

Teacher Guide

Cambridge Pre-U
History
9769

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Introduction

The Teacher Guide is intended to be used alongside the Syllabus. Questions will be set using the Syllabus, while the Guide is intended to support teachers, not to restrict their approach. Pre-U offers teachers a great deal of freedom in choosing what and how to teach and there is a very wide combination of options and very few prohibitions. This guide is offered as an indication of what could be studied and is in no way prescriptive.

Pre-U allows teachers to encourage real historical understanding and a deep interest in the past by giving them flexibility of approach in the periods and topics chosen. This guide does not intend to lay down any particular approach or insist on any specific detailed subject content, but

- offers explanation of the types of question likely to be set in the Outlines Papers (Papers 1–4)
- offers advice on selecting topics and on preparing candidates for the Personal Investigation (Paper 6)
- explains the support available from CIE
- deals with all the topics in the Outlines Papers and offers some indication of content and what might be taught

Additional Support

- In-service training meetings
- Specimen Papers and Mark Schemes
- Past Examination Papers and Mark Schemes
- An Example Candidate Response booklet
- (New) Centres may request an Interim Assessment report by a senior examiner on work which they have marked
- Queries about any aspect of the subject may be sent to:

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Specimen Materials

There is a full suite of Specimen Papers and accompanying Mark Schemes, published on the Support Site for teachers <http://teachers.cie.org.uk/qualifications/academic/uppersec/preu>. These should be used alongside the content lists, published in the syllabus, and the generic mark schemes in the Appendix. Examination of the Specimen Papers may provide additional examples of some of the types and styles of questions that can be expected in the live examinations.

When teaching the Outlines Papers, it is important to consider that not all content entries will be allocated questions every single year, and that is important to read the content list alongside the Specimen Papers and, as they become available, papers from past examination series. Candidates are required to answer three questions from at least two sections of the Outlines Papers.

Centres may find additional guidance regarding **Coverage, Flexibility and Predictability** on pages 10–11 below.

Examination papers from previous sessions (before 2016) remain available on the Support Site. It must be considered that these papers reflect previous versions of the Pre-U History syllabus. There are substantial changes between the versions of the syllabus, such that older live papers will not reflect the 2016–18 syllabus.

Outlines Paper: question types

The range of outlines papers is published in the syllabus and the choice is wide and varied. Candidates are required to offer two such papers and to answer three questions on each in two hours 15 minutes. They must choose their questions from at least two of the sections into which the paper is divided.

The mode of assessment is by open-ended essay questions. Questions are designed to encourage debate, analysis, argument, assessment and evaluation. At the same time, however, there is no reason why these qualities should not be demonstrated within a broadly narrative or chronological framework and still be capable of reaching the higher mark bands. It should be recognised that no set responses are expected; there are no 'right answers'. Candidates will be rewarded for the quality of their handling of the material. Consistent with this approach, the generic mark schemes do not apply a 'level of response' requirement. Even though one particular skill may be under-represented, candidates will be able to reach the very highest levels by demonstrating their abilities in other assessment objectives.

The 'how far' approach

Such questions require an assessment and evaluation of a range of factors, outcomes or possibilities, weighing up, perhaps, the degree of change over time, the success achieved by an individual, the role of a particular issue in causation. A sense of balance is looked for. The following are examples:

How far did the status of women in the USA change in the years 1914–1948?

To what extent, did Spain benefit from the rule of Philip II?

To what extent was the breach between Anselm and William II a matter of personality rather than principle?

How far can Bismarck be credited with the creation of a United Germany by 1871?

The key requirement for this type of question is for candidates to be able to offer a judgement based on consideration of alternatives. The question is very distinct from 'How?' This would involve, for example, an explanation of Bismarck's policies that led to Unification, whereas 'How far?' requires a consideration of other possible explanations that were independent of Bismarck and an assessment of Bismarck's role.

Explanation and causation

In such questions there are opportunities for evaluating competing interpretations as well as for assessing relative importance. For example:

How is the growth of Protestant dissent in the seventeenth century best explained?

What best explains the fall of Napoleon?

How is the growth in the prosperity and influence of the German Federal Republic after 1949 best explained?

It is very important that this question is not answered by a series of explanations. That would be an answer to, for example, 'What explains the fall of Napoleon'. However, 'What best explains the fall of Napoleon' requires a consideration of different explanations and a distinct judgement. Candidates might consider the relative importance of, for example, short-term developments like the failure in Russia, with longer-term developments like British opposition. There would be a sense of organisation and discrimination in the answer not merely a list of reasons.

Questions which test the ability to assess a view or judgement

Such questions are concerned to present a proposition for which there is a valid argument but also a range of counter arguments or competing propositions. Here again, there are often opportunities for critical assessment of differing explanations. For example:

How convincing is the argument that Stephen's reign was a period of anarchy?

How valid is the judgement that Richard II brought about his own downfall?

Argument and critical evaluation can also be elicited by the use of quotations. For example:

'Powerful in the 1960s and 1970s; powerless in the 1980s and 1990s.' Discuss this view of the British trade unions.

'The foreign policy of Woodrow Wilson, despite the outcome of the First World War, was largely a story of failure.' Discuss this view

'Walpole's long tenure of office depended entirely upon his control of Parliament.' How accurate is this view?

This requires candidates to establish why a view or proposition might be held and then assess the validity of the view by considering alternative evidence.

Questions which ask candidates to explore the role of individuals

These will require candidates to assess the importance of individuals in wider movements and events, to evaluate the importance and significance of their work and contribution and to offer critical assessments of historical reputations. Examples of such questions are as follows:

'Nothing but a ruthless tyrant.' Assess this judgement on Richard III.

Does Frederick II deserve the title 'the Great'?

How accurate is the view that Napoleon I was 'a military genius'?

'The saviour of the French Republic.' How accurate is this verdict on Charles de Gaulle?

Questions which require candidates to assess the validity of a concept

Such questions are almost always connected with major historical debate so, again, skills of argument and critical evaluation should be to the fore. Examples are:

How valid is the judgement that 'by 1700 there had been scientific advances but no scientific revolution'?

'More successful as a statesman than as a party leader.' Discuss this view of Peel.

How far can Catherine the Great be seen as 'an enlightened despot'?

How appropriate is the term 'revolution' in describing the changes in British agriculture in the eighteenth century?

How accurate is the view that Hitler was 'a weak dictator'?

Behind these questions there are concepts – for example 'scientific revolution' or 'statesman' or 'enlightened despot' and effective responses to these questions are likely to make reference to these concepts. For example, 'statesman' is a term with distinct connotations and 'party leader' involves certain key elements. This is not the same question as a more general 'How successful was Peel's ministry of 1841–6?'

Questions which ask candidates to assess importance

This formulation establishes one factor or issue within a wider movement or set of events and is closely related to the 'how far' or 'to what extent' style of question. Here the chief focus should be on the issue or factor identified in the question, with an evaluation of alternatives made with a view to reaching balanced conclusions as to their relative importance. Candidates may recognise that the relevant issues and factors are not necessarily discrete but are, to a large extent, interconnected. Some examples follow:

How important were the effects of population growth on social developments in Tudor England?

How important were economic circumstances in determining the fortunes of Lord Liverpool's ministries from 1815 to 1827?

How important was patronage to the flourishing of the Italian Renaissance?

How important was the contribution of the Jesuits to the Catholic and Counter Reformations?

Change and continuity

In answering such questions candidates will be expected to find the balance. For the most part questions will be concerned with change and developments, but in order to put 'change' into perspective, elements of continuity will need to be assessed. These types of questions are most likely to occur in the themes sections. The following may be taken as examples:

How far, and in what ways, did the nature of Anglo-Saxon kingship change after the conversion to Christianity?

To what extent did the economic and social status of women change between c. 1100 and c. 1500?

How convincing is the argument that Europeans were more prosperous in 1700 than in 1600?

Did Peter the Great modernise Russia?

Some key words

'Discuss' means explain and assess a view by considering what its basis is and how far it can be challenged by alternative explanations or judgements.

'What best explains' means considering different explanations and reaching a judgement.

'How convincing?' means show strong are the arguments and evidence which might support a view or proposition.

Special Subjects: question types

Eleven Special Subjects are on offer and they cover a wide geographical and chronological range. Candidates are required to answer two questions in two hours; one will be an essay, the other a document-based question. Types of essay question will be very similar to those on the Outlines Papers, although some may be rather narrower and more specialised with a greater depth of knowledge expected.

Where appropriate, candidates may make use of any primary source material they may have encountered. Such use will enhance answers, as will the employment of a wide range of secondary sources. However, the use of primary material is **not** a requirement and candidates will not be prevented from reaching the very highest mark bands if they do not use it.

Source-based questions

One document question will be set, based upon one of the six topics that make up the chosen Special Subject (although there may be a degree of overlap). These topics will be announced (on <http://teachers.cie.org.uk>) at the beginning of the academic year in which the examination is to be set.

Four to six passages are set (most commonly five) and there will be occasional use of 'visual' sources. The maximum total number of words for the passages is approximately 750.

Two sub-questions will be asked. The first will call upon candidates to compare two sources for similarity and difference and candidates should also be aware of the importance of critical evaluation of provenance and other issues. The second will require the use of all the passages. Here candidates are advised to present their responses in the form of a short essay and to treat the passages as a set linked by common themes. A debate or view will be proposed to which candidates should respond in an argued, analytical and evaluative fashion. The view/debate/argument should be tested alongside the quality of the evidence contained in the passages as well as contextual knowledge.

Responses that demonstrate the following skills are likely to achieve the criteria laid out in the mark scheme:

- good organisation
- the ability to discover common themes of difference and similarity
- a strong sense of argument and evaluation
- the ability to draw and arrive at clear conclusions.

Candidates should make use of all passages, but not necessarily in equal depth, or in the order they are printed on the paper; some will be more significant to the argument than others.

Essay question

Candidates have a choice of three essay questions, each of which is based upon one of the six topics into which the Special Subjects are divided. Note that in some cases a question might require knowledge of more than one topic.

The Personal Investigation

This extended essay of some 3500–4000 words (including quotations, but excluding the bibliography) provides candidates with an opportunity for independent research, study in depth and to follow individual interests either within or beyond the periods and topics encountered in their other papers. Candidates have an entirely free choice of title with the following provisos:

- it must be on an historical subject
- the title has to be approved in advance by Cambridge
- the subject matter may not be taken from within the candidate's chosen Special Subject
- candidates within a centre may not choose the same title

Particular care should be taken with titles which are closely connected with music, the arts and literature and with local studies. These may be attempted, but topics must be of an historical topic and not solely of a technical or antiquarian nature. Titles need to address broad historical themes – political, social, economic, religious and cultural and, normally, some combination of these themes. The following style of title would be entirely acceptable:

How useful are the novels of Thomas Hardy as evidence for the social history of rural England in the later-nineteenth century?

Candidates should also be cautioned against very recent (and particularly on-going) themes about which mature historical judgements may not have been made. It is also better to avoid titles which are based upon 'inevitability'. Finally, it is also wise to avoid conspiracy theories connected with, for example, the identity of Jack the Ripper, the assassination of John F Kennedy, the sinking of the Titanic or the death of Marilyn Monroe. Nevertheless a title such as the following would be acceptable:

What light do the Jack the Ripper murders shed upon social conditions and attitudes in late-nineteenth century London?

Care needs to be taken over the use of websites. Subjects for the Personal Investigation need to be supported by genuine historical evidence and sources which have undergone some process of peer review.

