

**A LEVEL**

*Interpretations Guidance Document*

# **HISTORY A**

H505

For first teaching in 2015

## **Unit 3 Interpretations Guidance Document**

Version 1



# A LEVEL HISTORY A

## Background

When the Interpretation element of the Unit was devised the aim was for each of the in-depth topics that make up the Interpretation element to contain content which relates to each of the themes. The aim of the grids is to show how this has been achieved and therefore to show how the in-depth topics may be taught as part of the thematic approach, rather than as stand-alone topics. However, teachers should be aware that although most in-depth topics have material that relates to every theme not every in-depth topic does have content that does relate to each of the four themes. Despite this the amount of content for the three in-depth topics is comparable both within a theme and between themes.

## Introduction

This resource uses the indicative content to show teachers some key areas of debate, and the kinds of issues and debates that may be assessed in the interpretation question of unit 3. It is important that teachers are aware that this is not an exhaustive list, but shows teachers some of the areas of historical argument of the topics within the wider historical debate. Teachers can use this document to see the kinds of issues and debates that arise out of the indicative content. The in-depth studies should arise from the teaching of the whole unit. The grid is designed to show the relationship between the in-depth topics and the themes and help teachers to see how the in-depth topics might be taught within a thematic framework.

It is important to note that this is NOT a historiography paper and there is not a requirement to have studied or produce a list of historians and their backgrounds or the 'schools' to which they may belong. The requirement is to understand by a study of the historical context why it is possible for elements of the in-depth study to be interpreted in different ways. There is no requirement to know the names of individual historians. If individual historians are mentioned then this is not in any way 'wrong' but the assessment will be based on the historical knowledge used to assess the identified interpretations, not knowledge about the background of historians. Similarly, comments about provenance will gain no marks.

Answers should;

- Remain focused on the question.
- Identify the interpretations in each passage clearly in relation to the given question, not merely repeat what is writing in the passage.
- Use historical knowledge to assess and evaluate both interpretations.
- Consider their strengths and weaknesses.
- Come to a supported judgement about which is more convincing.

The Unit was constructed so that the depth studies arise naturally out of the themes being taught and can be taught as part of the Theme element. It is not expected that candidates will have very detailed knowledge of the Depth studies, what is found in a standard A Level textbook will be sufficient as the exemplar materials show. However, what is important is that they can apply that knowledge to two passages which offer different or contrasting views about part of an in-depth topic in relation to one of the four main thematic elements outline in the specification.

The guidance material with the grids also make clear that interpretation questions may be set that cover one of the themes or more than one of the themes, where the overall significance of an event or person might be considered.

Teachers might find it helpful to look at the grids for all the topics to understand the relationship between the themes and the in-depth topics. They should note that some in-depth topics do not relate to particular themes and that some in-depth topics relate more closely to one particular theme than others. However, the amount of content required to study is comparable between the different units.

The grids below should help to explain this and cover the following topics:

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<b>Y301: The Early Anglo-Saxons c.400–800</b>			
<b>Themes</b>	<b>Athelbald, Offa and the Mercian supremacy</b>	<b>Augustine and the process of Christianisation</b>	<b>Communities and kinship</b>
<b>The development of Kingship and kingdoms in Britain and Ireland</b>	Assess the reasons for Mercian supremacy. To what extent was Mercian supremacy a turning point in the development of kingship and kingdoms? What was the extent of the Mercian supremacy? What was the impact of the rise of Mercia as a political force? How important was Athelbald in the rise of Mercia? How important was Offa in the rise of Mercia?	To what extent did the Christianisation of Britain affect the roles of kings? How important was the relationship between the Church and kings?	To what extent did the nature of local communities affect the role and authority of kings? How important were spheres of lordship or regions on the development of kingship? How effectively were relationships between communities regulated? How effectively were disputes settled?
<b>Religion and the Christian Church in Britain and Ireland</b>		How significant was the impact of Augustine's mission of 597? What was the impact of the mission? How important was the Celtic church and Columba in the process of Christianisation? To what extent was the Synod of Whitby a turning point? How important was Theodore in the development of monasteries? Assess the reasons for the growth and development of monasteries.	
<b>Economic and social life in Britain and Ireland</b>	What was the impact of the rise of Mercia on the economic and social life of Britain?	How important was the Church in the revival of town life? What was the impact of Christianisation on the countryside?	What was the impact of local communities on the economic and social life of Britain and Ireland? Why did relationships within and between local communities change? What was the importance of ethnicity, kinship, social status and lordship in the Changing relationship?
<b>Cultural change in Britain and Ireland</b>	To what extent did the Mercian supremacy impact on the cultural development of Britain?	To what extent did the Church bring about cultural change in Britain?	To what extent did changes in communities and kinship affect cultural developments?

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

Questions could be set on:

- One aspect of the in-depth topic, for example the reasons for the rise of Mercian supremacy, or the reasons for the growth of monasteries.
- More than one aspect, the passages might look at the impact of communities and kinship on the changing nature of Early Anglo Saxon life and offer different views on the overall significance and impact of the changes. Similarly two passages could offer different views on the impact of Augustine's mission movement on all aspects of Early Anglo Saxon life.



Although not every theme is covered by the in-depth studies, it is the overall comparability between this topic and others that is important. Those studying this period should also be aware that in some areas, such as 'Communities and kinship' an understanding will be helpful as background for other in-depth topics and themes.

It is important is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.



<b>Y302: The Viking Age c.790–1066</b>			
<b>Themes</b>	<b>Raids on England in the late eighth and ninth centuries</b>	<b>The Danelaw</b>	<b>The Vikings in Ireland</b>
<b>Viking society, administration and livelihood</b>	Please see guidance below		
<b>Warfare and raids</b>	What were the motives of the Viking raiders? What was the impact of the raids? To what extent did the raids impact on economy, culture and society? To what extent did the Great Heathen Army of the 860s mark a turning point? How did English rulers respond to the raids?	What was the relationship between the raids and the establishment of Danelaw? What was Danelaw and why was it established?	What were the motives of the Viking raiders? How important was trading to the raiders? Assess the reasons for the different phases of Viking involvement in Ireland. How far were raids in Ireland influenced by Viking activities elsewhere? What was the impact on Irish economy?
<b>Settlements</b>	Assess the reasons why some Vikings settled in England? What the nature of the first settlements? What was the impact of the settlements on English society? How far was English society changed by the Viking settlements? To what extent did the Viking settlements encourage a united English kingdom?	How was Danelaw organized? Why did Danelaw grow? What was the relationship between the inhabitants and colonists? Assess the impact of Danelaw on the northern and eastern economy and society. Was a distinctive Viking society created? How important was York?	Assess the reasons for Viking settlement. To what extent did the Viking settle in Ireland? To what extent did Viking settlement change society and politics in Ireland?  How important was Dublin?
<b>Culture and religion</b>	What was the impact of the Viking raids and settlement on English culture and religion?	To what extent did the culture and religion of Danelaw change?	To what extent did Vikings change Irish culture?

