

**AS LEVEL**

Specification

# HISTORY A

**H105**

For first assessment in 2016

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### ***Disclaimer***

Specifications are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published resources and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

We will inform centres about changes to specifications. We will also publish changes on our website. The latest version of our specifications will always be those on our website ([ocr.org.uk](https://ocr.org.uk)) and these may differ from printed versions.

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## Introducing...

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

Our AS 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 AS 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:

- **01223 553998**
- [history@ocr.org.uk](mailto:history@ocr.org.uk)
- [@OCR\\_History](https://twitter.com/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 AS 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 AS email updates at [ocr.org.uk/updates](https://ocr.org.uk/updates).

# 1 Why choose an OCR AS 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 AS 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 a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

### 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:
  - Delivery Guides
  - Transition Guides
  - Topic Exploration Packs
  - Lesson Elements
  - ...and much more.
- Access to Subject Advisors to support you through the transition and throughout the lifetimes of the specifications.
- CPD/Training for teachers including events 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 AS level qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's AS Level in History A is (QN: 601/4843/3).



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

OCR AS Level in History A consists of two externally assessed units, each with a wide and attractive range of content options.

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.

OCR's AS Level in 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. These personal skills will make them stand out as they progress to higher education and/or the workplace.

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

- **research** – a key aspect of any history course is to develop research skills
- **independence** – being able to work on your own to complete tasks
- **analysis** – any historian must be able to take and understand information before applying it to solve a puzzle
- **communication** – the ability to discuss key issues verbally and written down is vital to any future success. Historians use this skill daily and so university and employers will value someone who can articulate their thoughts and those of the business in a clear and professional way
- **time management** – the skill of prioritising work is very important. By working through the questions, an AS level Historian will have effectively developed this
- **ICT** – historians will develop their skills in history, from using simple word processors through to scouring the web for that vital piece of information that an essay just can't do without
- **working with others** – history can help develop this through class room activities
- **problem-solving** – history is full of problems that need solving, the skills used to solve historical conundrums are the same as those used to solve real life issues
- **planning and organising** – history teaches learners how to plan effectively to complete any tasks
- **drive and determination** – any successful AS level learner will have shown the drive and determination to succeed in gaining knowledge and acquiring skills.

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

Here are some of the key features of OCR's AS 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 AS Level History A specification encourages learners to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study.

## 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 not already registered you can find out more information on the benefits 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 AS Level in History A (H105)

Learners must take one unit from each of unit groups 1 and 2.

Content Overview	Assessment Overview	
<b>British period study and enquiry (unit group 1)*</b> Learners study <b>one</b> of the 4 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 (Y136, Y137, Y138, Y143) <sup>1</sup> 50 Marks 1 hour 30 minutes paper	<b>50%</b> of total AS
<b>Non-British period study (unit group 2)*</b> Learners study <b>one</b> of the 5 units available, each of which constitutes a coherent period of non-British History. Learners will also analyse and evaluate historians' interpretations of aspects of the course they have studied.	Non-British period study (Y243, Y249, Y251, Y252, Y253) <sup>2</sup> 50 marks 1 hour 30 minutes paper	<b>50%</b> of total AS

\* Indicates synoptic assessment

1 – Units Y131, Y132, Y133, Y135, Y140, Y141, Y142 are available for resits in Summer 2019 only.

2 – Units Y233, Y237, Y240, Y242, Y245, Y246, Y248, Y250, Y254 are available for resits in Summer 2019 only.



## 2b. Content of AS Level in History A (H105)

OCR's AS 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 judgement.

In AS History A learners must take one unit from unit group 1 and one unit from unit group 2. **There are no prohibited combinations at AS Level.** Restrictions will apply at A Level, and so unit choice at AS may have implications for those studying this qualification in one year and then continuing in their second year of study in order to complete an A Level. In order to check valid combinations at A Level, centres must use the Specification Creator tool on the OCR website. Use of the Specification Creator tool before learners begin to study the A Level course is **mandatory** in order to ensure that the rules of combination are met.

### Ensuring course coherence

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 different ways, but is guaranteed by the nature of the two different units, the different emphases and approaches and content which collectively engender an understanding of the nature and purpose of history as a discipline:

- 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
- in unit group 2 non-British History is studied, with an emphasis on use of knowledge and understanding and judgement. This part of the course also introduces learners to historical interpretations and ensures that they will become used to analysing and evaluating different views of the past.

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.

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

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

Learners must choose one unit from each unit group.

