightened thinking, understanding of medicine and remedies; persecution from above or below; the role of wars and natural disasters, including plague and the mini Ice Age.
The persecuted	The geography of the Witchcraze in Europe and North America; regional variations; towns; countryside; religious variations, gender, age, social and employment composition of those prosecuted for witchcraft.
Responses of the authorities to witchcraft	Legal developments including the Inquisitorial system of criminal procedure, secular courts on both a local and regional scale; campaigns against medieval superstition; torture, trials, felony, burnings, sleep deprivation, confessions; survival of popular beliefs, impact on the Reformation; mistrust and fear, denunciations; impact on legal procedure.

<b>Popular Culture and the Witchcraze of the 16<sup>th</sup> and 17<sup>th</sup> Centuries</b>	
<b>Depth Studies</b>	<b>Content</b> <b>Learners should be aware of debates surrounding the issues outlined for each in-depth topic:</b>
<b>The Witchcraze in Southern Germany c.1590–1630</b>	Popular culture in Southern Germany; the impact of the Reformation; political, social and economic changes and their impact on order and conformity; the reasons for the increase in persecution; the frequency, nature and geography of witchcraft in the region; the responses of the authorities and its impact on society.
<b>Hopkins and the witch hunt of 1645–1647</b>	The religious, political, social and economic situation and their impact on order and conformity; moral regulation and the challenges to popular culture in the 1640s; the reasons for the persecution; the frequency, nature and geography of the persecutions; the response of the authorities to witchcraft and its impact on society.
<b>The Salem witch trials</b>	The religious, political, social and economic situation and their impact on order and conformity; Salem's relationship with England and the legal situation; the reasons for the persecution; the frequency, nature and geography of the persecution; the response of the authorities to witchcraft and its impact on society.

## Unit Y313: The Ascendancy of France 1610–1715

This theme focuses on the reasons for the importance of France during the reigns of Louis XIII and Louis XIV, the development, extent and significance of absolute monarchy, the contribution of individual ministers to the ascendancy of France, the extent to which French religion and society was strengthened and steps in the development of French status as an international power. The strands identified below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme. Foreign policy should be studied only to a level appropriate for an understanding of its impact on the theme of the ascendancy of France during this period.

Thematic Study: The Ascendancy of France 1610–1715	
Key Topics	Content Learners should have studied the following:
<b>The development of absolute monarchy and the role of ministers</b>	The theory of absolutism; the extent of authority and rule of Louis XIII and Louis XIV; administration and the development of centralisation; provincial administration: officials, including intendants and governors; Versailles as a symbol of absolutism and the image of the monarch; legal position of the king; finances and taxation; noble privileges; the role of individual ministers including Richelieu, Mazarin, Colbert, Le Tellier (Louvois).
<b>Religious developments</b>	The 'Most Christian King'; kings' and ministers' relations with the French Church and the Papacy; relations with the Jesuits and Catholic Orders; Gallicanism, Louis XIV's quarrels with Innocent XI, the <i>regale</i> ; relations with the Huguenots, the Peace of Alais (1629), the Dragonnades and the Revocation of the Edict of Nantes (1685), its impact on the French society and the economy; the significance of Jansenism and royal reactions to it.
<b>Social developments and opposition</b>	The status and prosperity of the nobility, clergy, merchants and peasants; noble and court unrest, Chalais conspiracy, duelling, Day of Dupes, Bourbon and Cinq Mars plots, Fronde; peasant rebellions e.g. the <i>Va-Nu-Pieds</i> (1639), <i>Croquants</i> (1643), peasant hardships and tax revolts in the 1690s.
<b>France as an international power</b>	The aims of French foreign policy, including borders, prestige, territory; France as an international power 1610–1635; impact of the Thirty Years War on France; Louis XIV's wars against Spain, the United Provinces, England and the Holy Roman Empire and their impact; the treaties of Westphalia, Pyrenees, Utrecht as turning points in the ascendancy of France.

<b>The Ascendancy of France 1610–1715</b>	
<b>Depth Studies</b>	<b>Content</b> <b>Learners should be aware of debates surrounding the issues outlined for each in-depth topic:</b>
<b>Richelieu's relations with the French court and nobility</b>	The extent of his authority, relations with Louis XIII, Gaston d'Orléans, Marie de' Medici and Marillac e.g. the Day of Dupes (1630); his statesmanship, his principles e.g. ' <i>raison d'état</i> '; his edicts and methods; his policies towards the nobility and court e.g. the edict banning duelling, Montmorency-Bouteville and Cinq Mars; patronage and clientage.
<b>The Fronde 1648–1653</b>	The causes of the Fronde: Richelieu's system and legacy, a royal minority, xenophobia, Mazarin's policies including financial edicts, intendants, relations with the nobility, parlements, office-holders and religious groups; French defeat at Lens (1648); the nature of the Fronde of parlement, the nobility and religion; the leaders, including Condé and Retz; Mazarin's response; opposition, anarchy and bloodshed; Louis XIV during the Fronde; Mazarin exiled, the Peace of Rueil (1653); the significance of the Fronde for the French state.
<b>Versailles and image-making</b>	The cultural impact including entertainment, drama, music, ballet, paintings, embodiment of the glory of ' <i>le Roi Soleil</i> ', architecture, gardens, furniture, statues, art, artefacts, mirrors, materials; the political significance of Versailles, court, mistresses, control of nobility including rituals, etiquette and hierarchy, economic and financial impact, its role in the development of absolutism; international significance, effects on French international prestige and status, reactions to Versailles.

## Unit Y314: The Challenge of German Nationalism 1789–1919

This theme focuses on significant developments in Germany which characterised nationalism in different forms from the emerging movement in the early 19<sup>th</sup> century to the achievement of unification and finally the collapse of monarchy. Learners should understand the reasons for changes in the nature of German nationalism and the consequences within

Germany. The strands identified below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

2

Thematic Study: The Challenge of German Nationalism 1789–1919	
Key Topics	Content Learners should have studied the following:
<b>Social and intellectual forces</b>	The origins and growth of German nationalism from 1789; the impact of Napoleon and the Congress of Vienna; different views, Kleindeutsch v Grossdeutsch; the impact of the 1848/1849 revolutions and the Frankfurt Parliament; mass nationalism and its appeal in the 19 <sup>th</sup> and early 20 <sup>th</sup> centuries; the Kulturkampf; Pan-Germanism; radical nationalism; the impact of the First World War and defeat.
<b>Economic forces</b>	Economic nationalism and modernisation; the Zollverein; economic integration; the economic and social effects of industrialisation including the rise of socialism; the impact of railways; arguments for free trade and protection; the effect of economic change on nationalism and national unity.
<b>Political and military forces</b>	Managing German nationalism and its opponents; assessment and comparison of the contributions of Napoleon, Metternich, Bismarck and Wilhelm II; the impact of external forces and circumstances on German nationalism including the decline of Austria; the role of warfare in uniting Germany; the Treaty of Versailles; political challenges from the left and right.
<b>The extent of Unification</b>	The extent to which Germany and the German people became a united nation in the course of the period; continuing cultural, religious and regional differences; wars as a unifying or divisive influence; the role of Prussia in the development of Germany; constitutional developments; the treatment of Germany's minorities; the contribution of political groups (liberals, conservatives, socialists and communists); the extent to which the new Germany was made and subsequently dominated by Prussia hence 'extent' to which it was genuinely united.

## The Challenge of German Nationalism 1789–1919

Depth Studies	Content Learners should be aware of debates surrounding the issues outlined for each in-depth topic:
<b>1848/1849 Revolutions</b>	The social and intellectual forces behind the revolutions; the impact of the revolutions on the development of nationalism; the consequences of the Frankfurt Parliament; economic factors as a cause of the Revolutions; the response of Metternich and the authorities to the Revolutions; support for, and opposition to, the 1848/1849 Revolutions.
<b>Nationalism and Unification 1867–1871</b>	Bismarck's contribution and role; the use of popular feeling; the impact of external forces; the extent to which the war with France unified people; the war and continuing cultural, religious and regional differences; reasons for Prussian victory; consequences of the war and constitutional developments; the relative importance of Bismarck's statesmanship and contextual factors 1862–1871.
<b>Wilhelmine Germany and the growth of Nationalism 1884–1914</b>	Character and ideas of Wilhelm II; the end of Bismarck's period as Chancellor and its significance for Germany's foreign policy; foreign policy aims and methods; Wilhelm II and the Reichstag; military growth, the development of a German navy and its impact, the role of the army in German society and policy-making; German economic growth and its impact; the responsibility of the Kaiser and his government for the First World War.