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

Questions could be set on:

- One aspect of the in-depth topic, for example the motives for the Viking raids in England, or the impact of Danelaw on northern and eastern society.
- More than one aspect, the passages might look at the impact of the Vikings on all aspects of English life in the late eighth and ninth centuries and offer different views on the overall significance and impact. Similarly two Passages could offer different views on the impact of the raids and settlement on Ireland.



The in-depth topics for this theme are unusual in that they do not directly relate to one of the themes. This is because the first theme is on Viking Scandinavia and the in-depth topics all relate to Britain and Ireland. However, developments within Scandinavia will underpin all the developments and will therefore be essential in understanding the in-depth topics.

It should also be noted that the amount of content for the in-depth topics for the Viking Age is comparable with other in-depth topics despite the absence of material for the first theme.

It is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two Passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.



<b>Y303: English Government and the Church 1066–1216</b>			
<b>Themes</b>	<b>The reign of Henry I</b>	<b>The Civil War 1139-1154</b>	<b>The reign of Richard I in England</b>
<b>Main features of central government</b>	To what extent did central government change during the reign of Henry I? How important was Henry I's personality in influencing developments in central government? To what extent did the nature of kingship change? To what extent did the nature of the personnel change? To what extent did the seizure of Normandy impact on government? Assess the reasons for unrest in Normandy.	Why was there unrest in the period 1139-54? To what extent did central government breakdown in this period? How effectively did central government function during the period? How effective was Stephen's relationship with the barons? How loyal were the barons? To what extent did the barons become more powerful in this period? To what extent was royal authority undermined by the civil war?	To what extent did Richard I absences affect the development of central government? In what ways did financial demands increase in the period? How successfully were sources of income exploited? How effective were Richard's administrators? Why was there unrest under John?
<b>The organization and administration of local government</b>	To what extent did local government change? To what extent did feudal obligations change?	To what extent did local government breakdown during the civil war? How far was justice maintained in the civil war?	Assess the impact of itinerant justices. How oppressive was local government? What was the aim of the assizes?
<b>The government of the Church in England</b>	Assess the reasons for the primacy dispute under Anselm.	How effectively was canon law upheld? Assess the role of the Church in the civil war. What was the impact of monastic orders in this period?	Why was Walter appointed archbishop? How successful was his relationship with the bishops?
<b>The role of the archbishops of Canterbury</b>	How successful was Anselm's relationship with Henry I? To what extent was Henry I a guardian of the Church? What was the nature of Henry I relations with the papacy?	What was the impact of the election and support of Theobald on the unrest? How far did relations with the Papacy change in this period?	Assess Richard's relationship with the Church. How effective was Walter as archbishop.

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

Questions could be set on:

- One aspect of the in-depth topic, for example the extent of the breakdown of order under Stephen, or the development of central government under Richard I
- More than one aspect, the passages might look at the impact of Henry I on government and offer different views on the overall significance and impact of his rule. Similarly two passages could offer different views on the impact of Richard I's and Hubert Walter rule on the Church.

What is important is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.



<b>Y304: The Church and Medieval Heresy c.1100–1437</b>			
<b>Themes</b>	<b>John Wycliffe and the Lollards to c1420</b>	<b>The Mendicant Orders</b>	<b>Huss and the Hussites 1400-1436</b>
<b>The causes and nature of the heretical movements</b>	How far was the condition of the Church in England responsible for the rise of Lollardy? How much support was there for Wycliffe's views? To what extent was Lollardy a response to political developments?	To what extent was the emergence of mendicant orders a response to the condition of the church?	How far was the emergence of the Hussites due to Bohemian nationalism? How important was the Wycliffe in the emergence of the Hussites?
<b>Support for heretical movements</b>	Who supported Lollardy? Why did Lollardy fail to achieve mass support?		How much support was there for the Hussites? Why were there divisions between moderates and radicals? How great an impact did the movement have in Bohemia? Why were the Hussites defeated?
<b>The impact of heretical movements upon the medieval Church</b>	How effectively did the government deal with the Lollard threat? How serious a threat to the church was Lollardy?	How important were the Dominicans in combatting the Cathars?	How effective was the government's response to the threat? How serious a threat to the church was the Hussite movement?
<b>Maintenance of church authority</b>	How effective was the Church's response to Lollardy?	How important was the preaching of the Dominicans in maintaining church authority? How important were the Dominicans in the development of the Inquisition? How important were the Franciscans and Poor Clares in upholding church authority? How important were the mendicant orders in towns?	How effective was the Church's response to the Hussites?

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

Questions could be set on:

- One aspect of the in-depth topic, for example the reasons for the emergence of Lollardy or the emergence of the Hussites
- More than one aspect, the passages might look at the impact of the mendicant orders on the church and offer different views on their overall significance and impact in the period. Similarly two passages could offer different views on the impact of Lollardy on society and the church.

As the grid shows, not all of the in-depth topics relate to all the themes. However, the overall content of the in-depth topics is comparable with other in-depth topics. There will also be some overlap between elements of the in-depth topics and the themes and this is reflected in the second bullet point above.



It is important that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.