Unit group	Group title	Unit entry code	Title
Unit group 1	British period study and enquiry	Y131	Alfred and the Making of England 871–1016 (Enquiry topic: Alfred the Great)*
		Y132	Anglo-Saxon England and the Norman Conquest 1035–1107 (Enquiry topic: Norman England 1087–1107)*
		Y133	England 1199–1272 (Enquiry topic: King John 1199–1216)*
		Y135	England 1445–1509: Lancastrians, Yorkists and Henry VII (Enquiry topic: Wars of the Roses 1445–1461)*
		Y136	England 1485–1558: the Early Tudors (Enquiry topic: Mid Tudor Crises 1547–1558)
		Y137	England 1547–1603: the Later Tudors (Enquiry topic: Mid Tudor Crises 1547–1558)
		Y138	The Early Stuarts and the Origins of the Civil War 1603–1660 (Enquiry topic: The Execution of Charles I and the Interregnum 1646–1660)
		Y140	From Pitt to Peel: Britain 1783–1853 (Enquiry topic: Peel and the Age of Reform 1832–1853)*
		Y141	Liberals, Conservatives and the Rise of Labour 1846–1918 (Enquiry topic: England and a New Century c.1900–1918)*
		Y142	Britain 1900–1951 (Enquiry topic: England and a New Century c.1900–1918)*
		Y143	Britain 1930–1997 (Enquiry topic: Churchill 1930–1951)

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

\* These units are only available for Resit in Summer 2019 only, as the units have been withdrawn

Unit group	Group title	Unit entry code	Title
Unit group 2	Non-British period study	Y233	The Crusades and the Crusader States 1095–1192*
		Y237	The German Reformation and the rule of Charles V 1500–1559*
		Y240	Russia 1645–1741*
		Y242	The American Revolution 1740–1796*
		Y243	The French Revolution and the rule of Napoleon 1774–1815
		Y245	Italy and Unification 1789–1896*
		Y246	The USA in the 19 <sup>th</sup> Century: Westward expansion and Civil War 1803–c.1890*
		Y248	International Relations 1890–1941*
		Y249	Russia 1894–1941
		Y250	Italy 1896–1943*
		Y251	Democracy and Dictatorships in Germany 1919–1963
		Y252	The Cold War in Asia 1945–1993
		Y253	The Cold War in Europe 1941–1995
		Y254	Apartheid and Reconciliation: South African Politics 1948–1999*

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

\* These units are only available for Resit in Summer 2019 only, as the units have been withdrawn



## 2c. Content of unit group 1: British period study and enquiry (Units Y136, Y137, Y138, Y143)

### Introduction to unit group 1: British period study and enquiry

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

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 group 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 unit in this group will also 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.

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 unit 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 **three** sources, answering **both** questions which set the sources in their historical context. The complexity of this task thus represents differentiation from A level, where more sources are analysed and longer-answer questions are set. Sources will be fully attributed, and only edited for accessibility. Learners' knowledge of the historical context will only be credited in so far as it is used to analyse and evaluate the sources in relation to the question set.

**Resit only in Summer 2019**

**Unit Y131: Alfred and the Making of England 871–1016**

**Enquiry Topic: Alfred the Great**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<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.

2

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

<b>Key Topics</b>	<b>Content Learners should have studied the following:</b>
<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).



**Resit only in Summer 2019**

**Unit Y132: 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.

2

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 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.

**Resit only in Summer 2019**

**Unit Y133: England 1199–1272**

**Enquiry Topic: King John 1199–1216**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>John and Normandy</b>	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.
<b>The Baronial Rebellion of 1215</b>	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.
<b>John and the Church</b>	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**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>The minority and early years of the reign of Henry III 1216–1232</b>	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.
<b>Henry's rule 1232–1258</b>	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.
<b>Political Crisis 1258–1263</b>	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 (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.

**Resit only in Summer 2019**

**Unit Y135: 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 the 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.

**British Period Study: England 1461–1509**

<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, 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.

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**Henry VII's foreign policy  
1485–1509**

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 Y136: England 1485–1558: the Early Tudors**
**British Period Studies: England 1485–1547**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<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>	
<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 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 Y137: England 1547–1603: the Later Tudors

### Enquiry Topic: Mid Tudor Crises 1547–1558

Key Topics	Content Learners should have studied the following:
The stability of the monarchy	Issues of Edward VI's age and Mary Tudor's gender, marriage of Mary Tudor and Philip, the Devises 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.
Religious changes	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.
Rebellion and unrest	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.