## Unit Y315: The Changing Nature of Warfare 1792–1945

This theme focuses on the changing nature and methods of land warfare during a period of significant change. Learners should draw their examples from the main wars of the period: the Revolutionary and Napoleonic Wars, the Crimean War, the Wars of Unification (the 1859 Italian War, the Austro-Prussian War of 1866 and the Franco-Prussian war of 1870–1871), the American Civil War, the Russo-Japanese war, the First World War and the

Second World War. The strands identified below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

2

Thematic Study: The Changing Nature of Warfare 1792–1945	
Key Topics	Content Learners should have studied the following:
The impact of factors directly related to the conduct of war	Generalship and its impact; quality of soldiers including professional armies and volunteers and their impact; the development of strategy, the aims of campaigns and their determination; the development of tactics, shock tactics, cult of the offensive; the work of military theorists; the concept of 'Total War', the involvement of civilians, casualties.
The impact of technological change	Industrialisation and technology; developments in communication and transport including telegraph, radio, telephone and radar, steamboats, railways, internal combustion engine; development of weaponry including the rifle, artillery developments, machine gun, tanks, aeroplane.
Planning and preparation	The effectiveness of alliances and military plans; developments in the organisation, command and control of armies.
The relationship between relevant domestic factors and warfare	The organisation of the state for war, recruitment, the procurement and delivery of supplies, the scale of war, government intervention; public opinion, morale, patriotism and the impact of mass literacy, franchise and the popular press, censorship; conscription; economics and the cost of war, the mobilisation of the economy, mass production; manpower and resources.

<b>The Changing Nature of Warfare 1792–1945</b>	
<b>Depth Studies</b>	<b>Content</b> <b>Learners should be aware of debates surrounding the issues outlined for each in-depth topic:</b>
<b>The French Revolutionary Wars 1792–1802</b>	Generalship; the quality of the soldiers; the development of tactics and strategy; developments in communication; developments in weaponry; the effectiveness of alliances; developments in the organisation, command and control of the armies; conscription; manpower and resources.
<b>The American Civil War 1861–1865</b>	Generalship; the quality of the soldiers; the development of tactics and strategy; developments in communication; industrialisation; developments in communication and transport; developments in weaponry; the effectiveness of alliances; developments in the organisation, command and control of the armies; public opinion; conscription; manpower and resources.
<b>The Western Front and the First World War 1914–1918</b>	Generalship; the quality of the soldiers; the development of tactics and strategy; military theorists; the concept of Total War; developments in communication; industrialisation; developments in communication and transport; developments in weaponry; the effectiveness of alliances; developments in the organisation, command and control of the armies; the organisation of the state for war; public opinion; conscription; manpower and resources.

## Unit Y316: Britain and Ireland 1791–1921

This theme focuses on the relationship between mainland Britain and Ireland during the period 1791–1921. Learners should consider how far, and for what reasons, this relationship changed. The strands identified below are not to be studied in isolation to each other. They are not self-contained and learners need to examine the inter-relationship of religious, political, social, economic and cultural factors.

Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

<b>Thematic Study: Britain and Ireland 1791–1921</b>	
<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>Opposition to the Union</b>	Revolutionary nationalism including Wolfe Tone and the United Irishmen, Young Ireland, the Fenians, the Land League, Sinn Féin, the Easter Rising 1916, the Anglo-Irish War 1919–1921; constitutional nationalism including O’Connell, Parnell and Redmond, Catholic Emancipation and the Home Rule movement; cultural nationalism 1798–1921 including the Enlightenment, Young Ireland and the Gaelic Revival; the role of the Roman Catholic Church in opposition.
<b>Support for the Union</b>	Protestant Ascendancy and its decline from the 1870s; Unionism and the rise of Ulster Unionism 1886–1921 and its strategies; the policies and approaches of the Conservative, Whig and Liberal parties and their leaders; the role of the Anglican and Presbyterian Churches in support for the Union.
<b>The Union and reform</b>	The creation of the Act of Union; reform within the Union from 1829 including Catholic Emancipation 1829, reforms in administration, education, land and local government; Home Rule and Partition.
<b>The Irish economy and the link to Irish Nationalism</b>	Agrarian under-development and population pressures, land and economic issues in their own right and in relation to nationalism, the impact of the Famine 1845–1849; industrialisation and Ulster; North/South and regional differences.

<b>Britain and Ireland 1791–1921</b>	
<b>Depth Studies</b>	<b>Content</b> <b>Learners should be aware of debates surrounding the issues outlined for each in-depth topic:</b>
<b>Irish Rebellions and British Responses 1791–1803</b>	Irish politics at the end of the 18 <sup>th</sup> century; impact of the French Revolution and the wars on Ireland (Catholic Committee, United Irishmen, Orange Order, Bantry Bay) and the British response (Fitzwilliam, Lake and Castlereagh); the causes, leadership, extent, support and consequences of the 1798 Wolfe Tone Rising; Grattan's Parliament; Pitt and the creation of the Act of Union 1800; the causes, nature and consequences of Emmet's Rising 1803; the impact of the rebellions on Revolutionary Nationalism.
<b>O'Connell and British Governments 1823–1841</b>	The strategies of the Roman Catholic Association and government response; O'Connell's leadership to 1829; the Waterford and Clare elections and the Brunswick Clubs; the reasons for and the impact of Roman Catholic Emancipation to 1841 including O'Connell and the Whigs, the Tithe War and the Irish Church to 1838, the Lichfield House compact and reform to 1841.
<b>The Crisis over Home Rule 1908–1914</b>	Redmond, Home Rule and the Liberal Government of Asquith 1908 to 1914; the Home Rule Bill of 1912 and subsequent negotiations over exclusion; the reasons for and tactics of the Ulster Unionists (Carson, Craig and the Conservatives of Bonar Law, Solemn League and Covenant, the militarisation of Ulster – the Ulster Volunteers), the response of the various nationalists (the Irish Volunteers) and the government (Curragh Mutiny); the situation in 1914, enactment and suspension of Home Rule, the response of Redmond to this and the declaration of the First World War.

## Unit Y317: China and its Rulers 1839–1989

This theme focuses on the nature of Chinese government and its impact on Chinese people, society and the wider world. Learners should understand the similarities and differences between the nature of the Qing dynasty in Imperial China, the Presidency of Yuan Shikai, the Warlord Era, the Nationalist Government and the Communist government after 1949. The

strands identified below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed knowledge of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

2

<b>Thematic Study: China and its Rulers 1839–1989</b>	
<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>The government and rulers of China 1839–1989</b>	Nature of Manchu rule in 1839; reasons for and response to rebellions; obstacles to reform under Xi Xi, reforms after 1900; reasons for the 1911 Revolution; Sun Yat Sen and the new Republic; the rule of Yuan Shikai; the Guomindang and Jiang Jieshi; the Communist takeover; the government of China under Mao Zedong; changes after 1975; Deng Xiaoping.
<b>The economy of China 1839–1989</b>	The Chinese economy in 1839; developments in Manchu China: railways, trade and industry, agrarian problems; the industrial and urban development under the Guomindang; Land reform under Communism; the Four Year Plans; the Great Leap Forward; economic policy in the later years of Mao and its impact; changes in the economy under Mao's successors; regional variations after 1975.
<b>Society in China 1839–1989</b>	Society in China under Manchu rule; Confucianism; the role of women; rural society; social changes in the later Manchu period; the Boxers; social developments after 1911; social factors in the rise of Communism; social change after 1949; the Cultural Revolution and Chinese society; social development after 1975; the rise of the middle class.
<b>China and the wider world</b>	Foreign influence in Manchu China: the Opium Wars, the sack of Beijing and the Unequal Treaties; the international reaction to the Boxer Rebellion; Japanese aggression and war 1898–1945; Jiang Jieshi and relations with the USSR and the USA; the Korean War; relations with the West after 1949; China as a regional power in South Asia.