<b>Y305: The Renaissance c.1400-c.1600</b>			
<b>Themes</b>	<b>The Venetian Renaissance</b>	<b>Savonarola</b>	<b>The French Renaissance</b>
<b>Artistic and cultural development</b>	How important was the influence of the Greek East on the development of the Venetian Renaissance? How important was the fall of Constantinople on the development of the Venetian Renaissance? Assess the impact of the social, economic and political conditions on the development of the Venetian Renaissance. How different was the Venetian Renaissance? How important was the impact of printing and education in the development of the Venetian Renaissance?	To what extent did Savonarola impact on the development of the Florentine Renaissance? To what extent was the Florentine Renaissance hindered by Savonarola? How significant was the 'Bonfire of the Vanities' in the development of the Florentine Renaissance?	Assess the reasons for the development of the Renaissance in France. In what ways was the development of the French Renaissance similar to that of the Italian Renaissance? How distinctive was the French Renaissance? How significant was the building of Chambord and Blois in the development of the French Renaissance?
<b>The role of the individual</b>	How important was the Doge in the development of the Venetian Renaissance? How important was patronage in the development of the Venetian Renaissance?	Assess the impact of Savonarola's preaching and prophesying on the development of Florence. What was Savonarola's attitude towards art? How important was the fall of Piero de' Medici for the development of the Renaissance?	How important was the patronage of the French Renaissance monarchy in the development of the Renaissance? Assess the impact of da Vinci, del Sarto, Cellini and Rabelais on the development of the French Renaissance.
<b>Religion and religious change</b>	How far was the church in Venice in need of reform? What was the attitude of the Venetian church to the Renaissance? To what extent did the church in Venice undergo reform?	How far was the church in Florence in need of reform? How important was Savonarola in reforming the church and morals in Florence?	To what extent was the French church supportive of the new learning and humanist ideas?
<b>The impact of War</b>	Assess the impact of war on Venice.	To what extent did the French invasion impact on the development of the Florentine Renaissance?	How influential were the Italian wars in the development of the French Renaissance?

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

The grid also makes clear that, although each of the in-depth topics relates to all of the themes there is not an equal balance between each of the themes. This is also reflected in other topics, but what matters is that the overall content of the in-depth topics is comparable regardless of which theme is studied.

Questions could be set on:

- One aspect of the in-depth topic, for example the impact of the Greek influence on the development of the Venetian Renaissance, or an Individual in the development of the French Renaissance.



- More than one aspect, the passages might look at the impact of a variety of reasons, including religious reform on the development of the Venetian Renaissance and offer different views on the overall significance of the factors. Similarly two passages could offer different views on the impact of the Bonfire of the Vanities and Savonarola and his attitude towards art.

With the study of an individual, such as Savonarola, and a theme on the role of the individual it could be argued that any question set on his impact will cover more than one of the themes.

What is important is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.



<b>Y306: Rebellion and Disorder under the Tudors 1485-1603</b>			
<b>Themes</b>	<b>Pilgrimage of Grace</b>	<b>The Western Rebellion</b>	<b>Tyrone's Rebellion</b>
<b>The main causes of rebellion and disorder</b>	Was the Pilgrimage of Grace a religious rebellion or multi-causal? How important were social, economic and political issues as causes? Were there regional variations in the causes?	Was the Western Rebellion solely a religious rising? How important were social and economic factors? Was there any difference between causes in Devon and Cornwall?	Was Tyrone's rebellion politically motivated? How important was religion as a cause? To what extent were Elizabeth's policies in Ireland to blame for the unrest?
<b>The frequency and nature of disturbances</b>	Whose rebellion was it? Why was the rebellion able to raise so much support? A spontaneous or planned rising? How well organized was the rising? Was it a rebellion of the commons or the gentry? What were the aims of the rebellion? Who led the rebellion and what were their aims? Why did the rising last so long?	Who led the rebellion? Was the rising evidence of class divisions in western society? How well organized was the rising? What were the aims of the rebels? Why was the rising so difficult to crush?	How well organized was the rising? Why was Tyrone able to get so much support compared with other Irish rebellions? What was Tyrone's aim? Why was the rising so difficult to crush?
<b>The impact of disturbances on Tudor governments</b>	How did the government respond to the rising? Why did the rising Fail? Did the rising achieve anything?  How serious a threat to the government was the rising?	How did the government respond to the rising? Why did the rising Fail? Did the rising achieve anything?  How serious a threat to the government was the rising?	How did the government respond to the rising? Why did the rising Fail? Did the rising achieve anything?  How serious a threat to the government was the rising?
<b>The maintenance of political stability</b>	How did the government maintain political stability? What was the role of local and central authorities in dealing with the unrest?	How did the government maintain political stability? What was the role of local and central authorities in dealing with the unrest?	How did the government maintain political stability? What was the role of local and central authorities in dealing with the unrest?

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

Questions could be set on:

- One aspect of the in-depth topic, for example the causes of the Pilgrimage of Grace, or the nature of the Western rebellion
- More than one aspect, the passages might look at the causes and nature of the Pilgrimage of Grace. Similarly the two passages could look at the impact of Tyrone's rebellion on Tudor government and the maintenance of stability.

What is important is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.



<b>Y307: Tudor Foreign Policy 1485-1603</b>			
<b>Themes</b>	<b>Henry VIII's foreign policy 1509-20</b>	<b>The loss of Calais</b>	<b>The Armada</b>
<b>The aims and methods of Tudor foreign policy</b>	How important were financial, economic, political, personal and dynastic factors in shaping Henry's policy in this period? How similar were his motives in France and Scotland? To what extent did Henry's methods change in this period?	How important strategically was Calais to England? How significant was Calais in the European context 1557-8?	How far was English antagonism responsible for the Armada? How important were Drake's actions in provoking the Spanish? How strong was the English navy in this period? How significant a turning point was the Armada in foreign policy?
<b>Scotland and France</b>	What were the objectives of his policy? How successful was his policy towards France and Scotland? How important were Henry's military victories against the French and Scots?	Why did England go to war with France in 1557? Assess the reasons why England lost Calais. How significant was the impact of the loss of Calais on Anglo-French relations?	To what extent did the war with Spain influence England's relations with France and Scotland?
<b>Burgundy, the Netherlands and Spain</b>	How important was Henry's alliance with Spain in influencing policy? How effective was Henry's alliance with Spain?	How important were relations with Spain in England going to war with France? How important a cause of deteriorating relations with France was the Spanish marriage?	Assess the long and short term motives of Spain's Enterprise on England. Why had relations with Spain deteriorated? Why did the Armada fail? How strong was the Armada?
<b>The impact of foreign relations on domestic developments in England</b>	How serious an effect did Henry's policy have on finances? To what extent did Henry's policy strengthen his position at home?	How significant was the cost of maintaining Calais? How far did its loss damage the reputation of Mary? How significant was the loss of Calais to the English people?	Assess the impact of the Armada on England. How did the Armada and its defeat strengthen the position of Elizabeth? How effectively was the defeat used by propagandists of the Elizabethan regime?

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

Questions could be set on:

- One aspect of the in-depth topic, for example the aims of Henry VIII's foreign policy in the period 1509-1520, or the impact of the Armada on domestic developments.
- More than one aspect, the passages might look at the impact of the loss of Calais on relations with France, Scotland, Spain and the Netherlands and offer different views on the overall significance and impact of the loss. Similarly two passages could offer different views on the impact of the Armada on relations with all states.

What is important is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.