### British Period Study: Elizabethan England

Key Topics	Content Learners should have studied the following:
Elizabeth and religion	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.
The nature of the Elizabethan Monarchy, Government and Parliament	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.
Elizabeth's management of financial, economic and social affairs	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 monopolies; the Statute of Artificers, poverty and the poor law.

### **Elizabethan later years 1588–1603**

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 Y138: 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.

**Resit only in Summer 2019**

**Unit Y140: From Pitt to Peel: Britain 1783–1853**

**British Period Study: British Government in the Age of Revolution 1783–1832**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>Pitt the Younger</b>	Royal support; the 1784 election; reform of finance and administration; trade; the impact of the French Revolution; radical threats; Whig splits 1790–94; anti-radical legislation 1794–1801.
<b>Lord Liverpool and the Tories 1812–1830</b>	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.
<b>Foreign Policy 1783–1830</b>	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).
<b>Parliamentary reform and the Great Reform Act 1832</b>	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.



<b>Enquiry Topic: Peel and the Age of Reform 1832–1853</b>	
<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<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.

**Resit only in Summer 2019**

**Unit Y141: Liberals, Conservatives and the Rise of Labour 1846–1918**

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

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<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.

**Resit only in Summer 2019**

**Unit Y142: 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, Moseley 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 Y143: Britain c.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; 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 Y243, Y249, Y251, Y252, Y253)

### Introduction to unit group 2: Non-British period study

Centres should choose one unit from the seventeen available in unit group 2.

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.

The assessment of this unit group will be in two sections. For section A, learners will be required to answer one traditional 'Period Study' essay (as in a unit group 1) from a choice of two. For section B, learners will answer one question which will require them to assess the strengths and limitations of a historian's interpretation related to the key issues that have been specified as AS Interpretations topics.

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 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 also be able to choose, should they desire, a non-European period from the same time period as their British Topic 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.

Unlike for the A Level version of this unit group, for the AS examination learners will be set an additional question dealing with historians' interpretations. Two of four key topics for each option are identified for this purpose, and learners should be familiar with different interpretations of these topics, and able to use their knowledge to evaluate them. The interpretations set will be quotations (usually 1 to 2 sentences in length) from historians, and will be fully attributed with the publication title and date. They will only be edited for accessibility of language. Knowledge of the historical context and the wider historical debate should be used to analyse the interpretation and to evaluate its strengths and weaknesses. The skills and techniques for this section of the examination can either be integrated into the delivery of this unit (they will be good preparation for candidates going on to enter for A Level), or they can be taught for AS only candidates at the end of the programme of study, by revisiting the relevant key topics.

Resit only in Summer 2019

Unit Y233: The Crusades and the Crusader States 1095–1192

Key Topics	Content Learners should have studied the following:
<b>The First Crusade</b> AS INTERPRETATION TOPIC	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 12<sup>th</sup> Century</b>	Establishment, development, reasons for survival of Crusader States, including Jerusalem and Antioch; role of rulers (especially the kings of Jerusalem); western aid; problems of succession, including the death of Baldwin II; internal rivalries, including Baldwin II 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> AS INTERPRETATION TOPIC	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.

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**Resit only in Summer 2019**

**Unit Y237: The German Reformation and the rule of Charles V 1500–1559**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>The German Reformation 1517–1529</b> <b>AS INTERPRETATION TOPIC</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, Nuremburg; the situation in 1529.
<b>The spread of Lutheranism 1530–1555, the Schmalkaldic War and Peace of Augsburg</b> <b>AS INTERPRETATION TOPIC</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.

**Resit only in Summer 2019**

**Unit Y240: Russia 1645–1741**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>Russia 1645–1698</b>	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.
<b>The reforms of Peter the Great 1698–1725</b> <b>AS INTERPRETATION TOPIC</b>	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.
<b>Foreign Relations 1645–1725</b>	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.
<b>Opposition and reaction 1645–1741</b> <b>AS INTERPRETATION TOPIC</b>	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'.

2

**Resit only in Summer 2019**

**Unit Y242: The American Revolution 1740–1796**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<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> <b>AS INTERPRETATION TOPIC</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</b> <b>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> <b>AS INTERPRETATION TOPIC</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 Y243: 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> <b>AS INTERPRETATION TOPIC</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> <b>AS INTERPRETATION TOPIC</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.