China and its rulers 1839–1989	
Depth Studies	<b>Content</b> <b>Learners should be aware of debates surrounding the issues outlined for each in-depth topic:</b>
<b>The First Opium War and its impact</b>	China and the Western powers by 1839; long and short-term causes of the First Opium War, including the issue of the opium trade; the influence of Commissioner Lin and the British reaction; outbreak and nature of war; Ch'uan-pi Convention 1841; Treaty of Nanjing 1842 and the Treaty of the Bogue 1843; results of the war on China and relations with the West including the 'Unequal Treaties'.
<b>The Boxer Uprising</b>	Resentment of foreign influence; the impact of the coup of 1898, economic hardships; origin of the I-ho ch'uan (Boxers) and their links to the Court, attacks on foreign legations, refusal of Southeast China to join the war against foreigners, actions by foreign forces, defeat of uprising, consequences including the Boxer protocol of 1901; the Russian expansion in Manchuria; the Open Door policy; the reputation of China and the weakening of the dynasty.
<b>The Cultural Revolution</b>	Origins and causes; problems by 1966; the impact of the failure of the Great Leap Forward; Mao's concerns about the progress of the Revolution and Liu Shao-chi; disappointment with attempts to radicalise 1963–1964; influence of Lin Biao, Chen Boda, Jiang Qing and Gang of Four; changes in Politburo 1966, influence of the army; nature and course of the Cultural Revolution, activities of the Red Guards, decline of violence, demobilisation of Red Guards 1969 and death of Lin Biao 1971; effects of the Cultural Revolution: economic, political, social.

## Unit Y318: Russia and its Rulers 1855–1964

This theme focuses on the nature of Russian government and its impact on the Russian people and society. Learners should understand the similarities and differences between the autocratic rule of the tsars to 1917 and the subsequent Communist dictatorship. The strands identified below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

<b>Thematic Study: Russia and its Rulers 1855–1964</b>	
<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>The nature of government</b>	Autocracy, dictatorship and totalitarianism, developments in central administration; methods of repression and enforcement; the extent and impact of reform; the nature, extent and effectiveness of opposition both before and after 1917, changes in local government; attitude of the Tsars, Provisional Government and Communists to political change; the extent of political change.
<b>The impact of dictatorial regimes on the economy and society of Russia and the USSR</b>	Changes to living and working conditions of urban and rural people including the impact on the peasants of Emancipation, Land Banks, famines, NEP, collectivisation and the Virgin Land scheme, the impact of industrial growth under the Tsars, War communism, NEP and the Five Year Plans on industrial workers; limitations on personal, political and religious freedom; reasons for and extent of economic and social changes.
<b>Impact of war and revolution on the development of Russia and the USSR</b>	The effects of the following wars on government, society, nationalities and the economy: the Crimean War, the Japanese War, 1905 Revolution, 1917 Revolutions, First World War, Second World War, the Cold War.
<b>The impact of Russia and the USSR on nationalities and satellite states</b>	The Polish Revolt 1863; expansion in Asia; Russification; Finland; the Baltic provinces; impact of the First World War and the Treaty of Brest Litovsk; Russo-Polish War; Communist advance into Eastern and Central Europe after the Second World War.

Russia and its Rulers 1855–1964	
Depth Studies	<b>Content</b> <b>Learners should be aware of debates surrounding the issues outlined for each in-depth topic:</b>
Alexander II's domestic reforms	The effects of the Crimean War; the aims of Alexander II's domestic policies; the nature of his government; changes in central administration; the extent and impact of domestic reform; the extent and effectiveness of opposition; changes in urban and rural living and working conditions; limitations on personal, political and religious freedom; extent of economic and social change.
The Provisional Government	Main domestic policies of the Provisional Government; the nature of the government; methods of repression and enforcement; the extent and impact of reform; the extent and effectiveness of opposition; changes in urban and rural living and working conditions, limitations on personal, political and religious freedom; extent of economic and social changes; the impact of the continuing war; reasons for the overthrow of the Provisional Government.
Khrushchev in power 1956–1964	The aims of Khrushchev; the nature of his government; opposition, methods and enforcement of repression in Russia and its satellites; the extent and impact of reform; changes in urban and rural living and working conditions; limitations on personal, political and religious freedom; extent of economic and social changes including economic planning and the Virgin Lands Scheme; the impact of the Cold War; Khrushchev's fall.



## Unit Y319: Civil Rights in the USA 1865–1992

This theme focuses on the struggle of citizens in the United States to gain equality before the law. Learners should understand the factors which encouraged and discouraged change during this period. The strands identified below are not to be studied in isolation to each other.

Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

Thematic Study: Civil Rights in the USA 1865–1992	
Key Topics	Content Learners should have studied the following:
<b>African Americans</b>	Their position in 1865, Reconstruction, white reaction and discrimination; the role of African Americans in gaining civil rights (e.g. Booker T Washington, Dubois, Martin Luther King, the Black Panthers); the roles of Federal (Presidents, Congress and Supreme Court) and State governments in the struggle; the role of anti and pro-civil rights groups; the Civil Rights Movement to 1992.
<b>Trade Union and Labour Rights</b>	Union and Labour rights in 1865; the impact of New Immigration and industrialisation on union development; the role of Federal governments in supporting and opposing union and labour rights; the impact of the World Wars on union and labour rights; the significance of the 1960s; Chavez and the UFW; significance of the Reagan era.
<b>Native American Indians</b>	Their position in 1865; the impact of the Plains Wars (1854–1877); the impact of the Dawes Act 1887, of the acquisition of US citizenship 1924, of the New Deal, of the American Indian Movement in the 1960s and 1970s; Native Americans and the Supreme Court; Native American pressure groups.
<b>Women</b>	Their position in 1865; the impact on women's rights of the campaign for prohibition; the campaign for women's suffrage; the New Deal; the World Wars; the rise of feminism and its opponents, Roe v Wade 1973, the campaign for the Equal Rights Amendment; changing economic and employment opportunities.

<b>Civil Rights in the USA 1865–1992</b>	
<b>Depth Studies</b>	<b>Content</b> <b>Learners should be aware of debates surrounding the issues outlined for each in-depth topic:</b>
<b>Civil rights in the ‘Gilded Age’ c.1875–c.1895</b>	Nature and extent of progress in civil rights in this era; the varied impact of industrialisation on women, African-Americans and workers, and the nature and effectiveness of their responses; nature and effectiveness of government policy towards civil rights issues including varying attitudes of Presidents, Congress and Supreme Court and State governments; the impact of Westward Expansion on civil rights: Native American Indians, women, workers and African Americans; nature and extent of north-south and east-west divides as they relate to civil rights.
<b>The New Deal and civil rights</b>	Situation of women, African Americans, Native American Indians and workers and trade unions by 1932; Roosevelt and the New Deal – motives as regards minority groups; how far the New Deal improved economic status and civil rights for women, African Americans, Native American Indians and workers and trade unions; nature, extent and effectiveness of opposition to relevant parts of the New Deal especially the Second New Deal and workers’ rights.
<b>Malcolm X and Black Power</b>	Malcolm X as a civil rights leader: aims and motivations, methods, extent of success, and nature and extent of change in these over time; reasons for the rise of Black Power; development of the Black Power movement and impact on other civil rights groups and approaches, such as Non-Violent Direct Action; extent of success of the Black Power movement and its impact on civil rights for African Americans; relationship of Black Power with other civil rights causes, including women and workers.

## Unit Y320: From Colonialism to Independence: The British Empire 1857–1965

This theme focuses on the changing nature of the British Empire over this period. Learners should understand the factors which encouraged and discouraged change during this period. Learners should study developments across the whole of the Empire, including Asia (e.g. India, Malaya), North Africa and the Middle East (e.g. Egypt, Sudan, Palestine, Iraq), East and West Africa (e.g. Kenya, Uganda, Tanganyika, Gold Coast, Nigeria), Southern Africa (South Africa should be studied only as far as self-government in 1910, apart from as an agent of change in other parts of the region, plus, for example, North and South Rhodesia, Nyasaland, Bechuanaland), the Caribbean,

Canada and Australia/New Zealand. The focus is on the British Empire, and knowledge is not expected of other European empires, but learners may draw in knowledge of developments in other empires in so far as they impacted the British Empire. The strands identified below are not to be studied in isolation of each other.

Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

Thematic Study: From Colonialism to Independence: The British Empire 1857–1965	
Key Topics	Content Learners should have studied the following:
<b>The governance and administration of the Empire</b>	The Empire in 1857; explanations for the growth of the British Empire: formal and informal Empire (including New Imperialism c.1875–1914 and the imperialism of free trade); Berlin Conference (1884–1885); economic explanations (overseas investment, crisis of capitalism, gentlemanly capitalism), imperial rivalry, metropolitan influence; forms of governance; security and coercion; trusteeship; ‘men on the spot’; collaboration and indigenous elites; the use of technology; negotiation.
<b>Opposition to British Rule</b>	Opposition movements, peaceful and violent; reasons for their development, nature and impact including South Africa, India, Sudan, Malaya, Kenya; the rise of Nationalism including India and Gandhi, Kenya and Kenyatta, Nkrumah in Ghana and Pan-Africanism; reasons for, methods, success, consequences for Britain and its colonies.
<b>The impact of imperial power on the periphery and Britain</b>	Orientalism, patterns of work, famine, technological progress, disease and medicine, national identities, religion, gender, education, the erosion and preservation of indigenous culture, sport, law and order; jingoism, indifference, exhibitions, school texts and national identity, youth organisations, the arts (fine art, drama, Music Halls cinema), metropolitan politics, international relations, the economy.
<b>The British Empire and its impact on international relations</b>	Empire and European rivalry in the 19 <sup>th</sup> and early 20 <sup>th</sup> centuries; ‘Splendid Isolation’ and retreat from it; colonial wars and their impact, Empire and the World Wars; Empire and Britain’s relationship with the League of Nations and UN; Empire and Britain’s relationship with the USA; Empire in the age of the Cold War, the Commonwealth; relations with Europe and EEC.

From Colonialism to Independence: The British Empire 1857–1965	
Depth Studies	Content Learners should be aware of debates surrounding the issues outlined for each in-depth topic:
<b>British India: The War of 1857 and its consequences to 1876</b>	British India in 1857; the course of the rebellion and reasons for its failure; the consequences of the Uprising in India and internationally including impact on British attitudes and methods of rule.
<b>Palestine 1914–1948</b>	Status and causes of Zionist-Palestinian problem by 1914; the First World War and the Balfour Declaration; the British Mandate and issues in the interwar period including uprisings and immigration and their consequences; reasons for and immediate consequences of partition in 1948.
<b>Nationalism in Kenya 1945–1965</b>	Reasons for rise of Nationalism; Mau Mau rebellion: causes, nature of, impact; problem of settlers and the Indian population; importance of Kenyatta; changing British policy towards Kenya especially Macmillan; reasons for and nature of final independence settlement, impact of, and on, international context e.g. Cold War, Commonwealth.

## Unit Y321: The Middle East 1908–2011: Ottomans to Arab Spring

This theme focuses on Middle Eastern developments from the last years of the Ottoman Empire, through the creation of Mandates and successor states, their rivalries, the vision of Pan Arabism, conflict between Arab regimes and popular forces and to the regional and civil wars of the period 1908–2011. This includes the role of the Middle East in the wider world – its resources, global rivalries, the World Wars, the Cold War and as a problem requiring ‘solution’, especially the Arab-Israeli conflict – and the role of religion and the existence of various ethnic groupings. The detail

of specific military conflicts is not expected, although the causes and consequences of these are. The themes identified below should not be studied in isolation to each other. They are not self-contained and questions may cross the identified themes.

Learners are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

<b>Thematic Study: The Middle East 1908–2011: Ottomans to Arab Spring</b>	
<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>The Role of the Great Powers in the Middle East</b>	The aims, policies and methods of Britain and France to 1956 and of Russia and the US to 2011; the role of the League of Nations and the UN; the use of mandates, coups, occupations, allies, bases and client states; Great Power involvement in war from 1914 through the Cold War to the Gulf Wars (1987, 1991 and 2003); the Great Powers and resources: oil, the Seven Sisters, concessions and nationalisation, the Mossadeq Coup 1953, OPEC and oil as a weapon; oil wars and strategy.
<b>Zionism, Israel and the Palestinian issue</b>	Zionist ideas and the impact of the First and Second World War; the Jewish Agency; the creation of Israel and the 1948 War; Arab-Israeli Wars (1956, 1967, 1973) and invasions (Lebanon 1982 and 2006, Gaza 2008); the Occupied Territories Settlements and Wall; Israeli leadership and diplomacy including Sadat, Camp David and Oslo, the Road Map for peace; Palestine to 1948; Palestinian refugees and the impact on Jordan, Lebanon and Gaza; the PLO and Arafat; Intifadas (1987–1993, 2000–2011) and Palestinian divisions; the Palestinian Authority: the West Bank, Gaza, land, water and the conflict over resources.
<b>Statehood and Pan Arabism in the Middle East</b>	The progress of Arabism from 1908; Nasser and the Arab revolution in Egypt and Syria 1954–1970 (Suez, the United Arab Republic 1958–1961); the impact of the Arab-Israeli Wars and regional rivalries; democratic, monarchical and authoritarian States including Ataturk’s secular state and its successors; monarchies including Jordan, Saudi Arabia and the Wahhabi Movement; Syria including the Baathist Movement, the Assads and risings to 2011; Iraq from Faisal to Saddam Hussein and the US; Iran from Shah (1925) to Ayatollahs (1979).

<b>Religion, ethnicity and political Minorities</b>	Sunni and Shi-a in the Arab States; Egypt and the Muslim Brotherhood from 1920; Iran and the Islamic Revolution; Hezbollah and Hamas; Al Qaeda; Christian communities especially in the Lebanon, the Armenians and the Copts; Jewish communities and their attitude to Israel; ethnic groups and minorities including Kurds, Armenians, Jews, Palestinians; the role and influence of the Middle Eastern diaspora.
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<b>The Middle East 1908–2011: Ottomans to Arab Spring</b>	
<b>Depth Studies</b>	<b>Content</b> <b>Learners should be aware of debates surrounding the issues outlined for each in-depth topic:</b>
<b>British Policy and the Middle East 1908–1948</b>	British imperial aims pre-1914, the First World War and the partition of the Middle East (Sykes-Picot Agreement, the Balfour Declaration, McMahon-Hussein letters, the Peace Treaties); policy approaches to the British Mandates of Palestine and Transjordan; British oil companies; relations with Faisal and Iraq; relations with Arabs and Jews and the proposed solutions; problems and policy in British Egypt; the impact of the Second World War and the Biltmore Declaration; the reasons for withdrawal from Palestine in 1948.
<b>Arab-Israeli Conflict 1948–1956</b>	Arab attitudes in 1948, particularly towards the Palestinians; the creation of the state of Israel; the reasons for an attack on Israel and the First Arab-Israeli War 1948–1949; the reasons for Israel's survival and Arab attitudes to this (perpetual war); the Suez Crisis of 1956, the Second Arab-Israeli War and the expansion of Israel; the reasons for Israel's success and the impact on the Palestinians (refugees) and the Arab World, especially Egypt, Syria, Jordan and the Lebanon.
<b>Nasserism 1952–1970</b>	Nasser and Pan Arabism; Arab Socialism (nationalisation of industry and finance, land reform and development from above); relations with Britain, France, the US and the USSR; the Suez Crisis 1956; regional rivalry and the Arab Cold War 1956–1963 (Egypt, Iraq and the creation of the United Arab Republic); Nasser and the Non-Aligned movement; 1967 War and the death of Pan Arabism.

## 2d. Non exam assessment: Topic based essay (Unit Y100)

### Overview

The History A unit Y100 Topic based essay is an independently researched essay of 3000–4000 words in length. This unit is a non exam assessment. The work will be marked by centres and moderated by OCR.

### Choice of essay topic

The essay should include an explanation and analysis of different perspectives on a clearly-stated historical issue, drawing on a range of primary and secondary material. It will therefore utilise the skills and understanding developed elsewhere in the course. As an independent enquiry using a range of sources and interpretations, the essay will require students to develop an understanding of how historians work.

The essay must be based on the **independent** investigation of historical issue. The issue may arise from the study of a period or topic in unit groups 1–3, or it may be on a topic, or from a period, that the learner has not studied as part of the A level course. **The topic for this essay cannot be the same as that chosen for the in-depth interpretation topics studied within Unit Group 3.**

Learners should choose their own essay title, but all titles must be checked by OCR. Centres **must** use the *Topic based essay Title(s) Proposal tool* to submit all chosen titles, along with the centre's choice for Unit group 3 to OCR for approval.

If you cannot find a suitable title for learners on the pre-approved lists, you can use the *Title(s) Proposal tool* to propose additional titles for approval.

It is the centre's responsibility to ensure that all text and task combinations **for all learners** are submitted via the *Title(s) Proposal tool*. Centres are advised to wait until they have received confirmation of approval from OCR before learners begin working on the tasks.

You can access the *Title(s) Proposal tool* through the OCR website (see also Appendix 5d). Centres must submit their *Title(s) Proposal tool* every series even if the titles have been approved previously. There is no restriction on the number of candidates choosing the same title, however centres **must** ensure that work is independent (see the 'selection of sources and interpretations' below).