<b>Y308: The Catholic Reformation 1492-1610</b>			
<b>Themes</b>	<b>Council of Trent</b>	<b>Philip II of Spain</b>	<b>St Bartholomew's Day Massacre</b>
<b>The nature of the Catholic Reformation</b>	How much desire was there for reform within the Church prior to Trent? Why was Trent summoned?	To what extent had the Spanish church been reformed by the reign of Philip II? Assess the impact of the Inquisition on Spain. How serious was the threat of Protestantism in Spain? How did the Spanish church react to illuminism and humanism?	How far had the church in France been reformed? Were the reforms in France a Catholic or Counter Reformation? How had relations with the Huguenots developed in the period before 1572? Assess the reasons for the massacre.
<b>Institutional reforms</b>	How significant were the reforms of Trent in the Catholic Reformation?	How significant were the institutional changes in the Spanish church?	
<b>Role of Individuals</b>	How important a role did Paul III play in reforming the Catholic church? How important were the popes in influencing and directing Trent?	Assess the reasons why Philip II reformed the Spanish church? To what extent did Philip II support the Inquisition in Spain? To what extent was the Spanish church reformed under Philip II? Did Philip II deserve his title as 'the most Catholic monarch'?	Assess the role of Catherine de Medici in the massacre. How far was weak royal authority the cause of the massacre? What were the motives of those involved in the massacre?
<b>Impact of the Catholic Reformation</b>	How significant was the impact of the Tridentine decrees?	How great an impact did the Catholic Reformation have on Spain? Assess the reasons why the reform of the Spanish church was limited.	How far did the massacre increase religious tension in Paris, France and Europe? How did Paris and France respond to the attack? Assess the significance of the massacre in France and Europe.

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

Questions could be set on:

- One aspect of the in-depth topic, for example the impact of the Papacy (individual) on the Council of Trent, or the impact of the Catholic Reformation on Spain.
- More than one aspect, the passages might look at the impact of the Council of Trent on the nature and impact of the Catholic Reformation and offer different views on its overall significance. Similarly two passages could offer different views on the impact of Philip II on the nature and impact of the Catholic Reformation in Spain.
- Where individuals are set as an in-depth topic, as with Philip II, passage could cut across all or some of the themes.

The Catholic Reformation also raises the issue that some of the in-depth topics may not lend themselves to some of the themes, hence the box for the St Bartholomew's Day massacre and institutional reform is empty. However, what is important is that the overall content of the in-depth topics for this theme are comparable with other thematic topics.

It is also important is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.



<b>Y309: The Ascendancy of the Ottoman Empire 1453–1606</b>			
<b>Themes</b>	<b>The Fall of Constantinople 1453</b>	<b>The Battle of Mohacs 1526</b>	<b>The Battle of Lepanto 1571</b>
<b>Sultans and the organization of the State</b>	How powerful was Mehmed II? How strong militarily were the Ottomans in 1453?	How powerful was Suleiman? How strong militarily were the Ottomans in 1526?	How far did the death of Suleiman impact on the power of the Sultans and the Empire? To what extent did the battle affect the development of naval warfare?
<b>Imperial expansion</b>	Assess the reasons for Ottoman expansion. How important was religious motivation in the expansion of the state?	Why were Ottomans able to defeat the Hungarians? What were the aims and ambitions of the Ottomans in the Balkans in 1526? How important was religion as motivating factor?	To what extent did the siege of Malta affect ottoman power in the Mediterranean? How great a threat to Ottoman power was Holy League? Why were the Ottomans defeated? To what extent did the battle damage the Ottoman ascendancy?
<b>Consolidation, provincial administration and society in Ottoman vassal states</b>	What were the motives for the taking of Constantinople? How much looting and bloodshed was there? Assess the impact on European and Asian Muslims.	How much looting and bloodshed was there? What was the impact of the battle on local society? Assess the consequences of the defeat for Hungary.	How far did the defeat affect the Ottoman empire?
<b>The impact of Ottoman expansion on European rulers</b>	How much support was there for the Papal call to crusade? How important was the fall of Constantinople for Europe? How significant an impact did the fall of Constantinople have on the European economy?	How serious a threat were the Ottomans to Habsburg lands? How significant was the victory for Ottoman ascendancy?	To what extent did Ottoman expansion in the Mediterranean threaten Venice and the Papacy? To what extent did the battle change the balance of power in the Mediterranean?

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

Questions could be set on:

- One aspect of the in-depth topic, for example the strength of religious motivation and jihad in the attack on Constantinople, or Ottoman ambitions in the Balkans and Central Europe in 1526.
- More than one aspect, the passages might look at the impact of the fall of Constantinople on the themes and offer different views on its overall significance and impact of the period. Similarly two passages could offer different views on the impact of the Battle of Lepanto on all themes.

What is important is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.



<b>Y310: The Development of the Nation State: France 1498–1610</b>			
<b>Themes</b>	<b>Francis I and Renaissance Monarchy</b>	<b>Massacre of St Bartholomew 1572</b>	<b>Henry IV</b>
<b>The Monarchy and central government</b>	How powerful was Francis I? Assess the strengths and limitations of monarchy under Francis I. How absolute was Francis I? To what extent were the nobles a threat to Francis I? To what extent did financial problems undermine the power of Francis I? How effectively did Francis I use his patronage of the arts to enhance his authority?	How weak was royal authority by 1571? To what extent did the Massacre of St Bartholomew's Day undermine the power and influence of the monarchy? To what extent did factional feuds threaten the stability of the monarchy? How far had noble power undermined the monarchy? How far Catherine de Medici responsible for the problems faced by the monarchy?	How weak was royal authority on Henry IV's accession? To what extent was Henry IV able to restore royal authority? Assess Henry IV's political achievements. How important a role did Sully play in the restoration of royal authority?
<b>Law, provincial government and society</b>	To what extent were the parlements a threat to Francis I? How effective was Francis I control of the regions?	Assess the impact of the events in Paris. To what extent was royal authority undermined in the provinces? Why did the atrocities spread to the countryside?	How far was stability restored to the countryside? To what extent did the provinces benefit from economic progress?
<b>Religion and the Church</b>	How effectively did Francis I deal with the religious problems he faced?	To what extent was the massacre the result of religious conflict? Assess the impact of the massacre on religious developments.	How important was Henry IV's conversion in restoring stability to France? Assess Henry IV's religious achievements.
<b>The impact of wars on French stability and unification</b>	To what extent did the Habsburg-Valois wars threaten the stability of the monarchy?	To what extent did the Wars of Religion to 1572 threaten the stability of the French monarchy?	Why was Henry IV able to end the Wars of Religion? How important in restoring stability was the defeat of the Spanish?