**Resit only in Summer 2019**

**Unit Y245: Italy and Unification 1789–1896**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>Italy 1789–1847</b>	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.
<b>The Revolutions of 1848–1849 and their aftermath</b> <b>AS INTERPRETATION TOPIC</b>	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.
<b>The Risorgimento and the establishment of a new kingdom of Italy 1850–1861</b> <b>AS INTERPRETATION TOPIC</b>	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.
<b>Italy 1861–1896</b>	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 Transformismo; Italy's relations with the other European powers; colonial expansion.

**Resit only in Summer 2019**

**Unit Y246: 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> <b>AS INTERPRETATION TOPIC</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 19 <sup>th</sup> Century; Tecumseh's Confederacy; First Seminole War and other 'wars'; Jackson and the Indian Removal Act; Bureau of Indian Affairs; treaties and the 'Indian Wars' of 1860s/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> <b>AS INTERPRETATION TOPIC</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.

2

**Resit only in Summer 2019**

**Unit Y248: International Relations 1890–1941**

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>The causes and nature of the First World War</b> <b>AS INTERPRETATION TOPIC</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> <b>AS INTERPRETATION TOPIC</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 Y249: Russia 1894–1941	
Key Topics	Content Learners should have studied the following:
<b>The rule of Tsar Nicholas II</b> <b>AS INTERPRETATION TOPIC</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> <b>AS INTERPRETATION TOPIC</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.

Resit only in Summer 2019

Unit Y250: Italy 1896–1943

Key Topics	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 AS INTERPRETATION TOPIC	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 AS INTERPRETATION TOPIC	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 Y251: Democracy and Dictatorships in Germany 1919–1963**

Key Topics	Content Learners should have studied the following:
<b>The establishment and development of the Weimar Republic: 1919–Jan 1933</b> <b>AS INTERPRETATION TOPIC</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> <b>AS INTERPRETATION TOPIC</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 Y252: The Cold War in Asia 1945–1993

Key Topics	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> <b>AS INTERPRETATION TOPIC</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).



Key Topics	Content Learners should have studied the following:
<b>Wars in Vietnam and Cambodia 1968–1993</b> <b>AS INTERPRETATION TOPIC</b>	<p>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.</p>

### Unit Y253: The Cold War in Europe 1941–1995

Key Topics	Content Learners should have studied the following:
<b>The origins of the Cold War to 1945</b> <b>AS INTERPRETATION TOPIC</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> <b>AS INTERPRETATION TOPIC</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.

**Resit only in Summer 2019**

**Unit Y254: 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 (1955); changes to education including Bantu Education Act (1955); Opposition and resistance to the Nationalist Government and the suppression of it 1948–54.
<b>The development of Apartheid and growing resistance</b> <b>AS INTERPRETATION TOPIC</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> <b>AS INTERPRETATION TOPIC</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 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.

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## 2d. Prior 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.

2

Learners in England who are beginning an AS course are likely to have followed a Key Stage 4 programme of study. This course will enable learners to progress to A level courses or combine it with vocational qualifications or progress directly to employment.

OCR's AS level in History A provides progression to A Level. A level examinations are available on the content from the two AS unit groups, meaning that the qualification is co-teachable with A level. The additional unit group 2 historical interpretations question is good preparation for work at a higher level as part of a history A level. 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 specification provide opportunities for progression directly into employment.

# 3 Assessment of OCR AS Level in History A

## 3a. Forms of assessment

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

1 hour 30 minutes examination in two sections:

For Section A, learners answer two compulsory source-based questions, worth a total of 30 marks, on three sources related to a key topic from the Enquiry element of their chosen unit.

For Section B, learners answer one essay question on the Period Study element. This is worth 20 marks.

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

1 hour 30 minutes examination.

Learners will answer two compulsory questions:

The first is an essay worth 30 marks (candidates answer one question from a choice of two).

The second question is worth 20 marks and requires use of knowledge to evaluate a historians' interpretation of one of the key topics specified for the unit they have studied.

## 3b. Assessment objectives (AOs)

There are three assessment objectives in OCR's AS 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.
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 AS Level in History A

The relationship between the assessment objectives and the unit groups is shown in the following table:

Component	% of AS Level			
	AO1	AO2	AO3	Total
British period study and enquiry (Unit group 1) (Units Y136, Y137, Y138, Y143)	20%	30%		50%
Non-British period study (Unit group 2) (Units Y243, Y249, Y251, Y252, Y253)	30%		20%	50%
	50%	30%	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 AS Level in History A is 180 hours. The total guided learning time is 180 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 2016 examination series onwards.

### 3g. Retaking the qualification

Learners can retake the qualification as many times as they wish. They retake all components of the qualification.