The Investigation is concerned chiefly to provide an exercise in personal research, the distillation and organisation of material, debate and argument and the critical evaluation of sources and interpretations. Candidates are **not** required to make use of primary sources, although there is nothing to prevent them. Candidates will be able to reach the very highest levels by good critical evaluation of secondary sources and interpretations.

Some subjects clearly lend themselves to the use and evaluation of primary sources. The events surrounding the Battle of Hastings, or the First Crusade or the usurpation and reign of Richard III provide good examples where extant primary sources are relatively few in number and are accessible and available in published collections.

The key to critical evaluation at this level is that candidates should adopt a questioning approach towards interpretations, sources and evidence. As a result, they should be able to make informed and balanced judgements as to how and why interpretations and sources differ and why some are more convincing than others.

It is vital that the objectives of demonstrating a strong sense of argument, analysis and critical evaluation are embedded in the subject and title. Titles should not be so broad or so narrow as to prevent worthwhile debate. An Investigation which is simply titled *Napoleon Bonaparte* or *Winston Churchill* is very unlikely to do well, neither is something based on a very small aspect of a large career.

Titles are likely to work better in the form of a question rather than an 'instruction' with stems such as 'Assess', 'Account for', or 'Explain'. A title with a 'Why' stem may work but can lead to a list of reasons. So, *How is Elizabeth I's decision not to marry best explained?* is likely to work much better than *Why did Elizabeth I never marry?*

Formulations which lead to a narrative approach should be avoided. Particular care needs to be taken over military subjects where candidates can be led into descriptive accounts of campaigns and battles rather than, for example, evaluating explanations for success or failure.

Titles such as: *Mary Stuart: saint or sinner?* are also best avoided as historians tend not to deal with these sorts of moral issues. *How well does Mary Stuart deserve her historical reputation?* may be better. This would allow a critical survey of Mary's career and character with an evaluation of how she has been treated by her contemporaries and historians.

Balanced argument, analysis and critical evaluation are encouraged by the 'how far'/'to what extent' formulation, and its variants such as 'how important' and 'how successful'? Some examples are as follows:

To what extent was Nicholas II personally responsible for the overthrow of Tsarism?

How significant was the contribution of Thomas Cromwell to the breach with Rome?

How successful was the Elizabethan government in dealing with the problem of poverty and vagabondage?

How serious were the problems facing the Attlee government in the period 1945–47?

How important was the role of Trotsky to the October Revolution of 1917?

A sense of debate and a critically evaluative approach can be strongly encouraged by formulations such as:

How valid is the judgement that, as Lord Protector, Oliver Cromwell was largely concerned with achieving a Godly Reformation?

How accurate is the view that the Suffragettes did more to hinder than to advance the cause of women's suffrage?

Titles such as these put candidates directly in touch with the differing interpretations of historians and stimulate evaluation and argument. Here also, there are propositions to be explored, expanded and assessed and counter views and arguments to be set alongside them.

Candidates should make full use of footnotes (which are best placed at the foot of the appropriate page) and a bibliography. Both footnotes and bibliographies should give author, title and date of publication. The rules about word limits are clearly set out on page 13 of the syllabus and candidates should be aware of them.

Giving guidance to candidates

The involvement of teachers is very important, although there are some restrictions regarding teachers' roles in advising candidates. These are laid out on page 13 of the syllabus, and should be read alongside this section.

- In the early stages teachers are free to discuss and help to formulate titles, suggest reading and assist in devising strategies and approaches. At this stage teachers should make it clear to candidates that a wide range of sources is vital if an appropriate breadth of approaches, views and interpretations is to be explored. There is no reason why these early stages should not form part of a short taught course.

- Guidance may be given in the preparation of the Outline Proposal Forms (OPF). All essay titles must be approved **in advance** by Cambridge using the Outline Proposal Form available on the support site for Cambridge teachers (go to <http://teachers.cie.org.uk>). Centres should ensure that the completed Outline Proposal Form and a signed declaration of authenticity of the work is attached to submitted Investigations. However, the OPF can also be very helpful to a candidate as well as allowing the consultant to understand the basis of the question and whether it is a good one for the candidate. The question should be clearly worded and lead to a possible discussion and not simply description or explanation. The discussion should be apparent from the proposal which should not simply be a list of content. The inclusion of sources is important as it shows that the candidate has considered whether evidence is available. A clear question, providing the possibility of considering different approaches and explanations, with a good reading list will be helpful to candidates and to consultants.
- Teachers are further encouraged to participate in the developing process. Regular checks on progress should be made and candidates should be encouraged to raise problems and issues about research. Teachers should not, however, take in drafts of part or the whole of an Investigation for marking or correction or offer detailed help which would mean that the answer has ceased to be the candidate's own independent work. The Investigation must be the candidate's own work and a declaration will be required to that effect.

History and Historiography

It is not a requirement that specific historiography should be studied for any paper. In the Outlines Papers and in the Special Subjects work may achieve the highest marks without reference to specific historians or schools of history. However, where an understanding of specific historical debates may guide understanding, then teachers should feel free to introduce a study of these. In the Personal Investigation it is expected that primary and secondary sources will be used and referred to.

However, the description of debates and consideration of why historical schools may have developed, how historians might have been influenced by the context of their time and by their ideas about interpreting the past is not the main requirement. In essays candidates should not feel that introducing quotations from historians for their own sake, or making reference to schools of history which add little to their overall arguments, are necessary.

Where it is genuinely helpful to consider specific historical debates, then they could well form part of the answer, but a description of historical views has often little more value than a description of historical events. The generic mark scheme offers good guidance as the role of reference to historians and their debates and should be read carefully.

Coverage, Flexibility and Predictability

At the heart of this course are flexibility and choice. The only restriction on the choice of Outline Papers is that only one from papers 1a, 1b and 1c (British) and only one from 2a, 2b and 2c (European) can be offered. Special Subjects can be selected from within or outside chosen outlines periods as can the Personal Investigation.

Quite deliberately, the British and European Outlines Papers have been designed to accommodate overlapping periods. This not only recognises the artificiality of period divisions but allows a wider range of choices. For example, teachers and candidates whose main interests lie in the fifteenth century can choose to be examined by either the medieval Paper 1(a) or the early modern Paper 1(b) depending on whether their interests lie in preceding or succeeding periods. The same sort of opportunity is also available to those whose interests lie chiefly in other periods that overlap between papers, such as the eighteenth century.

There is **no** set way to approach the course. Centres are free to devise their own teaching programmes. The decision about how many topics to teach can reflect the interests and enthusiasms of the teachers involved or the wish to provide a coverage of particular themes. Teachers may wish to choose sections from different chronological periods within an Outlines Paper to offer a broader understanding.

The syllabus allows for a great deal of choice, but there is also the responsibility of teachers to ensure that their candidates have studied enough topics to ensure that they have a sensible choice of question. It can be noted that the number of topics in content lists is greater than the number of questions in the corresponding sections of the specimen papers. Thus, **not all** topics will be examined every year. Examiners are not trying to catch candidates out. They are aware that some topics will be more likely to be studied than others, but they do have a responsibility to ensure that the entire syllabus is examined.

Since candidates need to answer three questions from at least two sections, one approach may be to prepare candidates for two complete sections: two chronological/regional; or one chronological/regional and one thematic; or (unlikely) two thematic. Another option would be to select topics from a number of different sections. For example, in European Outlines to cover the history of one or two countries or states throughout the whole period.

Alternatively, one complete section could be taught and topics from the first or second half of another section. Whatever approach is taken, **centres should ensure that candidates are prepared for enough questions**. This is the centre's responsibility, and while preparation and coverage of the necessary range and number of topics should not be as daunting as it might appear, teachers and candidates do need to ensure that their selection of topics does offer adequate choice.

Note that the total directed teaching and learning time for all Pre-U subjects is around 380 hours across two years.

Syllabus Routes

As has been discussed above, the syllabus has been designed to offer maximum flexibility. Teachers are therefore able to create courses which reflect their own interests and the needs of their learners. It is up to teachers and candidates, of course, to decide how adventurous they would like to be and much may depend on the resourcing of chosen courses.

Prohibitions: a reminder

Outlines Papers:

- only one of 1a, 1b, 1c may be offered
- only one of 2a, 2b, 2c may be offered
- some questions on the Outlines Papers will be barred if they fall within a candidate's chosen Special Subject.

Special Subject Paper:

- Only Special Subjects 5a to 5k may be offered.

Personal Investigation:

- All essay titles must be approved **in advance** by Cambridge using the Outline Proposal Form
- Candidates from the same school may **not** choose identical essay titles
- Teachers **must not** take in drafts of part of or the whole investigation for marking or correction.

Exemplification of Syllabus Content

Outlines Papers

- 1a British History Outlines, c. 300–1547
- 1b British History Outlines, 1399–1815
- 1c British History Outlines, 1688–c. 2000
- 2a European History Outlines, c. 300–c. 1500
- 2b European History Outlines, c. 1400–c. 1800
- 2c European History Outlines, c. 1700–c. 2000
- 3 United States History Outlines, c. 1750–c. 2005
- 4 African and Asian History Outlines, c. 1750–c. 2000

The content for these papers has been broken down into topics and put into bullet points on the pages that follow. The detailed content is as printed in the syllabus.

Special Subject Papers

- Paper 5a The Norman Conquest, 1051–1087 (available for examination in **2016** only)
- Paper 5b The Crusades, 1095–1192
- Paper 5c The Reign of Henry VIII, 1509–1547
- Paper 5d Reformation Europe, 1516–1559 (available for examination in **2016** and **2017** only)
- Paper 5e The Reign of Charles I, 1625–1649
- Paper 5f The French Revolution, 1774–1794
- Paper 5g Gladstone and Disraeli, 1867–1886 (available for examination in **2016** only)
- Paper 5g Napoleon and Europe, 1795–1815 (available for examination from **2017**)
- Paper 5h Russia in Revolution, 1905–1924
- Paper 5i Germany, 1919–1945
- Paper 5j China under Mao Zedong, 1949–1976
- Paper 5k The Civil Rights Movement in the USA, 1954–1980

Paper 1a: British History Outlines, c. 300–1547

The bullet points listed below are intended to give further detail and exemplification of the syllabus content. They are neither exhaustive nor prescriptive and should not necessarily be regarded as a basis for full questions. Assessment is based on the use of historical material to support analysis and argument and specific material is not specified in the syllabus. The following is intended as a guide only, not a definitive requirement for successful study.

The period **c. 300–1066** provides fruitful topic areas for assessment and evaluation. This links, ultimately, to the ending of the Anglo-Saxon state in 1066. Of course, it would be possible to straddle 1066 and focus on topic areas either side.

Broad themes that are likely to be considered include:

- the development of kingship
- the impact of Christianity
- the mix of Roman and non-Roman elements in political, economic and social features
- the slow emergence of dominant kingdoms – e.g. Northumbria, Mercia, Wessex
- the development of a recognisably Anglo-Saxon state
- the impact of external events, (e.g. Viking attacks and settlement, the Normans)

Section 1: c. 300–c. 670

Roman Britain in the fourth century and the features of social, economic and cultural life are likely to include:

- towns, trade, wealth, security
- the presence of external threats
- the effects of the diminution of the power and extent of the Roman Empire and Britain's place therein

The evacuation and legacy of Roman Britain

Reasons for the end of Roman rule over Britain need to be addressed – internal and external – around factors such as:

- external pressures and attacks
- weakened security, defence
- breakdown of provincial rule
- breakdown of laws, controls, economic activity

The above linked to progressive evacuation.