OCR will verify that the in-depth interpretations topics studied by the learners in Unit group 3 have not been used as a basis for the Topic based essay and will confirm to the centres that appropriate essay titles have been chosen. OCR consultants may contact centres requesting further information in order to be able to confirm the appropriateness of the title(s). **Centres must wait until they have received confirmation from OCR that the chosen titles are suitable before learners begin working on their essays.**

The OCR Unit Y100 guide offers support with structuring task titles so that they reflect the assessment requirements. <https://www.ocr.org.uk/Images/297815-unit-y100-guide.pdf>

Centres must use the *Title(s) Proposal tool* to submit their title choices. Only 'new' titles are required to be submitted, centres do not need to tell us where titles have been previously approved. The deadline for submitting texts and task choices is 31st January of the year of assessment.

More information about the deadlines for submitting the form and expected turnaround times can be found on the OCR website: [www.ocr.org.uk](http://www.ocr.org.uk)

### Topic based essay assessment

The unit assesses AO1, AO2 and AO3 through one piece of written work. Half of the marks will be awarded for AO1, and thus the essay should be driven by use of knowledge and understanding to reach substantiated judgements. Further advice and exemplification is available in the Coursework Guidance booklet.

The non exam assessment topics chosen can add coherence to the overall course in any of the following ways:

#### **Learners may extend their knowledge of aspects of the past already studied.**

An example of this may be that the French Revolution and Napoleon has been studied for unit group 2, but a learner has a special interest in the War of the Third Coalition, or the Hundred Days War. A learner has



studied US Civil rights in unit group 3 but may wish to consider the career of Martin Luther King in greater depth. The reign of Elizabeth has been studied in unit group 1, but a learner may wish to consider the issue of why she did not marry in greater depth. **Learners may not complete non exam assessment on any of the three in-depth interpretations topics they study in unit group 3.**

**Learners may wish to build on what they know to study related aspects not specifically required by the specification.**

An example of this may be that while US Civil Rights has led to the study of rights for women, African-Americans and Trade Unions, a learner is interested in knowing more about gay rights. A learner may have enjoyed studying Elizabeth and may wish to pursue a cultural aspect of the Elizabethan age. A learner may have studied China in unit group 3 between 1839 and 1989 but may wish to know more of Chinese history in an earlier era.

**Learners may wish to study a topic which is not related to other topics studied in order to extend the range of their historical knowledge.**

The focus of their studies may have been the modern period but they may wish to investigate something from an earlier period, or from a different geographical area. Such a study would involve using historical skills but would be a broadening rather than a deepening of knowledge.

**Learners may wish to study a topic which involves a different sort of history than they have studied.**

Thus they may choose an aspect of social history to balance a course which has been more focused on political history. They may wish to study an aspect of local history when their main course has been predominantly based on national history. They may wish to pursue a cultural or intellectual topic – a study of the arts or philosophy or literature in a particular period. They may wish to focus on an economic topic or a scientific topic. This could well come out of interests and enthusiasms in other disciplines they have been studying. A love of modern languages and history, for example, might be linked by studying an aspect of France, Spain, Italy, China or Russia. This could involve looking at evidence in French, Spanish, Italian, Mandarin or Russian, or merely extending knowledge and understanding of the history of a particular country whose language has been studied.

**Learners may have an interest in a particular topic for its own sake.**

This could emerge, for example, from their family, where they live, a hobby, a place they have visited, something they have seen in an exhibition, or a play, novel or film that has not featured in the main A level History course. Some examples might be the impact of industrial growth on a town or a region; the impact of civil war on a local area; the development of culture in a particular city; the impact of religious or social change on a locality; the significance of a particular person, or events which have impacted on past members of their family.

### Selection of Sources and Interpretations

Candidates **must use a range of both** primary (sources) and secondary (interpretations) material. A 'range' is considered to be 10-15 in total. Not all sources and interpretations used need to be evaluated. Some may be used illustratively, or to advance the candidate's argument. At least four sources and four interpretations must be evaluated to meet the requirements of the top levels of the mark scheme. These four sources and four interpretations must be fully appropriate to the question being answered.

The topic must be independently researched by the learner. Centres may provide guidance regarding where learners can access appropriate sources and/or interpretations, and discuss the subsequent selection with learners. While candidates may inevitably select the same key texts in researching an interpretation, such as AJP Taylor on the Origins of the Second World War, or Goldhagen on The Holocaust, centres may **not** provide learners with pre-selected compilations of sources and interpretations.

Where candidates offer the same title, centres must be vigilant in order to ensure that the candidates' work is genuinely independent. Moderators will be checking the selections of sources and interpretations, and significant overlap in the material chosen will be considered potential evidence of collaboration.

Please remember, non exam assessment **does not** contribute to the 200 year minimum programme of study requirement.



## 2e. Prior knowledge, learning and progression

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No prior knowledge of the subject is required. The specification builds on, but does not depend on, the knowledge, understanding and skills specified for GCSE History. It is recommended that learners have attained communication and literacy skills at a level equivalent to GCSE (9–1) in English Language or GCSE (9–1) in English Literature.

OCR's A Level in History A provides a suitable foundation for the study of History or related courses in further and higher education. At the same time, it also offers a worthwhile course of study for learners who do not wish to progress further in the subject. The various skills required by the specifications provide opportunities for progression directly into employment.

## 3 Assessment of OCR A Level in History A

### 3a. Forms of assessment

OCR's A Level in History A consists of three units that are externally assessed and one unit that is assessed by the centre and externally moderated by OCR.

#### Unit group 1: British period study and enquiry

These units are assessed in two parts: the enquiry and the period study, and thus the question paper has two sections.

Section A is the enquiry. Learners will answer one compulsory question, requiring them to analyse and evaluate four primary sources in their historical context in order to test a hypothesis. This part of the paper is worth 30 marks.

Section B is the period study. Learners will answer one essay question from a choice of two. This part of the paper is worth 20 marks.

#### Unit group 2: Non-British period study

Learners will answer one two-part question from a choice of two.

The first part of the question will require learners to compare two factors and to make a judgement about their relative importance. There are 10 marks available.

For the second part of the question learners will write an essay on a different part of the period. As with the British period study essay in unit group 1, this question is worth 20 marks.

#### Unit group 3: Thematic study and historical interpretations

Assessment of units in this unit group is in two parts: the historical interpretations depth study and the thematic essay, and thus the question paper has two parts.

Section A is the interpretations section. Learners will read two extracts from historians about one of the three depth studies specified for their chosen option, and will write an essay explaining which they think is more convincing. This part of the paper is worth 30 marks.

Section B is the themes section. Learners will answer two themes questions from a choice of three, each of which requires an essay covering the whole period studied. This part of the paper is worth 50 marks.

#### Unit Y100: Topic based essay

An extended essay of 3000–4000 words, arising from independent study and research, on a topic of the learner's choice.

#### Planning of the task

It is expected that the teacher will provide detailed guidance to learners in relation to the purpose and requirement of the task. The teacher should ensure that learners are clear about the assessment criteria which they are expected to meet and the skills which they need to demonstrate in the task. Any explanation or interpretation given by teachers must be general and not specific to learners' work.

Further guidance about the nature of advice that teachers can give to learners can be found in the JCQ *Instructions for conducting coursework*.

### 3b. Assessment objectives (AOs)

There are three assessment objectives in OCR's A Level in History A. These are detailed in the table below.

Learners are expected to demonstrate their ability to:

	Assessment Objective
AO1	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

	Assessment Objective
AO2	Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

### AO weightings in A level in History A

The relationship between the assessment objectives and the units/unit groups are shown in the following table:

Units	% of A Level				
	AO1	AO2	AO3	AO4	Total
British period study and enquiry (Unit group 1) (Units Y101 to Y113)	10%	15%			25%
Non-British period study (Unit group 2) (Units Y201 to Y224)	15%				15%
Thematic study and historical interpretations (Unit group 3) (Units Y301 to Y321)	25%		15%		40%
Topic based essay (Unit Y100)	10%	5%	5%		20%
	60%	20%	20%		100%

### 3c. Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study, and

assessment. The total qualification time for A Level in History A is 360 hours. The total guided learning time is 360 hours.

### 3d. Qualification availability outside of England

This qualification is available in England. For Wales and Northern Ireland please check the Qualifications in Wales Portal (QIW) or the Northern Ireland Department of Education Performance Measures /

Northern Ireland Entitlement Framework Qualifications Accreditation Number (NIEFQAN) list to see current availability.