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

Questions could be set on:

- One aspect of the in-depth topic, for example the impact of Francis I's reign on the development of central government, or the St Bartholomew's Day massacre on religious developments.
- More than one aspect, the passages might look at the impact of Francis I on the power of the French monarchy and offer different views on the overall significance and impact of the period. Similarly two Passages could offer different views on the impact of Henry IV on the power of the monarchy.

What is important is that the in-depth topics should be seen as arising naturally from the Thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two Passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough, it is how they use the knowledge that will be important.



<b>Y311: The Origins and Growth of the British Empire 1558–1783</b>			
<b>Themes</b>	<b>Elizabethan Privateers</b>	<b>Britain and its American colonies 1660-1713</b>	<b>Clive and the East India Company: India c1730-1773</b>
<b>Drivers of imperial expansion</b>	How important were individual Privateers in the development of the Empire? How successful were the privateers?	How important were the Restoration and Glorious Revolution in the development of the American Colonies? What was the attitude of Crown and Parliament towards the American colonies?	Assess the attitude and ambitions of the British Crown and Parliament towards India. How important was Robert Clive in the development of India? Why was Clive successful in expanding British influence in India?
<b>The nature of colonial rule</b>	How important was privateering in imperial development?	How effectively were the American colonies ruled in this period? Why were there colonial rebellions in this period?	How successful was Clive in achieving British aims in India?
<b>The impact of Empire on Britain and its emerging colonies</b>	What was the impact of privateering on the economic, political and military development of Britain? How far did privateering impact on the Elizabethan court?	How far did economic developments affect the relations between Britain and the colonies? How far did the Navigation Acts affect the relations between Britain and America?	How far did economic and political developments affect relations between Britain and India? What was the impact of company rule on India? To what extent did British rule impact on the Mughal empire?
<b>The British Empire and European relations</b>	How important were the actions of privateers in the development of relations with foreign powers?  Assess the impact of privateers on relations with Spain.	What was the impact of European wars on the American colonies? How important were the colonies in European power relations?	How far did developments in India impact on relations with the French and the Dutch?

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

Questions could be set on:

- One aspect of the in-depth topic, for example the impact of the Elizabethan Privateers on relations with Spain, or the impact of Robert Clive on the development of British influence in India.
- More than one aspect, the passages might look at the impact of the Elizabethan Privateers on all groups and offer different views on the overall significance and impact of them on the development of Empire. Similarly two passages could offer different views on the significance of the American colonies and their impact on Britain, America and European relations.

What is important is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.



<b>Y312: Popular Culture and the Witchcraze of the 16th and 17th Centuries</b>			
<b>Themes</b>	<b>The witchcraze in Southern Germany 1590-1630</b>	<b>Hopkins and the witch hunt of 1645-7</b>	<b>The Salem witch trials</b>
<b>Popular culture</b>	How did popular culture influence life in Southern Germany?  How significant were ritual, pageant and festivals of misrule in the region? To what extent had popular culture been challenged in Southern Germany?	In what ways had the political, religious and social developments affected popular culture in the region? How effectively had popular culture been challenged by moral regulation in the 1640s?	To what extent was popular culture evident in Massachusetts? How far had the religious, political, social and economic situation impacted on order and conformity?
<b>The main reasons for the growth and decline in the persecution of witches</b>	Why did the persecution of witches increase in south Germany in the period? How frequent were the persecutions? How far does religious change explain the persecutions? How far important were natural disasters in the outbreak of the persecutions?	Why did the persecution of witches increase in this period? Why was the increase in persecutions so short-lived? How far does political, social or religious change explain the increase in persecutions?	How far were long-term developments responsible for Salem witch trials? How important was Salem's relationship with England in explaining the persecutions? Why were the persecutions short-lived?
<b>The persecuted</b>	What best explains the nature and geography of the persecutions? Was persecution more prevalent in the towns or countryside? How important were gender, social and economic factors in determining who was persecuted?	What best explains the nature and geography of the persecutions? How important were gender, social and economic factors in determining who was persecuted? Who was prosecuted?	Who was prosecuted? What best explains the nature and geography of the persecutions? Assess why there were regional variations in the persecutions.
<b>Responses of the authorities to witchcraft</b>	How did the authorities respond to witchcraft? How did the trials impact on the region and local communities? How did the prosecutions impact on legal developments?	How did the authorities respond to witchcraft? How did the trials impact on the region and local communities? How did the prosecutions impact on legal developments?	How did the authorities respond to witchcraft? How did the trials impact on the region and local communities? How did the prosecutions impact on legal developments?

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost. Given that the in-depth topics are local examples of the witch craze it should be expected that the content for each in-depth topic will be quite similar, although the emphasis may vary.

Questions could be set on:

- One aspect of the in-depth topic, for example the reasons for the witchcraze in Southern Germany, or the response of the authorities to Hopkins' witch hunt of 1645-7



- More than one aspect, the passages might look at the causes and nature of the Salem witch trials offer different views on the overall significance and impact of the trials. Similarly two passages could offer different views on those who were persecuted and its impact for any of the regions named.

What is important is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important



<b>Y313: The Ascendancy of France 1610–1715</b>			
<b>Themes</b>	<b>Richelieu's relations with the French court and nobility</b>	<b>The Fronde 1648-1653</b>	<b>Versailles and image-making</b>
<b>The development of absolute monarchy and the role of ministers</b>	How much authority did Richelieu possess? Assess the significance of his relationship with Louis XIII. How important was the Day of Dupes? How effectively did Richelieu limit the power of the nobility? How much control did Richelieu exercise over the French court? To what extent did Richelieu enhance the power of the French monarchy?	To what extent were the Fronde the result of Richelieu's policies? How far was Mazarin to blame for the outbreak of the Fronde? How important was the Fronde in the development of the French state? Assess the impact of the Fronde on Louis XIV.	How important was Versailles in reinforcing the image of the monarch? What was the political significance of Versailles? How important was Versailles in controlling the nobility? How important was Versailles in the development of absolutism?
<b>Religious developments</b>		How successful was Mazarin's policy towards religious groups?	
<b>Social developments and opposition</b>	Assess the reasons for the Day of Dupes. How effective was Richelieu's policy towards the nobility?	Assess the reasons for the Fronde. What was the nature of the Fronde? How serious a threat were the Fronde? How effectively did Mazarin deal with the Fronde?	Assess the financial and economic impact of Versailles. How important was Versailles in taming the French nobility?
<b>France as an international power</b>	To what extent did French international influence increase under Richelieu?	How important was the French defeat at lens in 1648?	Assess the impact of Versailles on France's international position. To what extent did Versailles enhance French prestige abroad?