The legacy of Roman rule will embrace:

- urban and rural features, villas
- coinage, cultural features
- Romano-British leadership
- laws and codes
- ideas of authority and power

Settlements of the fifth and sixth centuries

The invasions of Angles, Saxons and Jutes, their settlements and the evidence for such are likely to be focused on the issues and arguments about:

- numbers, dates, pre- and post-Roman rule
- areas settled, geo-political features
- emergent society
- the evidence from sources as varied as written, archaeological, toponymic, burials

The kingdoms of Southern England and East Anglia

This coverage will embrace kings such as Aethelberht I (Kent) and successors; Aelle and successors (though little known until Aethelwalh, South Saxons); Saeberht (East Saxons); Cerdic and successors (West Saxons), Raedwald (East Anglia). The focus is likely to be on:

- their status and authority
- power and control (territorial extent)
- relations with neighbours – whether they were strong or weak, how far they were susceptible to attack and dominance
- political organisations

The kingdoms of Mercia and Northumbria

The beginnings of these potentially powerful kingdoms will be studied, with a likely emphasis on Northumbria (Bernicia, Deira) and its growth and extent:

- the status of kings such as Edwin, Oswald, Oswiu in Northumbrian lands and Cearl and Penda (Mercian lands)
- the extent of their authority, relations with neighbours
- geographical coverage in authority and capacity to dominate will be assessed, with an eye towards the eventual predominance of Mercia

The Roman mission to the English and Celtic Christianity:

The Roman mission:

- The reasons for St Augustine's mission including the motives of Pope Gregory
- The reasons why Christianity was accepted and spread, including the perceived benefits to be gained and the role of Paulinus
- The roles of kings and political elites

Celtic Christianity:

- Irish origins and the practices of the Irish Church, including the distinctive nature of Celtic Christianity
- Reasons for the Irish Mission – roles of Aidan
- Reasons why Northumbrian kings accepted Christianity and its impact on their kingship, including the advantages which Christianity brought
- Consideration of why conversion was uneven, but eventually successful and of the influence of Northumbrian monasteries and missionaries, such as Cedd, in extending Celtic Christianity beyond Northumbria

Celtic Christianity: the Synod of Whitby (664)

The context to and importance of the Synod need to be considered. In what ways can it be seen as a turning point? The conflict of two different views and traditions? The significance of the outcome? Some sense of overview will help: the subsequent developments of Christianity in Celtic regions and in Roman (English) regions. The role of individuals (Hilda, Cedd, Colman, Wilfrid, King Oswiu) at the Synod and the coverage given by Bede would be helpful to evaluation.

Section 2: c. 670–978

The consolidation of Christianity in England: Theodore of Tarsus and St Wilfrid:

- Comparison of their roles and impact
- Theodore's work in organising and unifying the English Church, including the role of bishops and the holding of Church Councils
- St Wilfred's role as a bishop, the effect of his missionary works and his links with Rome. The debate about his personality.

Northumbria in the later seventh and eighth centuries, political and cultural achievements may embrace:

- the kingship of Ecgfrith, Alsfrið and their successors
- Reasons for the declining power of Northumbria and its kings
- Reasons for the cultural achievements and evaluation of their importance and impact. Examples could include the work of Bede, the Dream of the Rood, the Lindisfarne Gospels and the Ruthwell Cross

Mercia in the Eighth Century

- Reasons why it flourished: Its location, chance factors, leadership and political-military successes. Aethelbald, Offa and Coenwulf – with Offa as the key figure.
- The successes of Offa – political, military, economic (trade, coinage), security, diplomacy (relations with other rulers, not least Continental)
- The end of Mercian supremacy

The Vikings in Britain, c. 768–871: impact, settlement and society

Focus areas are likely to be:

- the impact of frequent raids, tactics involved, damage done
- the switch to conquest, consolidation, settlement and the reasons
- the social and political impact: destructive or constructive, negative or positive
- consideration of the areas settled, the emergence of Danelaw and Norse-Scandinavian kingdoms

Alfred 871–939: the unification of England:

- Alfred's all-round nature as a king, political, military, cultural; his wars with the Vikings
- the nature of his kingship
- the 'Alfredian Renaissance'
- the extent of his successes and the unification of England

Tenth-century kingship: culture and the restoration of the Church will embrace the above, with the reign of **Edgar** assessed as its apogee (973, etc.) and the blend of Christian rule and warrior kingship may be considered. The peace of his reign can be contrasted with what came after as well as what went before:

- individual rulers: Edward the Elder, Athelstan and Edgar
- nature of kingship – links with the continent
- achievements – charters and law codes
- Tenth century reformation – Dunstan, Oswald and Aethelwold and monastic revival

The **restoration of the Church** will focus upon what has been termed ‘the tenth-century reformation’:

- the work of those such as Dunstan, Oswald and Aethelwold
- the Benedictine reform movement and its different manifestations – episcopal, monastic, liturgical, literary
- the aftermath (the ‘anti-monastic reaction’) as well as of the reasons for and expressions of this revival and outgrowth

Section 3: 978–1135

Renewal of Viking incursions: the reign of Aethelred II

Aethelred II’s troubled reign could be assessed as to the nature of its troubles and the reputation of the king

- administration
- legal codes
- awareness of the sheer scale of new Viking (Danish) attacks
- the reign features some signs of positive rule and government as well as evidence of wealth (seen in Danegeld payments, etc.) but also military disasters. Were the latter all the fault of the King?

The Danish monarchy, 1016–1042:

- The reign of **Cnut**
- Peace, stability, strong kingship
- A blending of Danish and English forms and rule
- Economic success
- Diplomatic outreach
- The creation of a new Anglo-Danish aristocracy (and the emergence of the Godwines) should feature strongly
- Reigns of Harold Harefoot and Harthacnut

The **reign of Edward the Confessor; relations with continental Europe** was either equally troubled (1051–2, 1065) or it was generally successful:

- Edward's personality, his relations with his Earls, the power of the Godwines, their relations with other Earls
- the crises of 1051–2, 1065, the emergence of Harold
- the strengths of government and rule, institutions, coinage, wealth
- extent and scope of authority
- relations with Continental Europe above all with Normandy
- the issues of Normans in England, their role and influence
- the succession, possible promises made to William of Normandy

The **Norman Conquest of England** and:

- the disputed succession
- the invasions of 1066
- the Battle of Hastings
- reasons for William's victory

The reign of William I:

- The consolidation and settlement of Norman rule, the defeat of opposition, the means of control
- Defence and security
- Government, administration and laws: Anglo-Saxon and Norman features
- The union of Normandy and England

William I's relations with the Papacy and the nature of the Normanisation of the Church in England is likely to be covered also and possibly further inside the theme of the **The English Church to 1300 [Section 9]**.

The Anglo-Norman realm; William II and Henry I

For **William II**, his reputation and recent re-evaluations of status and achievements:

- relations with the aristocracy
- government and administration, laws and justice
- financial demands
- security of frontiers
- relations with the Church [see theme **Section 9** below]

For **Henry I**, his relations with the aristocracy, new families:

- government and administration, justice, laws
- financial administration and demands
- defence and security
- relations with the Church [again, see theme of the Church: **Section 9** below]
- the legacy in and after 1135, linked to the troubles of Stephen's reign

The development of the Scottish monarchy:

- The slow emergence of a recognisable monarchy, its geographical extent (Strathmore, Strathearn, Moray, Strathclyde, etc.), its ability to defend itself against Scandinavian attacks
- Relations with Northumbria, raids, wars
- The division of Britain into two power blocs: Scottish, English; agreements (e.g. 945, 975); the effects of Norman conquest of Northumbria (1070), cross-border attacks and unrest
- The development of kingship and its powers, the core of authority, the roles of such as Duncan I, Malcolm III, Alexander I, David I

Section 4: Themes c. 300–c. 1066

The nature of the Section and of the topic areas means that selected knowledge is likely to be needed in order to illustrate broad over-arching themes.

Urbanisation and trade, c. 300–1000:

- The uneven fortunes of towns and urban life during the final stages of Roman rule and after
- The survival of towns and their roles – commercial, administrative, military
- The development of new centres and the revival of old under Alfred and his successors
- Trade routes, markets, coinage – volume, types, nature of trade and trading activity
- Urban growth and wealth in the tenth century

Kingship and nobility, c. 560–c. 871

This is bounded by early Kings of the South Saxons, of Kent, Northumbria etc. Also **see above** Section and the accession of King Alfred.

- Pagan and Christian kingship, warrior kingship
- Sacralisation of kingship
- The close ties with nobles, the concept of the household, the inter-dependence, the rewards
- The effects of strong and weak kingship

The agrarian economy, c. 500–c. 1000:

- Estates and 'manorial' features
- The nature of farming
- The different gradations of landholder and landworker (e.g. gebur, cottar, serf)
- Its place alongside the urban economy and in trading activity

Contacts with continental Europe: cultural economic and religious, c. 600–c. 1000:

- Cultural – literature, art, ideas, Court life, 'renaissance' features
- Economic – trade, coinage, exchange levels
- Religious – ideas, forms of worship, missions and missionary activity

The Scandinavian impact on Britain, 786–c. 1069

This topic spans the conquests of 1016 and 1066 and embraces raids, settlements and colonisation, trading activity, the creation of the Danelaw, the period of rule by Danish Kings, external threats under Aethelred II and the period after 1042 up to 1069.

Law and government in Anglo-Saxon England

This can be linked to the nature of kingship and rulership:

- the place of laws, law codes, their value and importance – degrees of stability
- the nature of government, local, regional and ‘central’ – hundreds, wapentakes, shires and courts, the king’s court, writing office, treasury, the roles of thegns and ealdormen and earls
- the relative strengths of this system of government by 1066

Late Anglo-Saxon England: economy, society and culture.

- The nature of the economy – agrarian, semi-industrial, urban
- Trade levels, coinage, markets, the strengths and value of trade, the wealth of England
- Culture and the arts – examples of cultural achievements in areas probably associated with the religious reform movement of the tenth century and after
- Examples of and from vernacular literature, poetry, wills
- Examples of architectural developments (survivals), again likely to be religious (churches)
- The nature of society – its hierarchy and gradations, different influences (English, non-English), free and unfree, legal codes and social values.

Section 5: 1135–1272

In this Section, references to the Church and Church-State issues can be linked to the theme in **Section 9** below.