### 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. Synoptic assessment

Synoptic assessment allows learners to demonstrate their understanding between different aspects of the subject. Synoptic assessment involves the explicit drawing together of knowledge, skills and understanding of different aspects of the AS level course. The emphasis of synoptic assessment is to encourage the understanding of History as a discipline. Synoptic assessment tests the learners' understanding of the connections between different elements of the subject.

Synoptic learning is a feature of the AS qualification. Synoptic learning can be demonstrated through

testing the learners' understanding of the connections between different elements of the subject. Each unit requires the drawing together of different elements of knowledge and understanding about different aspects of the periods studied to reach conclusions involving the analysis and evaluation of sources or interpretations. The skills of making historical links and thinking as an historian are common to both units that the learners will complete. Therefore the approach and skill set that each unit fosters will be drawn upon in the other unit taken, even though the specified content is different.

### 3j. Calculating qualification results

A learner's overall qualification grade for AS level in History A will be calculated by adding together their marks from the two 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 <https://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 code, considering the relevant entry rules.

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

All learners taking AS level History A must be entered for certification code H105.

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

Unit entry codes for all units are given in the tables in section 2b.

#### 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

Regulations governing examination arrangements are contained in the JCQ publication Instructions for conducting examinations. Learners are permitted to use a scientific or graphical calculator for both

components. Calculators are subject to the rules in the document Instructions for Conducting Examinations published annually by JCQ ([www.jcq.co.uk](http://www.jcq.co.uk)).

4

## 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: <https://www.ocr.org.uk>

## 4d. Results and certificates

### Grade scale

Advanced Subsidiary qualifications are graded on the scale: 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, 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 candidates.

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.

The qualification title will be shown on the certificate as 'OCR Level 3 Advanced Subsidiary GCE in History A'.

## 4e. Post-results services

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 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.

## 4f. Malpractice

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

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There is no overlap with any other qualifications.

### 5b. Avoidance of bias

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

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

## Summary of updates

Date	Version	Section	Title of section	Change
August 2017	1.1	i) 2a ii) 2b iii) 2c	i) Overview of AS Level in History A (H105) ii) Content of AS Level in History A (H105) iii) Content of unit group 1: British period study and enquiry (Units Y131 to Y143) and Content of unit group 2: Non-British period study (Units Y233 to Y254)	i) The following units have been withdrawn from group 1 and 2: Y134, Y231, Y232, Y235, Y236, Y239, Y241 and Y247.* ii) The following units have been withdrawn from group 1 and 2: Y134, Y231, Y232, Y235, Y236, Y239, Y241 and Y247.* iii) Reduction in number of units in unit group 1 and 2. Indication of units which will be withdrawn from 2018.*
May 2018	1.2	Front cover	Disclaimer	Addition of disclaimer
July 2018	1.3	Throughout the specification		Removal of units
June 2020	1.4	1d  4e	How do I find out more information?  Post-results services	Link to Community replaced with link to Online Support Centre  Wording amended from 'Enquiries about results' to 'Review of results'
February 2021	1.5			Update to specification covers to meet digital accessibility standards
March 2023	1.6	3c	Total qualification time	Update to include total qualification time and guided learning hours (TQT/GLH) to comply with Qualifications in Wales regulations
February 2024	1.7	3d, 3e  4a  Checklist	Qualification availability, Language Pre-assessment	Inclusion of disclaimer regarding language and availability Update to include resilience guidance Inclusion of Teach Cambridge

\* Details of the units that are no longer available and the units to be withdrawn from 2018 can be found in the Subject information update sent to centres on 03/07/2017 which can be viewed on the OCR website [here](#).





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# YOUR CHECKLIST

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*Our aim is to provide you with all the information and support you need to deliver our specifications.*

- ☐ Bookmark [OCR website](#) for all the latest information and news on AS Level History A
  - ☐ Sign up for [Teach Cambridge](#): our personalised and secure website that provides teachers with access to all planning, teaching and assessment support materials
  - ☐ Be among the first to hear about support materials and resources as they become available – register for [History updates](#)
  - ☐ Find out about our [professional development](#)
  - ☐ View our range of [skills guides](#) for use across subjects and qualifications
  - ☐ Discover our new online [past paper service](#)
  - ☐ Learn more about [Active Results](#)
  - ☐ Visit our [Online Support Centre](#)
-

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Free resources and support for our AS Level History qualification, developed through collaboration between our History Subject Advisor, teachers and other subject experts, are available from our website. You can also contact our History Subject Advisor who can give you specialist advice, guidance and support.

### Contact the team at:

01223 553998

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

@OCR\_history

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