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

Questions could be set on:

- One aspect of the in-depth topic, for example the impact of Versailles on France's international position, or the impact of the Fronde on Louis XIV
- More than one aspect, the passages might look at the impact of Richelieu on the power of the monarchy and offer different views on his overall significance and impact of the period. Similarly two passages could offer different views on the impact of Versailles on the French state.

It should be noted that in some instances the nature of the in-depth topics does not lend itself to some of the themes. It is also worth noting that in many instances for this topic there is a great deal of overlap between the themes, as for example with the treatment of the nobility impacting on theme 1 (The development of absolute monarchy) and theme 3 (Social developments and opposition). However, what is important is that the content for the in-depth topics is comparable with other Interpretation topics in the Unit.

It is important is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.



<b>Y314: The Challenge of German Nationalism 1789-1919</b>			
<b>Themes</b>	<b>1848/9 Revolutions</b>	<b>Nationalism and Unification 1867-1871</b>	<b>Wilhelmine Germany and the growth of Nationalism 1884-1914</b>
<b>Social and intellectual forces</b>	What were the social and intellectual forces behind the 1848-9 revolutions? How much support was there for the revolutions? How strong was liberalism in 1848-9?	How did Bismarck manipulate popular feeling? How important was anti-French feeling?	In what ways did Wilhelm II's ideas contribute to nationalism? How did Wilhelmine Germany manipulate popular feeling? How important were pressure groups in the development of nationalism?
<b>Economic forces</b>	How important were economic factors as a cause of the revolutions?	How important was economic power in the Prussian victories?	What was the impact of German economic growth on nationalism?
<b>Political and military forces</b>	How much support was there for the revolutions? How significant was the Frankfurt parliament?	What were the reasons for the Prussian victories? How important was Bismarck's statesmanship in achieving victory?	How important were the military in the development of nationalism? What was the impact of the development of the navy? How important a role did the military play in society and government? How serious was opposition to the Wilhelmine regime?
<b>The extent of Unification</b>	Why did the Revolutions fail? How much opposition was there to the revolutions? How important a role did Metternich and the authorities play in the defeat of the revolutions?	How extensive were the cultural, religious and regional differences in Germany? How far did the constitutional developments unify Germany?	How unified was Germany in 1914? Did the declaration of war divide or unite Germany?

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

Questions could be set on:

- One aspect of the in-depth topic, for example the impact of the War against France on the development of nationalism, or the declaration of war in 1914 on uniting the nation
- More than one aspect, the passages might look at the impact of the 1848-9 revolutions on political and social developments and offer different views on the overall significance and impact of the period. Similarly two passages could offer different views on the impact of the 1867-71 on the reasons for Unification.

What is important is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.



<b>Y315: The Changing Nature of Warfare 1792-1945</b>			
<b>Themes</b>	<b>The French Revolutionary Wars 1792-1802</b>	<b>The American Civil War 1861-1865</b>	<b>The Western Front and the First World War 1914-18</b>
<b>The impact of factors directly related to the conduct of war</b>	What was the impact of leadership on the Revolutionary Wars? What was the nature and quality of the revolutionary armies? To what extent did the Revolutionary War witness a change in tactics and strategy?	How important was leadership in the Civil War? Assess the quality of the soldiers in the civil war. How far did tactics and strategy change and develop in the Civil War?	How effective was generalship in the First World War? What was the nature of the armies that fought in the First World War? How far did strategy and tactics change during the First World War? Assess the impact of military theorists on the conduct of the war. Was the First World War total war?
<b>The impact of technological change</b>	How important were developments in weaponry in the wars? How important were developments in communication and transport on the outcome of the war?	How important were developments in weaponry in the wars? How important were developments in communication and transport on the outcome of the war?	How important were developments in weaponry in the wars? How important were developments in communication and transport on the outcome of the war?
<b>Planning and Preparation</b>	How effective were alliances in the revolutionary Wars? How effective was the organisation, command and control of the armies?	How important was the South's failure to secure alliances in the outcome of the war? How effective was the organisation, command and control of the armies?	How important were alliances in the outcome of the War? How effective was the organisation, command and control of the armies?
<b>The relationship between relevant domestic factors and warfare?</b>	How well organised were states for war? How effectively did states manage manpower and resources?	How well organised were the North and South for war? How effectively did the North and South manage their manpower and resources?	How well organised were states for war? How effectively did states manage manpower and resources?

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost. As the in-depth topics are a series of case studies the issues that might be considered are likely to be similar for each case study.

Questions could be set on:

- One aspect of the in-depth topic, for example the impact of the French Revolutionary Wars on the development of tactics, or the developments in weaponry on the First World War.
- More than one aspect, the passages might look at the impact of the French Revolutionary Wars on developments in weaponry and tactics and offer different views on the overall significance and impact of the War. Similarly two passages could offer different views on the impact of the First World War on the tactics used and the command structure.

What is important is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.



<b>Y316: Britain and Ireland 1791-1921</b>			
<b>Themes</b>	<b>Irish rebellions and the British responses 1791-1803</b>	<b>O'Connell and British Governments 1823-1841</b>	<b>The Crisis over Home Rule 1908-1914</b>
<b>Opposition to the Union</b>	What were the causes of the rebellions 1791-1803? How effective was the leadership? How much support was there for the rebellions?	How effective was the Roman Catholic Association? How effective was O'Connell as a leader? How much support was there for O'Connell?	What were the causes of the Home Rule crisis? How effective was nationalist leadership? How effective were nationalist tactics? How much support was there for Nationalism?
<b>Support for the Union</b>	Why did the risings fail? How much support was there for the Union?	How much support was there for the Union? How strong was the Protestant ascendancy?	How effective were Unionist tactics? Why did Unionists oppose Home Rule?
<b>The Union and Reform</b>	How successfully did the British government deal with the unrest and its causes? How effective was the Act of Union? How did the rebellions impact on revolutionary nationalism?	How successfully did the government manage Catholic Emancipation? How successful were government policies towards Ireland in the 1830-41? How effective was the Lichfield House compact?	How effective were government policies in dealing with the crisis? How successful was the Home Bill of 1912? How successfully did the government manage negotiations over exclusion? What was the impact of the First World War on the situation?
<b>The Irish economy and the link to Irish nationalism</b>	To what extent was agrarian under-development an issue at the end of the eighteenth century? How important were economic factors in the unrest?	To what extent was agrarian under-development an issue in the early nineteenth century? How important were economic factors in the unrest 1823-41?	How far was the growth of nationalism in the early twentieth century the result of economic problems?