The reign of Stephen:

- Causes of unrest and whether there was ‘anarchy’ (evidence, debate)
- Relations with the aristocracy
- Government, administration, laws, justice, coinage
- Roles of Maud, Matilda and David of Scotland – and the tripartite division of the kingdom – and the effects of the break with Normandy in 1144
- Relations with the Church

The reign of Henry II:

- Henry II’s high reputation as a ruler may be assessed
- Relationship with his sons and with the aristocracy
- Changes in administration and government (e.g. the Justiciarship, the Exchequer).
- The proliferation of Inquests and laws, the developments of a common law (and its place alongside feudal law)
- The uses made of English resources to defend the Empire
- Relationship with the Church, before and after Becket

The reign of Richard I:

- Defence of Empire and especially Normandy
- The effects of an absentee king
- Administration and government under the Justiciars
- Stability in England
- Position in 1199 and prior dealings with John

The reign of King John – the loss of the Continental lands would need good explanation and linkage to consequences in England:

- relations with the aristocracy, patronage, development of opposition
- effects of presence in England: government, administration, justice, feudal rights, financial demands
- unrest, rebellion, Magna Carta (and its contents), renewal of rebellion and civil war of 1215–16
- relations with the Church and Papacy: Langton and Innocent III

The reign of Henry III:

- Relations with the aristocracy, foreigners, Simon de Montfort
- Reasons for and importance of the unrest of 1258–65: ‘the community of the realm’; attempts to reform royal powers; consequences
- The nature of government and administration, finances, justice
- The importance of the Lord Edward and the last years of the reign

The rise of princely power in Wales, c. 1100–1267:

- the attempts of the Kings of England to subjugate and control
- The presence of Norman-French lords and estates, castles (examples)
- The degrees of unrest and threats posed to the above and to Marcher lands
- The roles of those such as Owain Gwynedd, the Llywelyns, Rhys ap Gruffydd and the tensions between Gwynedd, Deheubarth, Powys
- The efforts of Henry II and John in military campaigns set against periods of quiescence
- The degrees to which Welsh princes were recognised, treated as allies or as enemies by the kings of England. Arrangements under Henry III

The consolidation of the Scottish monarchy to 1268

Select knowledge is likely to be needed to illustrate themes, through the reigns of David I, William the Lion, Alexander II and III in particular, so many long-lived kings:

- the development of Norman-French presence, feudal practices, legal and administrative practices, a new aristocracy
- the growth of royal authority and power – where, how extensive
- cross-border issues and activity: attacks, counter-attacks
- relations with the Kings of England: independence levels; reasons for maintenance of independence for much of the period as against periodic vassalage

Section 6: 1272–1399

The reign of Edward I

Relations between England, Aquitaine and France may be explored and his reputation as a great ruler. Domestically, the focus may be on:

- the nature of Edward I's kingship, his practice of kingship, his relations with the aristocracy (including the earls), patronage
- the crisis of 1297
- Parliament, government, administration, finance and taxation, statutes, *Quo Warranto*, etc.
- the impact of wars, including Wales and Scotland; military organisation

The Anglo-Scottish Wars

This topic area is bounded by the consequences of the death of John Balliol and the treaty of Berwick's conclusion. It includes the 'Scottish Wars of Independence' and the reigns of such kings as Robert Bruce, David II and the developments there:

- the Balliol, Bruce, Comyns tensions and rivalries
- English interference and intervention in Scottish affairs – the presence of an 'English party'
- attacks, counter-attacks, cross-border raids, the nature of warfare
- the French dimension – the 'auld alliance' and its role

Wales: conquest, settlement and resistance, to 1416

This topic area is bounded by the recognition of Llywelyn ap Gruffydd as overlord of Welsh princes (1267) and the aftermath of the collapse of the power and rebellions of Owain Glyndwr:

- unrest, challenges, wars, the military efforts of Edward I, the creation of the title of Prince of Wales (1301–3), the annexation of Wales
- the reorganisation and shiring of Gwynedd and other areas, building of castles, the development of power Marcher lordships (Clare, Mortimer, etc.)
- evidence of continued Welsh independence and assertiveness: fourteenth century isolated revolts and prosperity under English rule
- the rise and challenge of Glyndwr

The reign of Edward II:

His reputation as a weak and ineffective king can be tested; and also the possibility that the reign marked a turning-point in Crown-baronial relations. Hitherto occasional clashes became more severe and dangerous, pendular swings between claims of absolute kingship and major baronial assertiveness began, later to be repeated in the reign of Richard II:

- relations with the aristocracy, periodic crises, the issues of favourites (Gaveston, the Despensers) patronage, the contrasts of 1311 and 1322
- government, administration, law, parliament
- the lack of military success and its consequences
- the reasons for deposition and death

The reign of Edward III

His reputation as a great ruler can be assessed, in the context of the inheritance, legacy and longevity:

- relations with the aristocracy, especially the earls; patronage and power
- relations with Parliament, government and administration
- the pressures and demands of Wars – military, financial, logistical
- the nature and successes of the Wars (Scots, French)
- the later years of the reign and the problems of declining health

The Hundred Years War to 1396:

- The reasons for the War
- Military and naval preparedness, strategies and tactics
- Successes and reasons for such; later setbacks, failures and reasons
- Impact domestically – linked to reigns of Edward III and Richard II

The reign of Richard II:

- The situation at Richard's accession and the early success and popularity
- Later problems, crises and deposition
- Relations with the aristocracy, periodic crises, the Appellants and after (1386–88)
- Patronage, government, law and order
- Relations with Parliament and the wider political community
- The theory and practice of kingship – absolute?
- Reasons for the crisis of 1397–99 and for Richard's deposition in 1399

Section 7: 1399–1485

The early Lancastrians, 1399–1422:

- The accession of Henry IV; usurpation and the problems raised
- Rebellion and opposition to Henry IV
- Government and internal order under Henry IV and Henry V
- Lollardy

The Second phase of the Hundred Years War 1396–1453:

- Situation by 1396
- Character and abilities of Henry V
- Causes of war and the invasion of France
- Campaigns and battles to 1420
- Reasons for Henry V's success
- Outcomes; consequences for English domestic affairs; the Treaty of Troyes

The reign of Henry VI:

- Arrangements for the minority
- The roles of Bedford and Gloucester
- Noble rivalries; the Beauforts
- War and diplomacy to the Treaty of Arras
- The personality of Henry VI; his mental breakdown after 1453
- Court politics and factions; Suffolk
- Noble feuds and rivalry; Somerset and York; Percy and Neville
- Cade's rebellion
- The outbreak and continuation of civil strife, 1455–61

Anglo-Welsh Relations and Owain Glyndwr:

- The issue of the Marches
- Owain Glyndwr
- The initial success and ultimate failure of Glyndwr's rebellion
- Henry V and Wales

The first reign of Edward IV:

- Edward IV's accession to the throne
- Edward IV and Warwick
- Suppression of the Lancastrians
- Government and internal order; handling of the nobility; the Woodvilles
- Foreign policy
- The crisis of 1469–71; the deposition of Edward IV; the Re Adoption

The Yorkist Kings, 1471–85:

- The restoration of Edward IV
- Clarence and Gloucester
- Government, Parliament, internal order, finance and the handling of the nobility
- Foreign policy and war
- The usurpation and reign of Richard III

Foreign Policy 1453–1485:

- End of the Hundred Years War – role of Calais
- English reaction to events in Scotland, France and Burgundy. Importance of trade
- Richard III, France and Brittany

Section 8: 1485–1558

The Scottish monarchy, 1460–1547:

- The condition of Scotland in c. 1460
- The reigns of James III, IV and V
- Relations with France and England
- Extension of royal power; relations with the Church and nobility
- The Stuarts as patrons of the arts

The reign of Henry VII:

- Accession and claim to the throne
- Rebellions and conspiracies; the Yorkist challenge
- Government, administration, finance and Parliament; the role of the King
- Relations with the nobility
- Foreign policy
- Comparisons with the Yorkists

Politics, court and government under Henry VIII:

- Henry VIII's inheritance, the pre-Wolsey period
- Henry VIII's character and style of kingship
- The Court and court factions
- Wolsey: internal order; finance; justice; the nobility; relationship with the King
- Henry VIII's direction of government and his relationship with ministers in the post-Wolsey period

The Henrician Reformation, c. 1529–1547:

- The 'King's Great Matter' to 1532
- Differing interpretations of the causes of the Henrician Reformation
- The role played by advisers; Cranmer and Cromwell
- Parliament and the Breach with Rome
- Dissolution of the monasteries
- Extent of doctrinal change
- Opposition

The reign of Edward VI, 1547–1553:

- Legacy of Henry VIII and the minority
- Religious changes under Somerset and Northumberland
- Relations with Scotland under Somerset and Northumberland
- Social and economic change under Somerset and Northumberland
- Rebellions 1549
- Fall of Somerset
- Was there a mid-Tudor crisis?

The reign of Mary I, 1553–1558:

- Lady Jane Grey, accession and Wyatt's rebellion
- Marriage and foreign policy
- Religious policy, influence of Pole
- Parliament and administration
- 'a sterile interlude'?

Foreign Policy, 1509–1559:

- The young Henry VIII and the return to war
- The foreign policy of Henry VIII and Wolsey
- The Valois/Habsburg rivalry; the diplomacy of the Divorce
- The diplomacy of the 1530s
- War and diplomacy in the later years of Henry VIII

Section 9: Themes c. 1066–1558

Industry, towns and trade c. 1066–c. 1500:

- **Industry** – basic, rudimentary, focused on textiles and some metal working; degrees of change and development; reasons for changes
- **Towns** – growth in numerical sizes and importance; markets; commercial activities; guilds, oligarchies; charters and freedoms, how these aided economic activity. Contrasts of beginning and end
- **Trade** – internal and external; markets; coins, waterways, rivers, sea; commercial levels; merchants; urban and royal support; levels of activity at the beginning and end

Education literacy and literature c. 1066–c. 1500:

- Educational provision, schools (including palace-court schools); beginnings of universities; patronage; reasons for improvement (royal, ecclesiastical, secular needs); literacy levels and measurements
- **Literature** – examples of such and beginnings of discernible 'English' components, contents, expressions; role and purpose in courtly and royal life
- **Printing** – the arrival and introduction; effects of external and then internal printing; Caxton; capacity for advancement of ideas, including challenges to accepted thinking

Peasants and lords to 1400

The relationship of such (bonds of society), the interactions, the shifts in the relationship; reasons; features. Examples could be drawn from ecclesiastical and lay landed estates, if possible from different regions:

- The effects of the Norman Conquest on tenures, landholding, gradations of peasant life, manorialism
- **Feudalism** – the notion, the concept, the realities of feudal-agrarian lives (lands, services, protection, legal-social, economic)
- **Agriculture** – farming, crops; cattle; manorial features; shifts and changes (reasons); subsistence farming and farming for profit. Links to urban activity and trade can be made

The English Church to 1300

Links can be made to features of Crown-Church relations in topic areas above (**Sections 3, 5**):

- Relations with the Crown – good and bad phases; individuals at Canterbury (Anselm, Becket, Langton); issues, again in wider context of contemporary debates about ecclesiastical-secular powers. A sense of the normality of harmony, with examples. Some references to the quality and general loyalty of bishops may be helpful; relations between the Archbishops of Canterbury and York
- Relations between the Crown and Papacy
- Monasticism – Continental-Norman foundations; arrival of new orders and examples; royal and aristocratic foundations for monks and nuns; the importance of the Cistercians; monastic life and its importance in social, economic and educational areas
- The Friars

The origins and development of Parliament, to 1529:

- The nature of ‘parleying’ and links to the developing notion of ‘community of the realm’ across thirteenth century
- Reasons for growing importance (wars, crown-baronial issues, social changes)
- Composition and representative notions; appearance of two Houses and make-up (1330s, 1376)
- National assembly by fifteenth century: statute laws; taxation; national and local issues; role in shaping changes; ‘point of contact’ role
- Early Tudor parliaments and their role to 1529

Demography, famine, plague and popular unrest, c. 1300–c. 1500:

- Population levels – overall, urban, rural – peak c. 1300, then fall; slow recovery
- Effects of the Black Death and subsequent epidemics as of famine: release of population pressures; economic and labour areas; landlordism, tenurial issues; wages, prices
- Links to unrest – 1381 Peasants’ Revolt and subsequent popular unrest levels. Reasons for and the importance of the Revolt of 1381 should be assessed

The late Medieval Church: lay piety and heresy, c. 1300–c. 1529

Here there is and has been debate about the health and welfare of the Church, much turning on the interpretation of different forms of evidence:

- educational and spiritual standards at the top and lower down; the place of the Church in society
- benefactions, lay support, the evidence of wills
- evidence of corruption – types and scale
- the emergence of the Lollards: when, where, why; who they were; significance; responses of the Church and State; survival and re-emergence in the 1520s

Art and architecture

Examples will be needed and links made to the historical context and importance:

- ecclesiastical and secular examples
- different architectural styles in the period
- forms of art – glass, paintings, woodcuts, etc. – and expressions of life, death, spiritual values

Popular unrest c. 1381 – 1558:

- The Peasants Revolt its causes, course and consequences
- Popular unrest in the reign of Henry VI and its nature and aims, Cade's revolt
- Social, economic and political popular unrest 1485–1529
- Popular unrest in the 1530s – the Pilgrimage of Grace
- The nature of unrest in the mid Tudor period 1547–1558

Paper 1b: British History Outlines, 1399–1815

The bullet points listed below are intended to give further detail and exemplification of the syllabus content. They are neither exhaustive nor prescriptive and should not necessarily be regarded as a basis for full questions. Assessment is based on the use of historical material to support analysis and argument and specific material is not specified in the syllabus. The following is intended as a guide only, not a definitive requirement for successful study.