### 3e. . Language

This qualification is available in English only. All assessment materials are available in English only and all candidate work must be in English.

### 3f. Assessment availability

There will be one examination series available each year in May/June to **all** learners. This specification will

be certified from the June 2017 examination series onwards.

### 3g. Retaking the qualification

Learners can retake the qualification as many times as they wish. Learners must retake all examined components but they can choose to either retake the

non-exam assessment (NEA) or carry forward (re-use) their most recent result (see Section 4d).

### 3h. Assessment of extended response

The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning and marks for extended responses are

integrated into the marking criteria. All externally assessed units include the assessment of extended responses.

### 3i. Non exam assessment: Unit Y100 Topic based essay – Non exam assessment guidance

#### Planning of the task

It is expected that the teacher will provide detailed guidance to learners in relation to the purpose and requirement of the task. The teacher should ensure that learners are clear about the assessment criteria which they are expected to meet and the skills which they need to demonstrate in the task. Any explanation or interpretation given by teachers must be general and not specific to learners' work.

#### First draft

##### What teachers can do:

Teachers may review work before it is handed in for final assessment. Advice must remain at the general level, enabling candidates to take the initiative in making amendments. One review should be sufficient to enable learners to understand the demands of the assessment criteria.

##### What teachers cannot do:

Teachers may not give detailed advice and suggestions as to how the work may be improved in order to meet the assessment criteria. This includes indicating errors or omissions and intervening to improve the presentation or content of the work.

Further guidance about the nature of advice that teachers can give to learners can be found in the JCQ *Instructions for conducting coursework*.

#### Marking

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria in the relevant table. Teachers should use their professional judgement in selecting level descriptors that best describe the work of the learner to place them in the appropriate level for each assessment objective. Teachers should use the full range of marks available to them and award full marks in any level for which work fully meets that descriptor. Teachers must clearly show how the marks have been awarded in relation to the marking criteria.

A combination of the following approaches should be adopted:

- summary comments either on the work (usually at the end) or on a cover sheet
- key pieces of evidence flagged throughout the work by annotation in the margin.

Indications as to how marks have been awarded should:

- be clear and unambiguous
- be appropriate to the nature and form of the work
- facilitate the standardisation of marking within the centre to enable the moderator to check the application of the assessment criteria to the marking.

### Final submission

Centres must carry out internal standardisation to ensure that marks awarded by different teachers are accurate and consistent across all candidates entered for Unit Y100. In order to help set the standard of marking, centres should use exemplar material provided by OCR, or, where available, work in the centre from the previous year.

Prior to marking the whole cohort, teachers should mark the same small sample of work to allow for the comparison of marking standards.

Where work for Unit Y100 has been marked by more than one teacher in a centre, standardisation of marking should normally be carried out according to one of the following procedures:

- **either** a sample of work which has been marked by each teacher is remarked by the teacher who is in charge of internal standardisation
- **or** all the teachers responsible for marking Unit Y100 exchange some marked work, (preferably at a meeting led by the teacher in charge of internal standardisation) and compare their marking standards.

Where standards are found to be inconsistent, the relevant teacher(s) should make adjustment to their marks or re-consider the marks of all learners for whom they were responsible.

If centres are working together in a consortium, they must carry out internal standardisation of marking across the consortium. Centres should retain evidence that internal standardisation has been carried out.

A clear distinction must be drawn between any interim review of non exam assessment and final assessment for the intended examination series. Once work is submitted for final assessment it must not be revised. Under no circumstances are 'fair copies' of marked work allowed. Adding or removing any material to or from non exam assessment after it has been presented by a learner for final assessment will constitute malpractice.

If a learner requires additional assistance in order to demonstrate aspects of the assessment, the teacher must award a mark which represents the learner's unaided achievement.

## 3j. Non exam assessment: Unit Y100 Topic based essay – Marking Criteria

To select the most appropriate mark within the band descriptor, teachers should use the following guidance:

- o where the candidate's work convincingly meets the criteria, the highest mark should be awarded
- o where the candidate's work adequately meets the criteria, the most appropriate mark in the middle range should be awarded
- o where the candidate's work just meets the criteria, the lowest mark should be awarded.

Teachers should use the full range of marks available to them and award full marks in any band for work which fully meets that descriptor. Where there are only two marks within a band the choice will be between work which, in most respects, meets the criteria and work which just meets the criteria. For wider mark bands the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band.

## Internal assessment marking grid: Final Assessment 2026

Level	AO1	AO2	AO3
6	<b>17–20</b> There is a consistent focus on the question throughout the answer. Detailed, accurate and fully relevant knowledge and understanding is used to effectively analyse and evaluate key features of the period studied in order to produce a clear and well-supported argument which reaches a convincing and substantiated judgement.	<b>9–10</b> The answer has excellent evaluation of a fully appropriate range of different sources that are primary and/or contemporary to the period. The answer demonstrate the candidate's own full engagement with the sources, using detailed and accurate knowledge in order to produce a well-supported analysis of them within their historical context.	<b>9–10</b> The answer has excellent evaluation of a fully appropriate range of different interpretations of the historical issue chosen, using detailed and accurate knowledge of the historical context in order to produce a well-supported analysis of the interpretations and to locate them effectively within the wider historical debate on the issue.
5	<b>13–16</b> There is a focus on the question throughout the answer. Generally detailed, accurate and relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to produce a supported argument which reaches a reasonable and substantiated judgement.	<b>7–8</b> The answer has very good evaluation of an appropriate range of different sources that are primary and/or contemporary to the period. The answer demonstrates the candidate's own engagement with the sources, using relevant knowledge in order to produce a supported analysis of them within their historical context.	<b>7–8</b> The answer has very good evaluation of an appropriate range of different interpretations of the historical issue chosen, using relevant knowledge of the historical context in order to produce a supported analysis of the interpretations and to locate them within the wider historical debate on the issue.
4	<b>10–12</b> The majority of the answer is focused on the question. Generally accurate and sometimes detailed relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to produce an argument which reaches a reasonable, supported judgement.	<b>5–6</b> The answer has good evaluation of a range of different sources that are primary and/or contemporary to the period. The answer demonstrates the candidate's own engagement with the sources, using generally relevant knowledge in order to produce an analysis of them within their historical context.	<b>5–6</b> The answer has good evaluation of a range of different interpretations of the historical issue chosen, using generally relevant knowledge of the historical context in order to produce an analysis of the interpretations and to locate them within the wider historical debate on the issue.

3	<b>7–9</b> The answer is partially focused on the question. Some accurate and relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to produce an argument which reaches a judgement that is at least partially supported.	<b>3–4</b> The answer has some evaluation of a range of sources that are primary and/or contemporary to the period. The answer demonstrates the candidate's own engagement with the sources, using some knowledge in order to produce an analysis of them within their historical context.	<b>3–4</b> The answer has some evaluation of a range of interpretations of the historical issue chosen, based on some knowledge of the historical context. There is some analysis of the interpretations which is linked to the wider historical debate on the issue.
2	<b>4–6</b> Most of the answer is focused more on the general topic area than the specific detail of the question. There is limited analysis and evaluation of key features of the period studied, based on limited knowledge and understanding which may be lacking in detail and inaccurate in places. This is used to produce a basic argument which reaches a judgement that is supported in a limited way.	<b>2</b> The answer has limited evaluation of several sources that are primary and/or contemporary to the period. The answer demonstrates the candidate's own engagement with the sources, using limited knowledge in order to attempt a basic analysis of them within their historical context.	<b>2</b> The answer has limited evaluation of several interpretations of the historical issue chosen, based on limited knowledge of the historical context. There is limited analysis and an attempt to consider the interpretations in relation to the wider historical debate on the issue.
1	<b>1–3</b> The answer has a limited focus on the topic, but not the detail of the question. There is very limited analysis and evaluation of key features of the period studied, based on very limited, generalised and sometimes inaccurate knowledge and understanding. This is used to attempt a very basic argument which reaches a simplistic judgement.	<b>1</b> The answer has a very limited evaluation of at least two sources that are primary and/or contemporary to the period. The answer demonstrates that the candidate has attempted to engage with the sources, using very generalised knowledge of historical context to give a very simplistic analysis of them.	<b>1</b> The answer has a very limited evaluation of at least two interpretations of the historical issue chosen, with much description of the interpretations and historical context used in only a very general way to support the evaluation. Analysis is largely asserted and is only related to wider historical debate on the issue in a very simplistic way.
	<b>0</b> No response or no response worthy of credit.	<b>0</b> No response or no response worthy of credit.	<b>0</b> No response or no response worthy of credit.