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost. However, the grid also suggests that some of themes are more closely related to the in-depth topics than others, but the overall across the topics there is comparability with other thematic options.

Questions could be set on:

- One aspect of the in-depth topic, for example the reasons for unrest in the period from 1792 to 1803 or the strength of Unionist support in the period 1908-14.
- More than one aspect, the passages might look at the strength of opposition and its impact on government policies in the period 1823-41 and offer different views on the period. Similarly two passages could offer different views on the strength of nationalism and opposition to Home Rule in the period from 1908 to 1914.

What is important is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.



<b>Y317: China and its Rulers 1839-1989</b>			
<b>Themes</b>	<b>The First Opium War and its impact</b>	<b>The Boxer Uprising</b>	<b>The Cultural Revolution</b>
<b>The government and rulers of China 1839-1989</b>	Assess the causes of the First Opium War. To what extent was justice for foreign nationals a problem in China?	What does the Boxer rising tell us about the administration and government of China? Assess the impact of the failure of the rising on the government. To what extent did the rising weaken the dynasty?	Why was the Cultural Revolution launched? How far was the Cultural Revolution a response to the Mao's concerns about the progress of the Revolution? What does the nature and course of the Revolution tell us about the government of China? How far did the Cultural Revolution strengthen the position of Mao? How far was the Revolution responsible for changes in government?
<b>The economy of China 1839-1989</b>	How important was the opium trade to China's economy? Why was the issue of trade with China a contentious issue?	How important were economic factors in the uprising? Assess the impact of the indemnity on the Chinese economy.	Assess the impact of Cultural Revolution on the development of the Chinese economy.
<b>Society in China 1839-1989</b>	Why was the opium trade a problem for Chinese society?	How much support was there in China for the Boxers? Why was there a hatred of foreigners and Christianity in China? Why were foreigners attacked? What were the consequences of the failure of the rising on Chinese society?	How far was the Cultural Revolution due to the failure to radicalise society? To what extent did the Revolution increase the influence of the army and the Red Guard? Why did violence decline and why were the Red Guard demobilised in 1969? Assess the social impact of the Cultural Revolution.
<b>China and the wider world</b>	How strong was foreign influence in China in this period? What was the impact of the war on China and its relations with the West (including the Unequal Treaties)?	To what extent was the rising a response to imperial expansion? What was the impact of the rising on the Open Door policy? Assess the impact of the Rising on the reputation of China. To what extent did the rising encourage Russian expansion in Manchuria?	How far did the Cultural Revolution change China's place in the world?



The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

Questions could be set on:

- One aspect of the in-depth topic, for example the impact of the First Opium War on relations with the west, or the extent to which the Boxer rising weakened the dynasty.
- More than one aspect, the passages might look at the impact of the Cultural Revolution on all areas and offer different views on the overall significance and impact of the Revolution. Similarly two passages could offer different views on the impact of the Boxer Rising on politics, the economy and society.

What is important is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.



<b>Y318: Russia and its Rulers 1855-1964</b>			
<b>Themes</b>	<b>Alexander II's domestic reforms</b>	<b>The Provisional Government</b>	<b>Khrushchev in power 1956-64</b>
<b>The nature of government</b>	What were the aims of Alexander II's domestic reforms? How liberal was Alexander II's government? How far did Alexander II's reforms change the nature of government?	How democratic was the Provisional Government? How repressive was the Provisional Government? What were the aims of the Provisional government?	What were the aims of Khrushchev's government? How effectively did his government deal with opposition? How extensive was political reform?
<b>The impact of dictatorial regimes on the economy and society of the Russian Empire and the USSR</b>	Does Alexander II deserve the title 'tsar liberator'?  How significant was the impact of Alexander II's domestic reforms? To what extent did working and living conditions change? How great were the limitations on personal, political and religious freedoms? How much opposition and how effective was it?	How much economic and social change did the Provisional Government bring about? How far did working and living conditions change? How much freedom was there under the Provisional Government? How effectively did the Provisional Government deal with opposition?	To what extent did Khrushchev's rule see an improvement in living and working conditions? To what extent were personal, political and religious freedoms limited?  How great was the economic change under Khrushchev?
<b>Impact of war and revolution on the development of the Russian Empire and the USSR</b>	How important was the impact of the Crimean War on the nature of the reforms?	How serious was the impact of the First World War on the Provisional Government? To what extent was the War responsible for the overthrow of the Provisional Government?	How far did developments in the Cold War impact on the regime and his rule?
<b>Russia: Empire, nationalities and satellite states</b>	To what extent did Alexander II's domestic reforms impact on the Empire and the nationalities?	What was the impact of the Provisional Government on the Empire and the nationalities?	How effectively did the government deal with opposition? To what extent did de-Stalinisation impact on the satellites states?

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

Questions could be set on:

- One aspect of the in-depth topic, for example the impact of Alexander II's domestic reforms on the economy and society or the impact of the Provisional Government on the nature of government.
- More than one aspect, the passages might look at the impact of Khrushchev's rule and offer different views on the overall significance and impact of the period. Similarly two passages could offer different views on the impact of the Provisional Government on all aspects of Russia.

What is important is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.



<b>Y319: Civil Rights in the USA 1865-1992</b>			
<b>Themes</b>	<b>Gilded Age c1875-c1895</b>	<b>New Deal</b>	<b>Malcolm X and Black Power</b>
<b>African Americans</b>	<p>What was the impact of industrialisation in the period on African Americans?</p> <p>How did African Americans respond to Government policy in the period? How did westward expansion in this period impact African Americans?</p>	<p>What was the situation of African Americans by 1932? How far did the New Deal improve their position? How much opposition was there to their gains?</p>	<p>Why did the Black Power movement emerge? What were its aims and motives? What was its impact on the Civil Rights movement? How successful was it in improving the position of African Americans?</p>
<b>Trade Union and Labour rights</b>	<p>How did industrialisation in the period impact on Labour and Union rights? How did Trade Unions respond to the economic developments? Did government policy benefit Trade Unions in the period? How did westward expansion in this period impact on labour rights?</p>	<p>What was the situation of Trade Unions and labour rights by 1932? How far did the New Deal improve their position? How much opposition was there to their gains?</p>	<p>What was the impact of the Black Power movement on the Labour and Union movement?</p>
<b>Native American Indians</b>	<p>How did industrialization in the period impact on Native Americans? How did Native Americans respond to the developments? Was Government policy towards Native Americans in the period beneficial? How did westward expansion in this period impact on Native Americans?</p>	<p>What was the position of Native Americans in 1932? How far did the New Deal improve their position? How much opposition was there to their gains?</p>	<p>What was the impact of the Black Power movement on Native Americans? How far was it responsible for the emergence of Red Power?</p>
<b>Women</b>	<p>How far did industrialisation in the period impact on women's rights? What was the response of women to the developments? Was Government policy towards women in the period beneficial? Did westward expansion in this period impact on the position of women?</p>	<p>What was the position of women in 1932? How far did the New Deal improve their position? How much opposition was there to their gains?</p>	<p>What was the impact of Black Power on the position of women?</p>