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- The diplomacy of the 1530s
- War and diplomacy in the later years of Henry VIII
- Mary's marriage to Philip
- War with France; the loss of Calais

Section 3: 1558–1603

The Elizabethan religious settlement and Church; Catholics and Puritans:

- The settlement of 1559; development, defence and enforcement
- The Elizabethan Church; Parker, Jewel and Whitgift
- The development of Puritanism and the extent of the challenge to the Elizabethan Church
- The English Catholic community
- The Catholic challenge; domestic and international; seminarist and Jesuit missions

Mary Stuart in Scotland and England:

- Mary Stuart and her claim to the English throne; the French connection
- Return to Scotland; problems and challenges
- The Darnley marriage
- Opposition and flight to England
- The English period 1568–87; Mary as a centre of Catholic hopes and conspiracy; trial and execution

The Elizabethan state: Council, Parliament and Government:

- The Queen and personal monarchy
- The Court; factions; political role
- The Council; functions and relationship with the Crown; ministers
- Parliament: composition; elections; functions; relationship with the Crown; parliamentary management
- The localities; government of the boroughs and counties; sheriffs, JPs and lords lieutenant; the militia
- Councils in the North and Marches of Wales

Elizabethan Foreign policy to 1588:

- Main themes; English aims and interests; developments and changes
- Relations with Habsburg Spain and the Netherlands
- France
- Scotland
- The road to war with Spain

The Elizabethan state at war 1558–1604:

- The Armada; further Spanish invasion attempts; post-Armada naval warfare
- Intervention abroad; France and the Netherlands
- The political and financial consequences of war; Parliament
- The domestic scene; disillusionment and discontent; inflation and famine; the Essex rebellion

Social policy: the development of the Poor Law:

- Explanations for social distress
- Government attitudes; measures to alleviate poverty and to impose social control; vagabondage
- Local responses to the problems of poverty; the towns
- Legislation; the development of the Elizabethan Poor Law; impact and effectiveness

England and Ireland:

- Ireland in 1547; structure of society; the English position
- Policies for governing, colonising and settling Ireland; extent of success
- Irish rebellions; causes, leadership, extent and outcomes
- The English response
- The condition of Ireland in 1603

Section 4: Themes c. 1399–c. 1603**The late-medieval Church to 1529:**

- The religious orders
- The bishops and the secular clergy
- Lollardy
- Lay attitudes to the Church and clergy; anti-clericalism; lay piety
- Relations with the Papacy
- The case for reform and Reformation

Art, learning and architecture in fifteenth-century Britain:

- Literature and intellectual enquiry
- Book production and the impact of printing
- Schools and universities
- Painting, sculpture and illumination
- Patronage; lay and ecclesiastical, royal, noble and municipal
- Ecclesiastical and domestic architecture; the development of styles

The development of Parliament to 1529:

- Crown, Lords and Commons
- Representation, elections and composition
- Functions: legislation, tax granting, petitioning
- The Speaker, privileges
- Relations with the Crown; management and influence
- Development, growth and change

Population, society, towns and trade in the fifteenth century:

- Demography and population change; the effects of plague, epidemics and harvest failure; distribution of the population
- The ranks of society and their relationships to each other; social mobility; the yeomanry; the 'golden age of the English labourer'?
- Towns; the pattern of growth and decline
- Internal trade; the directions, commodities and growth of foreign trade; trading companies; the predominance of London

The role of women in society:

- A patriarchal society
- Marriage and property
- Single women, widows and heiresses
- Women as managers of estates, trades and businesses
- The influence of women in the family
- Difference in the status of women as between the ranks of society
- Extent of changes and developments

Art, architecture and education in Tudor England:

- Painting and sculpture; foreign influences
- Ecclesiastical architecture; the development of the Perpendicular style
- Domestic architecture; manor, town and great houses; foreign influences
- The role of patrons; the Crown, nobility, gentry and merchants
- Universities and schools; the role and influence of private tutors

Demographic, social and economic developments in sixteenth-century Britain:

- Inflation; explanations and impact
- Population growth and its consequences
- The checks imposed by epidemic and harvest failure
- The ranks of society and social mobility
- Towns; growth and decline; London; domestic trade
- The organisation and development of trades and industry
- Agricultural developments and organisation; enclosures and the commons

Maritime activity: overseas trade, privateering and slaving, exploration and colonisation:

- Overseas trade; markets and commodities; merchant companies
- Privateering and slave trading
- Overseas exploration, navigation and discovery, map-making
- Early colonisation

Section 5: 1603–1689

The reign of James I:

- James I: style of government; court and favourites; Divine Right; the union with Scotland
- Religious issues
- Financial problems
- Relations with Parliament
- Foreign policy

The reign of Charles I to 1640:

- Foreign policy
- Clashes with Parliament to 1629
- The religious outlook of Charles I and religious policies under Laud
- Wentworth and Ireland
- The personal rule in England and its opponents
- The end of personal rule and the calling of Parliament 1640

The origins, course and outcomes of the British Civil Wars:

- The Short Parliament
- The Irish Rebellion of 1641
- The summoning of the Long Parliament; the parliamentary opposition; limitations imposed on the King's power; the widening breach
- Declaration of war; the balance of the sides
- The First Civil War; main events, political and military
- The growth of radical religious and political movements; the Levellers
- Explanations for Parliament's victory
- The Second Civil War; causes and outcomes
- The role of the Scots, 1642–50

Britain and Ireland 1603–1690:

- The condition of Ireland in 1603
- Plantation and colonisation before 1640
- Wentworth as Lord Deputy
- The Irish Rebellion of 1641; the Cromwellian reconquest and its consequences
- Anglo-Irish relations after the Restoration
- Ireland and the Glorious Revolution

Commonwealth and Protectorate 1649–1660:

- The trial and execution of Charles I
- The rule of the Rump
- The Parliament of Saints
- The Protectorate of Oliver Cromwell: religious, political, social and foreign policies; relations with Parliament; the Humble Petition and Advice
- The Commonwealth after Oliver Cromwell

The restoration of the monarchy and the reign of Charles II:

- Charles II and the Restoration; the constitutional settlement
- Problems of the Restoration; land, finance and religion
- The King and his ministers; domestic and foreign policies
- The Popish Plot and the Exclusion Crisis; outcomes
- The strengths and weaknesses of the monarchy in 1685

James II and the Glorious Revolution and the Revolution Settlement:

- James II; beliefs, outlook and style of kingship
- Monmouth's rebellion; outcomes
- The policy of toleration; opposition
- The problem of the succession
- The invasion of William of Orange and the Glorious Revolution
- The Revolution Settlement

Section 6: 1689–1760

Government and party politics under William III and Anne, 1689–1714:

- The working out of the constitutional settlement; the role of Parliament
- Ecclesiastical and religious settlement
- The financial and economic outcomes of war; the Bank of England
- The development of parties; Whigs and Tories
- William III and Anne as monarchs
- Domestic opposition, Jacobitism

War and diplomacy, 1689–1714:

- International issues and the balance of power in 1689; Louis XIV's France
- Diplomatic consequences of the Glorious Revolution
- War with France, 1689–97; causes and outcomes; the Treaty of Ryswick
- The war of Spanish Succession; pre-war diplomacy; causes and outcomes; the Utrecht settlement

England and Scotland: Union and Jacobitism:

- The state of Anglo-Scottish relations, political and economic, in 1689
- Outcomes of the Glorious Revolution; Killiecrankie and Glencoe
- The Act of Union
- Jacobite activity before 1715
- The 'Fifteen'; outcomes and explanations for failure
- The 'Forty-five'; outcomes and explanations for failure

Walpole and his opponents, 1720–1742:

- The Hanoverian succession; the political parties in 1714
- The South Sea Bubble and its consequences
- Walpole: management of party and parliament
- Walpole: style and outlook; domestic, economic and financial policies
- Opposition and the fall of Walpole

War and diplomacy 1714–63:

- International issues and the balance of power in Europe
- The Hanover connection
- British aims in foreign policy before 1740: Stanhope, Carteret and Walpole; the War of Jenkins' Ear
- The War of Austrian Succession; causes and outcomes; Britain's role
- Inter-war diplomacy, 1748–56
- The Seven Years War; causes and outcomes; Britain's role

Pitt the Elder:

- Principles, policies and abilities
- Career before 1756; opposition to Walpole
- Relationship with the Pelhams
- Pitt's role in the Seven Years War
- Career post-1763; relationship with George III; ministry of 1766–8; opposition to policies towards the American colonies

Religion : The Church of England, Wesley and Methodism:

- The condition of the Church of England
- Catholics, dissenters and Jews
- Whitefield and the Wesleys
- Methodism

Section 7: 1760–1815

Crown, government, Parliament and party politics 1760–1784:

- George III's view of Kingship and his intentions
- The nature of Parliament and party politics
- The King and his ministers; including: Bute, North, Rockingham, the Fox-North Coalition, the King's Friends

The American Revolution and War of Independence:

- Causes of the War, long and short term; revolution or war of independence?
- The course of the war on land and sea
- French and Spanish intervention
- Explanations for the success of the colonists

The consequences of the loss of the American colonies:

- The Treaty of Versailles, terms and significance
- Economic and political impact of the war and the loss of the colonies
- The development of new directions in imperial and colonial policy; India, Canada, the Caribbean
- Consequences for European diplomacy and foreign policy
- Anglo-American relations

Movements for Reform; Wilkes, Wyvill; the campaign against slavery:

- Wilkes and Liberty: the North Briton, general warrants, parliamentary privileges and the Middlesex election
- Wyvill and parliamentary reform; the Yorkshire Association
- Burke and 'economic reform'
- The anti-slavery campaign; Clarkson and Wilberforce; the Clapham Sect

Pitt the Younger and his opponents:

- The election of 1784; Pitt's relationship with the King; the Regency crisis
- Parliament and party politics; the development of the Cabinet; opposition to Pitt
- Pitt and reform: finance, economy and administration; imperial and colonial policy, India and Canada
- Foreign policy to 1793
- The Whigs: Charles James Fox

The impact of the French Revolution:

- Consequences for British politics
- Coincidence with the centenary of the Glorious Revolution; fresh demands for reform; the London Corresponding Society
- Favourable and radical responses; Paine, Mackintosh, Mary Wollstonecraft
- Criticism of the Revolution; Burke
- Changing views and reaction as the Revolution became more radical

Britain at war, 1793–1815:

- Explanations for the outbreak of war with France in 1793 and renewal in 1803
- The home front; political, financial and economic consequences; public order and repression
- The war at sea; response to the Continental System
- The war on land with particular reference to the Peninsular campaigns
- Diplomacy and financing the coalitions; the peace settlement

Britain and Ireland:

- The condition in c. 1760; the economy; Irish political parties; the Protestant ascendancy; the Irish parliament
- Economic and constitutional concessions; Pitt's policies for reform
- Henry Grattan
- The influence of the French Revolution; the growth of radicalism; the United Irishmen; Wolfe Tone; the rebellion of 1798
- The Act of Union