NOTE: The marking of all tasks should be on a 'best fit' principle, bearing in mind the weighting of the assessment objective. Candidate work which fully meets all criteria for a level should be awarded the top mark in the level.



## Internal assessment marking grid: First Assessment 2027

Level	AO1	AO2	AO3
6	<b>17–20</b> There is a consistent focus on the question throughout the answer. Detailed, accurate and fully relevant knowledge and understanding is used to effectively analyse and evaluate key features of the period studied in order to produce a clear and well-supported argument which reaches a convincing and substantiated judgement.	<b>9–10</b> The answer has excellent evaluation of at least four fully appropriate different sources that are primary and/or contemporary to the period. The answer demonstrate the candidate's own full engagement with the sources, using detailed and accurate knowledge in order to produce a well-supported analysis of them within their historical context.	<b>9–10</b> The answer has excellent evaluation of at least four fully appropriate different interpretations of the historical issue chosen, using detailed and accurate knowledge of the historical context in order to produce a well-supported analysis of the interpretations and to locate them effectively within the wider historical debate on the issue.
5	<b>13–16</b> There is a focus on the question throughout the answer. Generally detailed, accurate and relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to produce a supported argument which reaches a reasonable and substantiated judgement.	<b>7–8</b> The answer has very good evaluation of at least four appropriate different sources that are primary and/or contemporary to the period. The answer demonstrates the candidate's own engagement with the sources, using relevant knowledge in order to produce a supported analysis of them within their historical context.	<b>7–8</b> The answer has very good evaluation of at least four appropriate different interpretations of the historical issue chosen, using relevant knowledge of the historical context in order to produce a supported analysis of the interpretations and to locate them within the wider historical debate on the issue.
4	<b>10–12</b> The majority of the answer is focused on the question. Generally accurate and sometimes detailed relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to produce an argument which reaches a reasonable, supported judgement.	<b>5–6</b> The answer has good evaluation of at least four different sources that are primary and/or contemporary to the period. The answer demonstrates the candidate's own engagement with the sources, using generally relevant knowledge in order to produce an analysis of them within their historical context.	<b>5–6</b> The answer has good evaluation of at least four different interpretations of the historical issue chosen, using generally relevant knowledge of the historical context in order to produce an analysis of the interpretations and to locate them within the wider historical debate on the issue.



3	<b>7–9</b> The answer is partially focused on the question. Some accurate and relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to produce an argument which reaches a judgement that is at least partially supported.	<b>3–4</b> The answer has some evaluation of at least four sources that are primary and/or contemporary to the period. The answer demonstrates the candidate's own engagement with the sources, using some knowledge in order to produce an analysis of them within their historical context.	<b>3–4</b> The answer has some evaluation of at least four interpretations of the historical issue chosen, based on some knowledge of the historical context. There is some analysis of the interpretations which is linked to the wider historical debate on the issue.
2	<b>4–6</b> Most of the answer is focused more on the general topic area than the specific detail of the question. There is limited analysis and evaluation of key features of the period studied, based on limited knowledge and understanding which may be lacking in detail and inaccurate in places. This is used to produce a basic argument which reaches a judgement that is supported in a limited way.	<b>2</b> The answer has limited evaluation of at least three sources that are primary and/or contemporary to the period. The answer demonstrates the candidate's own engagement with the sources, using limited knowledge in order to attempt a basic analysis of them within their historical context.	<b>2</b> The answer has limited evaluation of at least three interpretations of the historical issue chosen, based on limited knowledge of the historical context. There is limited analysis and an attempt to consider the interpretations in relation to the wider historical debate on the issue.
1	<b>1–3</b> The answer has a limited focus on the topic, but not the detail of the question. There is very limited analysis and evaluation of key features of the period studied, based on very limited, generalised and sometimes inaccurate knowledge and understanding. This is used to attempt a very basic argument which reaches a simplistic judgement.	<b>1</b> The answer has a very limited evaluation of at least two sources that are primary and/or contemporary to the period. The answer demonstrates that the candidate has attempted to engage with the sources, using very generalised knowledge of historical context to give a very simplistic analysis of them.	<b>1</b> The answer has a very limited evaluation of at least two interpretations of the historical issue chosen, with much description of the interpretations and historical context used in only a very general way to support the evaluation. Analysis is largely asserted and is only related to wider historical debate on the issue in a very simplistic way.
	<b>0</b> No response or no response worthy of credit.	<b>0</b> No response or no response worthy of credit.	<b>0</b> No response or no response worthy of credit.

NOTE: The marking of all tasks should be on a 'best fit' principle, bearing in mind the weighting of the assessment objective. Candidate work which fully meets all criteria for a level should be awarded the top mark in the level.

### 3k. Synoptic assessment

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- Synoptic assessment draws together all three of the distinct assessment objectives in OCR's A Level in History A.
- Synoptic assessment is included in Unit Y100 Topic based essay.

### 3l. Calculating qualification results

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A learner's overall qualification grade for A Level History A will be calculated by adding together their marks from the four units taken to give their total weighted mark. This mark will then be compared to

the qualification level grade boundaries that apply for the combination of units taken by the learner and for the relevant exam series to determine the learner's overall qualification grade.

## 4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at <http://www.ocr.org.uk/administration>.

### 4a. Pre-assessment

#### Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a unit or qualification in a particular series. Estimated entries

should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

#### Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry codes, considering the relevant entry rules and, for the non exam assessment, ensuring that you choose the entry option for the moderation you intend to use.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking A Level History A must be entered for certification code H505.

All learners must also be entered for each of the four units they are taking using the relevant unit entry codes.

Unit entry codes for units in unit groups 1 to 3 are given in the tables in section 2b. Entry codes for the non exam assessment unit Y100 are given in the table below:

Unit entry options		Components		
Entry code	Title	Code	Title	Assessment type
Y100 A	Topic based essay (Moderated upload)	01	Non exam assessment (Moderated upload)	Non exam assessment (Moderated upload)
Y100 B	Topic based essay (Moderated postal)	02	Non exam assessment (Moderated postal)	Non exam assessment (Moderated postal)
Y100 C*	Topic based essay (Carried forward)	03	Non exam assessment (Carried forward)	Non exam assessment (Carried forward)

\* Entry option Y100C should only be selected by learners who are retaking the qualification who want to carry forward their mark for the non exam assessment.

#### Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website at: <https://www.ocr.org.uk/administration/general-qualifications/assessment/>

## 4b. Accessibility and special consideration

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the *JCQ Access Arrangements and Reasonable Adjustments*.

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the *JCQ A guide to the special consideration process*.

## 4c. External assessment arrangements

4

Regulations governing examination arrangements are contained in the *JCQ Instructions for conducting examinations*.

### Head of Centre Annual Declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

### Private candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: <http://www.ocr.org.uk>

## 4d. Non exam assessment

Regulations governing arrangements for internal assessments are contained in the JCQ *Instructions for conducting non-examination assessments*.

### Approval of titles

Approval of non exam assessment texts and tasks titles is mandatory and centres must submit the chosen titles to OCR for approval using the *Title(s) Proposal tool*. This must be done every series even where the

same title has been approved previously. Centres should wait for confirmation of approval before learners begin working on their essays.

### Authentication of learner's work

Learners and centres must declare that the work is the learner's own.

Teachers must declare that the work submitted for internal assessment is the learner's own work by

submitting a centre authentication form (CCS160) for each internally assessed unit. This should be sent to the moderator at the same time as the marks.

### Internal standardisation

Centres must carry out internal standardisation to ensure that marks awarded by different teachers are

accurate and consistent across all learners entered for the unit from that centre.

### Moderation

The purpose of moderation is to bring the marking of internally-assessed unit groups in all participating centres to an agreed standard. This is achieved by checking a sample of each centre's marking of learners' work.

Following internal standardisation, centres submit marks to OCR and the moderator. If there are fewer than 10 learners, all the work should be submitted for moderation at the same time as marks are submitted.

Once marks have been submitted to OCR and your moderator, centres will receive a moderation sample request. Samples will include work from across the range of attainment of the learners' work.

There are two ways to submit a sample:

**Moderated upload** – Where you upload electronic copies of the marked learner work included in the sample using our Submit for Assessment service and your moderator accesses the work from there.

**Moderated postal** – Where you post the sample of marked learner work to the moderator.

The method that will be used to submit the moderation sample must be specified when making entries. The relevant entry codes are given in Section 4.a.