The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

Questions could be set on:

- One aspect of the in-depth topic, for example the impact of the Gilded Age on workers, or the New deal on Native Americans
- More than one aspect, the passages might look at the impact of the Gilded age on all groups and offer different views on the overall significance and impact of the period. Similarly two Passages could offer different views on the impact of the Black Power movement on all groups.

What is important is that the in-depth topics should be seen as arising naturally from the Thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two Passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.



<b>Y320: From Colonialism to Independence: The British Empire 1857-1965</b>			
<b>Themes</b>	<b>British India: The War of 1857 and its consequences to 1876</b>	<b>Palestine 1914-48</b>	<b>Nationalism in Kenya 1945-65</b>
<b>The governance and administration of the Empire</b>	How was India governed in 1857? How far did British methods of government change after 1857?	What were the causes of the Zionist-Palestine problem by 1914? Assess the impact of the First World War on the region. Why was the Balfour declaration made? How effectively did Britain rule the region? Why was Palestine partitioned in 1948?	To what extent was the way Kenya was governed responsible for the rise of nationalism? How far did British administration of Kenya change in the period? Assess the factors that affected the independence settlement.
<b>Opposition to British rule</b>	Assess the reasons for the 1857 War. Why did the rising fail?	Assess the reasons for uprisings in the inter-war period.	Why did the Mau Mau rebel? What was the nature of the rebellion? How important was Kenyatta in ending British rule?
<b>The impact of imperial power on the periphery and Britain</b>	To what extent did the rising affect British attitudes toward India? How significant was the impact of the rising on India?	How important was the issue of immigration in the inter-war period? What was the immediate impact of partition in 1948?	How significant were the problems of settlers and the Indian population in Kenya?
<b>The British Empire and its impact on International Relations</b>	How significant was the rising internationally?	How important was the First World War in the development of the region and the Palestine question? How far did the issue of Palestine affect Britain's position in the world in the inter-war period?	Assess the impact of events in Kenya on the development of the Cold War and on the development of the Commonwealth

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

Questions could be set on:

- One aspect of the in-depth topic, for example the reasons why there was opposition to British rule in India in 1857, or opposition to British rule in Kenya.
- More than one aspect, the passages might look at the impact of events in Palestine on Palestine, Britain and international relations and offer different views on the overall significance and impact of the period. Similarly two passages could offer different views on the impact of Kenyan Nationalism on Kenya, Britain and International developments.

What is important is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two Passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough, it is how they use the knowledge that will be important.



<b>Y321: The Middle East 1908-2011: Ottomans to Arab Spring</b>			
<b>Themes</b>	<b>British Policy and the Middle East 1908-48</b>	<b>Arab-Israeli conflict 1948-56</b>	<b>Nasserism 1952-70</b>
<b>The Role of the Great Powers in the Middle East</b>	What were British imperial aims pre 1914? To what extent did Britain achieve its aim in the First World War? How effectively did Britain manage its mandates? How successful were Britain's relations with Iraq? How successful was British policy in Egypt?	How important were the Great Powers in the creation of the Israeli state? How important were the Great Powers in ensuring the survival of the Israeli state in the period 1948-56?	How successful was Nasser in his relations with the Great Powers? To what extent was the Suez crisis a triumph for Nasser? Assess the impact of Nasser on Cold War developments. To what extent was Nasser responsible for the creation of the non-aligned movement?
<b>Zionism, Israel and the Palestinian Issue</b>	Assess the reasons for the Balfour declaration. How effective was British policy to Palestine? Why did Britain withdraw from Palestine in 1948?	Assess the reasons for the creation of the Israeli state. Why was Israel attacked in 1948-9? Why did Israel survive? Why was there a second war? Why was Israel successful? How significant was the impact on the Palestinians and the Arab world?	Why did 1967 war start? How successful was the 1967 war against Israel?
<b>Statehood and Pan Arabism in the Middle East</b>	To what extent Britain contain Arabism in the period?	What was the attitude of Arabs towards the creation of Israel? How important were the Arab-Israeli wars on statehood and Pan Arabism? Assess the impact of the wars on Egypt, Syria, Jordan and the Lebanon	To what extent did Nasser establish Arab socialism? How important was the Suez crisis in Nasser's emergence as leader of the Arab world? Why was the United Arab Republic created? How successful was the United Arab Republic? Why did Pan Arabism decline?
<b>Religion, ethnicity and political Minorities</b>	How effectively did Britain manage religion, ethnic and political tensions?	What was the attitude of Jewish communities to the establishment of Israel?	

The grid raises some of the issues that could be taught and debates surrounding the in-depth topics. The grid shows how they could be taught during the appropriate part of the theme content so that the thematic element is not lost.

The grid also shows that some of the in-depth topics may not have links to the major themes. However, what is important is that the overall content of the three in-depth topics is comparable with other in-depth topics in other themes.

It also shows that some of the content in the in-depth topics cuts across different themes, providing an opportunity to revisit the issue as different themes are taught.



Questions could be set on:

- One aspect of the in-depth topic, for example on the reasons why the First Arab-Israeli war broke out, or why Britain withdrew from Palestine.
- More than one aspect, the passages might look at the impact of Nasser on international developments and offer different views on the overall significance and impact of his rule. Similarly two passages could offer different views on the creation of the Israeli state, including the role of the Great Powers.

What is important is that the in-depth topics should be seen as arising naturally from the thematic element, which should be the main focus of the teaching. Although learners will need to apply knowledge to the two passages in order to evaluate them – it should be remembered that the provenance of the two passages should not be considered – they will not need obscure details of the topic. What is in standard text books for the theme should be enough; it is how they use the knowledge that will be important.





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