Section 8: Themes c. 1603–1815**Colonial expansion and economic change in the seventeenth century:**

- Nature and extent of colonial expansion: the development of colonies and colonial trade;
- Expanding interests in India and the Americas
- Economic activity and change; trade and industry
- The growth of London in population and as a centre of political, economic, financial and social activity

Intellectual and cultural developments 1603–1714:

- Philosophical, historical and scientific enquiry; the Royal Society
- Schools and universities
- Music, sculpture and painting; the role of patrons
- Domestic and ecclesiastical architecture; styles and architects; the role of patrons
- Publishing; books, newspapers and newsletters
- Coffee houses

Literature and Drama in the Seventeenth Century:

- Shakespeare's later plays and nature of theatre
- Jacobean drama
- Masques
- Attitude to theatre in Interregnum
- Restoration drama
- Other literature

Religious dissent:

- The multiplication of radical sects during the Civil War and Commonwealth periods; explanations and consequences
- Independents and Presbyterians
- Connections between radical political and religious ideas, for example, Quakers, Fifth Monarchists, Levellers
- Non-conformity and the Restoration
- The survival of Catholicism in Britain
- James II's attempts at toleration
- The Glorious Revolution and the extension of toleration
- Change and development

Economic change in eighteenth-century Britain: agriculture, industrialisation; transport:

- The phenomenon of price inflation; outcomes and impact
- Connections between population growth and agricultural change and industrialisation
- Agricultural improvement and change: enclosure; improved techniques; new crops; stockbreeding; the impact of change
- Transport and communications: turnpikes; canals; the postal service
- Industrialisation; explanations and consequences; technological change and inventions; ship-building; the iron industry; mining; textiles

Demographic and social change in eighteenth-century Britain:

- Growth and redistribution of population; explanations and consequences
- The growth of urban population; London; provincial towns and cities
- The political, social, economic and cultural influence of the aristocracy; the landed interest
- The growth of an industrial working class; mobility of labour; migration
- The growth of class-consciousness; new wealth and new classes
- The extent of social mobility

Art and architecture: the intellectual and cultural life of eighteenth-century Britain:

- Ecclesiastical and secular architecture; architects and styles; landscape architecture; the garden; the role of patrons
- Painting, sculpture and music; the role of patrons; the Royal Academy
- Literature: poetry; the development of the novel; literary criticism; Johnson's Dictionary
- Drama and the theatre
- Schools and universities
- Political thought and philosophy; scientific speculation and experiment; the Scottish Enlightenment
- Change and development

Eighteenth-century overseas trade and colonisation:

- The importance to the British economy of trade and colonies; commerce as 'the Fountain of Wealth'
- The terms of colonial trade; mercantilism
- The colonisation of North America and Canada; the loss of the Thirteen Colonies
- The Caribbean; sugar and slaves
- The East India Company; the Royal Africa Company; the Levant Company
- The commercial dominance of London; the Royal Exchange
- The impact of overseas trade on domestic and social life

Paper 1c: British History Outlines, 1688–2000

The bullet points listed below are intended to give further detail and exemplification of the syllabus content. They are neither exhaustive nor prescriptive and should not necessarily be regarded as a basis for full questions. Assessment is based on the use of historical material to support analysis and argument and specific material is not specified in the syllabus. The following is intended as a guide only, not a definitive requirement for successful study.

Section 1: 1688–1760

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- Whitefield and the Wesleys
- Methodism

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Movements for Reform; Wilkes, Wyvill; the campaign against slavery:

- Wilkes and Liberty: the North Briton, general warrants, parliamentary privileges and the Middlesex election
- Wyvill and parliamentary reform; the Yorkshire Association
- Burke and 'economic reform'
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- The election of 1784; Pitt's relationship with the King; the Regency crisis
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- Pitt and reform: finance, economy and administration; imperial and colonial policy, India and Canada
- Foreign policy to 1793
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- Changing views and reaction as the Revolution became more radical

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Britain and Ireland:

- The condition in c. 1760; the economy; Irish political parties; the Protestant ascendancy; the Irish parliament
- Economic and constitutional concessions; Pitt's policies for reform
- Henry Grattan
- The influence of the French Revolution; the growth of radicalism; the United Irishmen; Wolfe Tone; the rebellion of 1798
- The Act of Union

Section 3: Themes, 1689–c. 1815

Britain and Ireland, 1689–1801:

- The effects of the Revolution of 1688; the Battle of the Boyne (1690); Orange politics
- The development of the Protestant Ascendancy – political, economic, social. The Union and its nature
- Religious, social, economic divisions and tensions
- Unrest and controls exerted; British fears; extent of protest, disorder, lawlessness
- Events in 1798 and the end of the Union in 1800 (reasons, consequences)

Economic change in eighteenth-century Britain:

- The phenomenon of price inflation; outcomes and impact
- Connections between population growth and agricultural change and industrialisation
- Agricultural improvement and change: enclosure; improved techniques; new crops; stockbreeding; the impact of change
- Transport and communications: turnpikes; canals; the postal service
- Industrialisation; explanations and consequences; technological change and inventions; ship-building; the iron industry; mining; textiles

Demographic and social change in eighteenth-century Britain:

- Growth and redistribution of population; explanations and consequences
- The growth of urban population; London; provincial towns and cities
- The political, social, economic and cultural influence of the aristocracy; the landed interest
- The growth of an industrial working class; mobility of labour; migration
- The growth of class-consciousness; new wealth and new classes
- The extent of social mobility

The role of women in eighteenth-century society:

- Attitudes towards women; the survival of paternalism; legal disqualifications
- Marriage and the family
- Widows and heiresses
- Women writers; the education of women
- The development of feminism
- Women as property-owners; managers of estates, trades and businesses
- Increased employment of women in an industrialised society
- The extent of change

The intellectual life of eighteenth-century Britain:

- Schools and universities
- Political thought
- Philosophy
- Scientific speculation and experiment
- The Scottish Enlightenment

Eighteenth-century overseas trade and colonisation:

- The importance to the British economy of trade and colonies; commerce as 'the Fountain of Wealth'
- The terms of colonial trade; mercantilism
- The colonisation of North America and Canada; the loss of the Thirteen Colonies
- The Caribbean; sugar and slaves
- The East India Company; the Royal Africa Company; the Levant Company
- The commercial dominance of London; the Royal Exchange
- The impact of overseas trade on domestic and social life

Popular Protest and disorder

The issues here surround the nature, scale and impact of such protest, rural and urban. And candidates might consider the much debated theme of the role of the masses in historical events and period:

- The London mob. This can link to the role of London in the politics of the period.
- Rural protests and issues involved (prices, food, subsistence, etc).
- The ability of such protest to influence and shape government policies.
- The nature of government responses

Eighteenth-century London: economic, social and cultural importance

- The growth of London – population, economy, trade,
- The Bank of England: financial and commercial ascendancy.
- Political leaders, controls, role in times of crisis (Jacobite, French Revolution).
- Cultural importance – patrons, exhibitions, theatre, opera

Section 4: 1815–1868

Lord Liverpool and his opponents:

- Personality and style of Liverpool as prime minister
- The economic and social context effects of war.
- Post-war problems, repression and controls.
- Radical opposition and its significance
- The 'Liberal Tory' phase, ministers, reforms. Peel at the Home Office; economic changes
- The weakness of the opposition. Why Tory dominance lasted so long

Foreign Policy 1812–27: Castlereagh and Canning:

- Policy towards France and coalitions
- Congress of Vienna
- ‘Concert of Europe’, Congress system, diplomacy, focus on Europe.
- Canning and decline of Congress System, balance of power, wider European and especially American interests
- Comparison of style, aims and achievements of Castlereagh and Canning

The Whigs and Peel Ministries, 1830–46:

- Reasons for Whig supremacy, 1830–41; nature of Whig politics and party
- The Great Reform Act of 1832: reasons; content; impact
- Whig reforms, 1833–41 – extent, character, impact
- Peel and Tory revival to 1841; changes to party, Tamworth manifesto, why Peel won the 1841 Election; Peel as PM 1841–6: social legislation; free trade; taxation and banking measures; – Repeal of the Corn Laws and split of party; the Anti-Corn Law League [For Ireland, see above.]

British Foreign Policy, 1830–1870:

- Palmerston’s personality and views of British interests
- Relations with France
- Assertion of British influence, e.g. China and Don Pacifico
- The Eastern Question
- Relations with Prussia
- The Italian Question

Chartism:

- origins, aims, the Charter
- identities of the Chartists: support levels, areas, types
- methods, appeal, impact, leadership, organisation
- reasons for failure and collapse; legacy

Party Politics, 1846–1868:

- Palmerston as prime minister
- The formation of the Liberal Party
- The rivalry between Gladstone and Disraeli and the development of their careers and political ideas
- Disraeli and the Reform Act of 1867
- The beginning of a concern with Ireland and its effects on the Party [see also **Section 6**: ‘Britain and Ireland’]
- The 1868 election

The Crimean War: causes, course and outcomes:

- Reasons for the War: long and short term
- Anglo-French cooperation and efforts; nature of the War
- Impact on army, civil service and diplomacy

Section 5: 1868–1914

Disraeli Domestic Policies 1868–80:

- The concept of Disraelian conservatism, 'Tory Democracy'
- Disraeli and his Party
- The continued rivalry with Gladstone: reasons, features
- Social reforms, 1874–1880
- Education, 1874–80
- Health, 1874–80
- Trade unions, 1874–80
- Reasons for defeat in 1880

Gladstone domestic policies 1868–94:

- Development of Gladstonian Liberalism
- The rivalry with Disraeli: reasons, features
- Policies in Ministries – 1868–74, 1880–6, 1892–4 – with focus on domestic areas (reforms, education, health, social, trade unions)
- The growing concern with Ireland and its effects on the Party
- His legacy and importance

Foreign and imperial policy, 1868–1905:

This may be linked to study of Disraeli, Gladstone, Salisbury and Liberals 1905–14:

- the growth of Empire: reasons, stages, features; the 'scramble for Africa'; rivalry areas; importance
- links of imperial to foreign policy
- similarities and differences of Conservatives and Liberals
- relations with France, Russia and Germany
- avoidance of 'foreign entanglements'
- 'Splendid Isolation'

The Conservative supremacy, 1886–1905

The context of electoral politics and the problems of the Liberals would assist understanding:

- Lord Salisbury and electoral appeal: reasons for success.
- domestic policies and successes, 1886–92, 1895–1905 – limited reforms; middle ground political appeal, etc.
- Balfour as leader: problems of 1903–5.
- reasons for defeat in 1906.

Here, above and below, broad understanding of economic and social contextual issues will help evaluation – these may be linked to areas of **Section 6** (below).

Trade unions and the growth of the Labour party to 1918:

- The emergence and appeal of socialism.
- ‘Old’ and ‘new’ unions and unionism.
- SDF, Fabians, ILP and LRC developments and importance; Lib-Labs; Keir Hardie.
- Developments 1900–06, 1906–14: the Labour Party; MacDonald’s importance; Progressivism; electoral appeal; 1903 Lib–Lab Pact and importance.
- Labour’s position in 1914 – regional, national – weak or relatively strong
- The effect of the war on Labour and the Constitution of 1918

A natural link exists to...

The Liberal governments’ domestic policies, 1905–1914:

- Reasons for General Election triumph in 1906 – and significance
- Roles of Campbell-Bannerman, Asquith, Lloyd George roles; New Liberalism; Progressivism; concerns for national efficiency
- Domestic reforms in range and scope, especially 1906–11; Beginnings of a ‘welfare state’; acts to help children, the old, National insurance, problems of 1909–14 (the Budget of 1909 and the House of Lords, Suffragettes, Unions, Ireland): successes and failures
- Position in 1914: weakened or still strong?