All learner work must be submitted using the same entry option. It is not possible for centres to offer both options within the same series.

Centres will receive the outcome of moderation when the provisional results are issued. This will include:

**Moderation Adjustments Report** – Listing any scaling that has been applied to internally-assessed unit.

**Moderator Report to Centres** – A brief report by the moderator on the internal assessment of learners' work.

## Carrying forward non-exam assessment (NEA)

Learners who are retaking the qualification can choose to either retake the non-exam assessment – Topic based essay (unit Y100), or carry forward their most recent result for that component.

To carry forward the NEA component result, you must use the correct carry forward entry option (see table in Section 4a).

Learners must decide at the point of entry whether they are going to carry forward the NEA result or not.

The result for the NEA component may be carried forward for the lifetime of the specification and there is no restriction on the number of times the result may be carried forward. However, only the most recent non-absent result may be carried forward.

When the result is carried forward, the grade boundaries from the previous year of entry will be used to calculate a new weighted mark for the carried forward component, so the value of the original mark is preserved.

## 4e. Results and certificates

### Grade scale

A level qualifications are graded on the scale: A\*, A, B, C, D, E, where A\* is the highest. Learners who fail to reach the minimum standard for E will be Unclassified (U). Only subjects in which grades A\* to E are attained will be recorded on certificates.

Units are graded on the scale a\*, a, b, c, d, e, where a\* is the highest. Learners who fail to reach the minimum standard for e will be unclassified (u). Unit results will not be recorded on certificates.

### Results

Results are released to centres and learners for information and to allow any queries to be resolved **before** certificates are issued.

Centres will have access to the following results' information for each learner:

- the grade for the qualification
- the raw mark and grade for each unit
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each unit
- weighted mark grade boundaries for the combinations of units taken by their learners.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment. A learner's final results will be recorded on an OCR certificate.

## 4f. Post-results services

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A number of post-results services are available:

- **Review of results** – If you are not happy with the outcome of a learner's results, centres may request a review of their moderation and/or marking.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

## 4g. Malpractice

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Any breach of the regulations for the conduct of examinations and non exam assessment may constitute malpractice (which includes maladministration) and must be reported to OCR

as soon as it is detected. Detailed information on malpractice can be found in the JCQ *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

## 5 Appendices

### 5a. Overlap with other qualifications

There is no overlap with any other qualifications.

### 5b. Avoidance of bias

The A level qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protracted

Characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

### 5c. Examples of routes through the specification

Whilst planning your qualification using the specification creator tool to help you, you may wish to consider choosing topics based upon certain issues or themes. The following are suggestions as to how you

might do this. Please note, this list is not exhaustive and there are many valid combinations of courses that provide a coherent route through the specification.

Chronological Routes			
	Unit 1	Unit 2	Unit 3
Early Medieval	Y101 Alfred and the Making of England 871–1016	Y202 Charlemagne 768–814	Y301 The Early Anglo-Saxons c.400–800
Early Modern	Y106 England 1485–1558: the Early Tudors OR Y107 England 1547–1603: the Later Tudors	Y207 The German Reformation and the rule of Charles V 1500–1559	Y305 The Renaissance c.1400–c.1600
Modern	Y113 Britain 1930–1997	Y219 Russia 1894–1941 OR Y221 Democracy and Dictatorships in Germany 1919–1963	Y315 The Changing Nature of Warfare 1792–1945



### Thematic Routes

	Unit 1	Unit 2	Unit 3
Warfare	Y105 England 1445–1509: Lancastrians, Yorkists and Henry VII	Y203 The Crusades and the Crusader States 1095–1192	Y315 The Changing Nature of Warfare 1792–1945
Religion	Y107 England 1547–1603: the Later Tudors	Y207 The German Reformation and the rule of Charles V 1500–1559	Y304 The Church and Medieval Heresy c.110–1437
Conquest/Expansion	Y102 Anglo-Saxon England and the Norman Conquest 1035–1107	Y204 Genghis Khan and the Explosion from the Steppes c.1167–1405	Y311 The Origins and Growth of the British Empire 1558–1783
Empire	Y103 England 1199–1272	Y205 Exploration, Encounters and Empire 1445–1570	Y311 The Origins and Growth of the British Empire 1558–1783
Rebellion/Unrest	Y108 The Early Stuarts and the Origins of the Civil War 1603–1660	Y213 The French Revolution and the rule of Napoleon 1774–1815 OR Y212 The American Revolution 1740–1796	Y306 Rebellion and Disorder under the Tudors 1485–1603
Nation Building	Y101 Alfred and the Making of England 871–1016	Y224 Apartheid and Reconciliation: South African Politics 1948–1999	Y310 The Development of the Nation State: France 1498–1610

### Geographical Routes

	Unit 1	Unit 2	Unit 3
East	Y111 Liberals, Conservatives and the Rise of Labour: Britain 1846–1918	Y203 The Crusades and the Crusader States 1095–1192 OR Y204 Genghis Khan and the Explosion from the Steppes c.1167–1405	Y309 The Ascendancy of the Ottoman Empire 1453–1606 OR Y321 The Middle East 1908–2011: Ottomans to Arab Spring
Islamic		Y201 The Rise of Islam c.550–750 OR Y203 The Crusades and the Crusader States 1095–1192	Y309 The Ascendancy of the Ottoman Empire 1453–1606 OR Y321 The Middle East 1908–2011: Ottomans to Arab Spring
The United States of America	Y112 Britain 1900–1951 OR Y113 Britain 1930–1997	Y212 The American Revolution 1740–1796	Y319 Civil Rights in the USA 1885–1992

### Diversity Routes

	Unit 1	Unit 2	Unit 3
Societal Diversity	Y109 The Making of Georgian Britain 1678–c.1760	Y209 African Kingdoms c.1400–c.1800: four case studies	Y301 The Early Anglo-Saxons c.400–800
Ethnic Diversity	Y101 Alfred and the Making of England 871–1016	Y217 Japan 1853–1937	Y317 China and its Rulers 1839–1989
Diverse methods of government	Y113 Britain 1930–1997	Y213 The French Revolution and the rule of Napoleon 1774–1815	Y318 Russia and its Rulers 1855–1964

## 5d. Title(s) Proposal tool

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The Title(s) Proposal tool is for centres to find and propose titles for the non-exam assessment using our database of pre-approved questions.

Centres can use this tool to:

- choose a combination of titles for learners
- submit pre-approved titles for your cohort
- propose additional titles for approval.

The *Title(s) Proposal tool* along with instructions for use can be found on the A Level History H505 webpage. <https://www.ocr.org.uk/qualifications/as-a-level-gce/history-a-h105-h505-from-2015/#as-level>.

## Summary of updates

Date	Version	Section	Title of section	Change
May 2018	1.1	Front cover	Disclaimer	Addition of disclaimer
August 2018	1.2	3d 4d	Retaking the qualification Non exam assessment	Update to the wording for carry forward rules
January 2019	1.3	Modified		Amended wording for Title(s) Proposal Form to Title(s) Proposal tool
September 2019	1.4	4a	Final entries	Amendment to entry codes
June 2020	1.5	1d  4f	How do I find out more information?  Post-results services	Link to Social forum replaced with link for Online Support Centre  Wording amended from 'Enquiries about results' to 'Review of results'
February 2021	1.6			Update to specification covers to meet digital accessibility standards
March 2023	1.7	3c	Total qualification time	Total qualification time / Update to include total qualification time and guided learning hours (TQT/GLH) to comply with Qualifications in Wales regulations
June 2023	1.8	4a 4d	Pre-assessment Non exam assessment	Update to the wording of moderation submission options.
March 2024	1.9	3d, 3e  4a  Checklist	Qualification availability, Language  Pre-assessment	Inclusion of disclaimer regarding availability and language  Update to include resilience guidance  Inclusion of Teach Cambridge
March 2025	2.0	2c  2d	Content of unit group 3  NEA: Topic based essay	Changes to titles in Russia unit  Updates regarding submission of new titles

Date	Version	Section	Title of section	Change
June 2025	2.1	2d	NEA: Topic based essay	Updates to Selection of Sources and Interpretations for clarity.
		3j	Non exam assessment: Unit Y100 Topic based essay - Marking Criteria	Updates to the AO2 and AO3 Internal assessment marking grids.
October 2025	3.0	Covers, page footers, section 1a and 4e.		Updated covers, footers and certificate title to reflect the new Cambridge OCR brand. Inside cover includes statement: 'About our new name'. Minor rewording in generic section 1a.

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