Britain and the origins of the First World War, c. 1900–14:

- Reasons for the end of ‘Splendid Isolation’; 1902 Alliance with Japan
- Ententes of 1904, 1907 – reasons, consequences
- Anglo-German relations, from c. 1898: rivalry; competition; naval, economic, imperial
- Responses to 1905, 1911–12 crises
- Importance of 1914, Belgium, developments then
- Reasons for commitment to War in 1914

Some of the above areas can be linked to Themes in the next Section.

Section 6: Themes c. 1815–1914

The growth of nationalism in Ireland to 1922:

- The aftermath of the Act of Union and events in 1798, 1803
- The policies of Tories and Whigs to 1841: Peel; O’Connell and Emancipation; agrarian and social issues
- Peel and Ireland, 1841–6: Maynooth; the famine and its aftermath
- The growth of nationalism and its expressions, 1848–68
- Irish reaction to Whig-Liberal policies, 1848–68: economic, social, religious; controls
- The growth of Home Rule, Parnell and the Land League
- The Ulster question
- The Easter Rising 1916, Sinn Fein and ‘The Troubles’ and partition

The British economy and the British standard of living, c. 1800–1851

This theme straddles war and peace, including the consequences of the War of 1793–1815, the economic depression, then recovery and onset of the mid-Victorian boom. There is the on-going debate over living standards, ranging from optimistic to pessimistic interpretations:

- agriculture and industry; war and peace; contraction, growth levels (GNP, etc.)
- transport, communications (railways), effects of changes
- health of the population; welfare; Poor Law and 1834 PLAA; diseases and epidemics and impact
- employment and unemployment; skilled and unskilled workers; wages and prices

The reform of education, 1815–1902:

Links could be made to the same theme in **Section 9** below. Examples can be selected to illustrate themes:

- position of education in 1815: narrowness; limitations; controls (role as political tool)
- educational developments up to c. 1870: examples in 1833, 1850s; commissions, ideas
- the importance of Acts in 1870 and 1902 (also such as 1876, 1880). Key features and impact
- elementary education; secondary, including growth of public schools and their socio-political roles
- links to wider issues of economic performance, civil service recruitment and training, the onset of the debate on ‘National Efficiency’, can be made and evaluation of the extent of changes offered

Literature in the nineteenth century:

- Developments in the novel
- Victorian poetry, its nature and importance
- The development of drama
- Social and political value and roles
- Its reflection of nineteenth-century British life and values
- Its usefulness for evidence about Britain in the nineteenth century

Religious life and controversies in the nineteenth century: Catholic Emancipation, Evangelicalism, the Oxford Movement

Three main areas can be identified; each can be examined, contextualised and evaluated of the place of faith and doctrine across the century (was there a decline? The impact of Darwin and other scientific advances and ideas? The health of the Anglican Church?):

- Catholic Emancipation – pressures for this, reasons, tensions (political, religious, social); reasons why enacted; impact levels
- Evangelicism and revival – Bible, prayer, mission – Nonconformity areas (see below)
- The Oxford Movement – impact on clergy, monasticism, liturgy, ritual, provoking opposition and creating strains inside Anglican Church

Some useful themes to assist here might be:

- Old Dissent (Unitarians, Presbyterians, Congregationalists, Baptists)
- New Dissent (Wesleyan Methodists, Salvation Army, even Mormons)
- Growth of Non-Conformity – numbers, doctrines, features (hymns, sermons, etc.), organisation, lay involvement
- impact of religious life on classes, especially working class
- impact through education, Sunday Schools
- impact on disestablishment and disendowment demands

The political influence of women, 1867–1918:

- Changes in social and economic life and their significance for the change in the political influence of women
- Campaigns for change e.g. Property and other rights; legal status and rights (divorce, etc.)
- Franchise issues, pre and post-1903–5: NUWSS; WSPU and splits; impact
- World War One roles; reasons for the change in electoral law in 1918

The performance of the British economy, 1880–1914

The term 'performance' points towards debate areas, for example: How strong was that performance? How did it compare with competitor nations? Was there measurable decline?

- the nature of the old, staple industries and their performance levels
- structural factors; business attitudes and cultures; entrepreneurship levels
- investment levels; technological developments; transfer of skills and funds overseas (e.g. into the Empire)
- the shifts from manufacturing industry emphasis to service industry areas (finance, insurance, overseas investments). Agriculture
- effects on workers, rural and urban; prices, wages, employment, unemployment
- a comparison of c. 1880 and 1914 (GNP, per capita wealth and incomes, etc.) would be valuable

Section 7: 1914–1951

Britain and the First World War:

- The War on land and at sea; Western Front: leadership, losses, importance; The early campaigns at sea 1914–15, Jutland and the campaign against the U-boats; the Dardanelles and the War in the Middle East: main events and features; importance of role of Britain in the war and its contribution to victory
- Home Front: (1) political – wartime coalitions (1915, 1916–18); Asquith and Lloyd George; revival of Conservatives; advances of Labour, Liberals' problems
- Home Front: (2) economic and social – war economy; finances; role of women; social freedoms and progress; trade unions

The Lloyd George Coalition, 1918–22:

- Electoral success in 1918
- Policies at home and abroad: Reconstruction, Reforms; the Economy; trade unions; unrest; Ireland; Versailles, diplomacy, Chanak
- Reasons for fall in 1922: revival of Conservatives
- The decline of the Liberals: features, extent, reasons. Lloyd George as PM will be important and his legacy

Party Politics 1922–31:

- The rise of the Labour Party. Liberal decline
- Career and importance of MacDonald and first Labour Government 1924
- 1929–31 Government and the crisis of 1931
- The domination of the Conservatives: reasons; prevalence in governments; Baldwin's career and importance

National Governments, 1931–40: economic problems and remedies; social issues and change; the extremes of Left and Right:

- MacDonald, Baldwin, Chamberlain
- Conservatives' place and role
- Popularity and success in 1931, 1935
- Key policy areas at home – economic, industrial, social (see below for foreign policy)
- Labour Party vicissitudes
- The state of the economy; short boom, then problems, old and new industries: the Depression and unemployment; remedies; 'two nations'; government responses
- Social changes: wealth; poverty; class issues; women; welfare; consumerism, affluence
- Communism and fascism in Britain in the 1930s

Here and above links can be made to **Section 9** Themes.

Foreign and imperial policy, 1919–1939

The economic, financial and political contexts and links would assist understanding:

- Lloyd George, Versailles, foreign policy to 1922
- contrasts and continuities in foreign policy, 1922–c. 1935
- relations with France, Italy, USA and the USSR
- the development of ‘conciliation’ and appeasement, 1935–38; reasons, examples, impact and responses; Neville Chamberlain
- reasons for war in 1939
- Empire: growth, extent, peak; costs; internal unrest and challenges; its place in shaping strategic thinking and foreign policy

Britain and the Second World War:

- War at sea, on land, in the air: 1939–40; Africa, Sicily and Italy, D-Day and beyond; the Atlantic; Battle of Britain; Bombing of Germany
- Home Front (1) political – wartime coalition government; Churchill; role of Labour Party
- Home Front (2) social and economic – war economy; damage levels; role of women; welfare thinking (Beveridge, etc.); planning for the future; overall impact levels

The Labour Governments of 1945–1951: domestic policies:

- Reasons for victory in 1945; Manifesto commitments; Attlee as leader and PM; ministerial talents
- Domestic areas: problems; economic changes; nationalisation; state of the economy
- social and welfare changes; welfare state; extent of social changes
- Reasons for problems in 1950–1 and defeat in 1951

Section 8: 1951–2005

Some links exist with above Section.

British foreign policy, 1945–1964:

- The Cold War and the relationship with the USA
- Britain’s place in the origins and development of the Cold War; uneven relations with the USA; ‘special relationship’ features
- NATO and other alliances
- Overseas commitments
- Relations with the USSR, France and Germany

Empire and Commonwealth since 1945:

- Further retreat from Empire; Suez; decolonisation; the Commonwealth and its problems (South Africa, Uganda, etc.)
- Reasons for retreat from Empire: Labour Government; economic, financial, strategic, the USA's role
- Beginnings of end: importance of India; extension of independence
- Responses to nationalism; decolonisation processes
- Development of the Commonwealth

The Conservative governments, 1951–1964; domestic policies:

- The role of the Prime Ministers, especially Macmillan; the strengths and eventual weaknesses of the Party
- Economic policies, including 'Stop-Go' and 'Butskellism', 'Never Had It So Good' and problems of early 1960s
- Social, welfare, responses to changing society and affluence and consumerism
- Reasons for Conservative electoral successes in 1955, 1959; defeat in 1964

Industrial relations and the trade union movement:

- Industrial relations in 1951; the role and status of trade unions in 1951
- Industrial relations under the Conservatives and Labour, 1951 to 1970; strikes and restrictive practices; regulations and incomes policies; the Special Contract, the 'winter of discontent' and the miners' strikes
- The Trade Union movement between 1951 and 1979; relationships with government, political parties and employers; organisation and membership; role as a political, social and economic force; the public sector unions
- The Trade Union movement between 1979 and 2000; new legislation; relationship with government, political parties and employers; organisation and membership; changing role and impact

Domestic and foreign policies, 1964–1979

An understanding of the state of the economy, of economic problems and crises, of the issue of trade union power, would assist understanding:

- **Wilson** – Prime Ministership of 1964–70, 1974–6; personality and policies; extent of promises kept; challenges faced (including Northern Ireland); balance of success and failure; impact on the Party
- **Heath** – reasons for success in 1970 and defeats in 1974; issues of Northern Ireland, economy, union power; success and failure; impact on Party (Thatcher ahead)
- **Callaghan** – ministerial career; Prime Ministership, 1976–9; crisis of 1978–9; defeat in 1979
- **Foreign policies** – relationship with France and the EEC; problems with Rhodesia; relations with the USA and attitudes to Vietnam War; relations with USSR

Thatcher and her opponents, 1975–1990:

Focuses on the features of 'Thatcherism':

- fiscalism and monetarism, privatisation
- curbs on trade union power; the Miners' Strike
- phases of prosperity
- attitudes towards Welfare State (changes advocated and made)
- 1988–90: poll tax
- foreign policy would include attitudes towards Europe and the Falklands War (1982) and relationship with Reagan and the end of the Cold War

Domestic and foreign policies, 1990–2010:

- **Major:** why he replaced Thatcher in 1990; 1992 election success; problems and crises of 1992, 1994–7 handling of Thatcherite legacy. Internal divisions about Europe
- **Blair and Brown:** role in revival of Labour Party (references to Kinnock and Smith could be made); message and appeal ('New Labour', 'The Third Way'); reasons for victory in 1997; Northern Ireland policies; economic, social, welfare issues, 1997–2000. Again, references to Europe, relations with the USA, the Balkans and the First Gulf War can be made in assessing 1990–2000. War in Iraq. Transition to Brown's premiership. Economic problems. Reasons for coalition government

Section 9: Themes c. 1914–2000**The performance of the British economy, c. 1914–2000**

'Performance' points to debate and, as with c. 1880–1914, there is much debate here. Given the prominence of the two World Wars, the dates have been kept tight – though candidates may well look at performance beyond 1951, in conjunction with topics in the above Section:

- the nature, impact and extent of changes created by the Wars of 1914–18, 1939–45
- the extent of recovery 1919–39, 1945–51
- the affluent society of the 1950s
- economic problems by 1964
- stagnation and inflation
- the restructuring of the economy in the 1980s
- the economy in the 1990s
- old and new industries; unemployment; wealth (and poverty); ability to adopt and change; competitiveness; agriculture
- investment levels; changes to workforces; civilian sector demands as against military
- prices, wages, skills, living and working conditions

The changing role and status of women, 1918–1980

Knowledge may need to be selective and there can be links to the same theme in **Section 6**:

- the franchise changes and issues of 1918 and 1928; women and politics
- economic and employment opportunities; the degrees of change; wage-salary issues
- social and legal status; enhanced rights and status (property, education, marital, etc.)

Educational changes, 1918–2000

Selected knowledge may be deployed, in the context of links to social and economic changes, education as a political issue, the effects of the Wars. The 1918 and 1944 Acts will be important reference points, though 1926 and 1943. Committees and views can be considered also. The theme stops in 2000 to take account of the raft of changes after 1979 and their effects:

- primary, secondary and tertiary education should be considered
- school leaving ages and issues of an educated workforce and society (academic, vocational)
- curriculum content areas, the nature of examinations, the management of educational issues and outcomes

Post-War (1945) social and cultural change: immigration and race relations

The concept of the multi-cultural society may be engaged with. Broad awareness of social and cultural changes should be created, linked to social and cultural mix. The emphasis will be on the multicultural mix:

- the effects of the end of Empire and Decolonisation
- immigrant numbers, phases, settlement patterns, employment, economic opportunities
- social consequences, political responses, the emergence of race relations issues and legislation, tensions
- the effects of widened EU membership

Britain and European Integration from 1945:

- Attitudes to post-war Europe and plans for integration
- Attitudes to the Treaty of Rome
- Why Britain did not become a member of the EEC for so long
- Benefits and drawbacks in membership
- Attitudes to greater European integration
- The growth of hostility to the EC – Eurosceptics

The mass media: press, radio, cinema and television

- Press, Radio, TV, ICT
- Owners, power, impact: ability to shape opinions; social and political, electoral
- Americanisation, linked to cultural changes: leisure, etc
- Differences across period; importance of Wars; the 1960s; the 1980s

The development of the welfare state; the National Health Service:

- The Liberal legacy of 1906 to 1914, Old Age Pensions and National Insurance; the impact of World War I
- The interwar years, progress or decline; housing and the National Insurance Act; the Means Test and the impact of the Depression
- The growth of the welfare state from 1942 to 1979; Beveridge and the work of the Labour government of 1945 to 1951; Butskillism and housing; concerns over cost; debates over the responsibility of the state and individual entitlement
- The welfare state from 1979 to 2000; the 'New Right agenda'; changing attitudes to welfare; the 'right to buy'; cost and public expectation
- The National Health Service from 1945 to 2000; creation and founding principles ; public attitudes towards it; the political dimension; cost factors and public expectation; the Health Service Act of 1981; the introduction of 'market forces' and 'privatisation'; contribution to health of the nation; management and control

Popular culture and the growth of leisure, sport and holidays:

- definition of popular culture and populist culture
- leisure time: growth; reasons for growth; access levels (transport, affluence, etc.); effects; holidays and their uses, changes in preferences
- mass sports (soccer especially but also, earlier, cricket); reasons for popularity; place in culture and links to media and society changes

Paper 2a: European History Outlines, c. 300–c. 1500

The bullet points listed below are intended to give further detail and exemplification of the syllabus content. They are neither exhaustive nor prescriptive and should not necessarily be regarded as a basis for full questions. Assessment is based on the use of historical material to support analysis and argument and specific material is not specified in the syllabus. The following is intended as a guide only, not a definitive requirement for successful study.

Section 1: c. 300–c. 632

The reigns of Diocletian and Constantine can be set in the context of the extent, nature and strengths and weaknesses of the Roman Empire at the time.

For **Diocletian**:

- pacification policies
- military reforms, defence and security areas
- the tetrarchy, government and administration
- taxation, fiscal and economic policies
- the persecution of Christianity

For **Constantine**, The conversion to Christianity, its context and importance, including to the imperial powers.

- government and administration, laws, legal apparatus
- wars and successes, security issues
- economic and social [see also the next topic area]

The demography and economy of the late Roman Empire:

- The size of population, population pressures, disease and plague effects, impact on economic areas
- Trade, industry, towns, rural features
- Taxation levels and the impact of taxation on economic activity
- The balance between Western and Eastern parts of the Empire and contrasts there

The development of Christianity from Constantine to Pope Gregory the Great:

- The impact of Christianity on the Roman Empire – a force for good and improvement, a possible force for weakening social ties, etc.
- The association of Christianity with Imperial rule and government
- The vicissitudes as the Roman Empire in the West collapsed – compared to developments in the Eastern part
- The importance of Gregory the Great: his writings; his leadership; missionary works; building work; pastoral and administrative developments in Rome; diplomatic ties with rulers inside and outside Italy

The fall of the Roman Empire

This topic invites some awareness of debate as to the decline and fall of the Roman Empire in the West:

- the role of the Huns, Ostrogoths and Visigoths: warriors; mercenaries; settlers
- their role in de-stabilising the Western part of the Roman Empire
- reasons for the fall of Rome: political; military-strategic; social; financial
- some sense of the immediate consequences and legacy, including the survival and strengths of the Eastern part of the Empire

Merovingian Francia and Visigothic Gaul:

- The end of Roman rule in Gaul and its legacy
- The arrival and settlement of the Visigoths; their takeover of certain Roman functions and practices; the apogee under King Euric; their defeat by Clovis and removal (to Spain)
- The rule of Clovis, including the Christian dimensions; the merger of warrior and Christian kingship features; his impact and importance
- The development of the Merovingian dynasty: examples in rulers such as Childeric I and II, Chlothar I, II and III, Dagobert and the growing weaknesses of the rulers, with an emphasis upon features of weak rulership.

The reign of Justinian:

- Administration and government
- Laws and legislation – their importance
- Attitude towards heresy
- Building programmes and their place in the development of his power
- Wars, their extent, frequency, outcomes, with a special focus on the revival of the Western Empire set against possible neglect of frontier areas elsewhere
- The state of the economy, linked to the impact of costly wars
- The legacy

Section 2: c. 632–c. 919

The rise and spread of Islam

The background and the life and impact of the Prophet Mohammed and the context of the situation in the Arabian peninsular:

- reasons for the rapid and successful expansion across North Africa and into Spain – military; religious; weaknesses of opponents
- the extent of Islam's spread and its impact on European consciousness

Islamic Spain, 711–1002:

- Islamic Spain: culture, control, society. The rule of the Ummayyads in Cordoba
- The beginnings and progress of the Reconquista – leadership, faith, military tactics, levels of success; beginnings of Christian kingdoms (examples in the Asturias and Navarre, Aragonese areas)

The rise of the Carolingians, 687–768:

- the progressive strengthening of the position of Mayor of the Palace, leading ultimately to the dynastic replacement of the Merovingians by a Papal-approved Carolingian family
- Along the way, the importance of the dates of 687 (Tertry) and 768, alongside (for example) that of 732 and 751 (deposition of Childeric III in a palace coup) are likely to be set out
- The retention of the Merovingian kings, at least symbolically in place, may be discussed. (personal and mystical elements)
- A comparison and contrast with the Merovingians will help; a focus on personalities, powers, developing feudal ties, political and military skills, Church ties and uses made of the Church

Charlemagne

A major topic area and, given the longevity, a central one. The focus may be on key events, the actions of Charlemagne, his context, his personality:

- the Christian faith, relations with the Church and the Papacy
- the military engagements, wars and warfare; reasons and effects. The primacy of military enterprises
- the government and administration of his Empire; its size and the problems of rule
- the Coronation of 800 and its significance, the so-called ‘decomposition’ of his later years
- the Carolingian Renaissance

The later Carolingians to 887

This is a big area and could encompass:

- the legacy of Charlemagne
- the problems facing the dynasty, the issues of Empire and succession
- the importance of 843, the growing external threats (above all, Viking) and the position by 887, linking to the break-up of the Carolingian Empire and the future developments of French and German lands

The Vikings: impact, settlement, culture and trade

There is scope for assessment of contemporary views and later considerations. Awareness of changed perceptions and views may be useful. Focus areas could include:

- the nature of the Viking threats, raids, settlements; reasons for their expansion
- their impact on European politics and society
- their contributions to cultural and commercial changes
- the balance between destructiveness and constructiveness

The German monarchy to 919

This leads out of the break-up of the Carolingian Empire and focuses upon the emergence of a recognisable German monarchical structure, set in the context of social and economic changes. Focus areas could include:

- the nature and extent of the German lands
- the aristocracy and the Church
- the emergence of a dynastic family and rivalries with other powerful families
- expansionist efforts

Section 3: c. 919–1099

The development of the German monarchy and the revival of the Holy Roman Empire to 1039

This will embrace the rulership of Henry the Fowler, Otto I, II and III, Conrad II and the emphasis will be upon the power, strengths and pretensions of the kings, extending into Italian affairs. Focus areas could include:

- territorial expansion; royal lands; beginnings of feudal features
- relations with the aristocracy; patronage; families in and out of favour; problem families and areas
- relations with the German Church and its role in administration and support
- military activities, inside German lands, to the East, into Italy; the defeat of the Magyars; relations with neighbours
- reasons for involvement in Italy; the Imperial crown; and the effects of involvement on authority and power inside Germany (absentee rulers?)

The early Capetian Kings, 987–1108

Focus areas could include:

- reigns of Hugh Capet, Robert II, Henry I and Philip I
- the nature of royal power and authority; the sacral features and benefits; relations with the Church and Papacy
- the royal domain lands; administration; relations with barons and towns
- the uneasy relations with powerful neighbours – Normandy, Anjou, Flanders, Aquitaine – and reasons for survival against the odds (diplomatic skills, feudal and kingly attributes, relations with the Church)

The Normans in Italy and Sicily to 1189

- The reasons for Norman success in Southern Italy and Sicily should be covered: military; political weaknesses of opponents; the role of the Papacy
- Focus should be on the rule of the Hautevilles – Robert Guiscard, Roger I and Roger II (the latter regarded as a great ruler)
- The development of a recognisable system of government and administration and law, blending Norman and existing practices, as well as the impressive cultural mixture created, should be covered
- Norman military successes on land and at sea, the defence and extension of territories, the strengths of this Norman state, should be assessed
- The blend of feudal and local customs, laws and law-making, economic activity and wealth should be examined

The Reform of the Papacy and the Investiture Contest, 1046–1085

This spans the beginnings of the Reform Movement and the start and development of the Investiture Conflict. A focus on Pope Gregory VII and the clashes with Henry IV will be understandable but this may need prior contextualisation:

- The Synod of Sutri, its importance and aftermath
- the roles of Popes and Emperor Henry III
- reforms in monastic and liturgical, canonical areas plus reduced corruption areas
- the genesis of the Investiture Crisis, main events and features, the outcomes by 1085. (Awareness of the aftermath, the continuing issues under Urban II and Paschal II. The eventual compromises in 1122 will be useful and can link to a later topic area/theme)

The Byzantine Empire to 1095

The geo-political context: the power and controls of the Emperor, the areas ruled, the threats faced:

- the unevenness of relations with the West, the causes of strain and tension (including Western and Eastern Churches), the outcomes
- rulers and problems of succession
- achievements of Basil II
- Muslim wars
- administrative and military strengths and weaknesses
- impact of the defeat at Manzikert
- reign of Alexis I and his revival of the power of the empire

The First Crusade

The reasons for the Crusade and the role of Urban II, linked to ideas of plenary indulgences, armed pilgrimage, preaching, etc.:

- the scale of the Crusade – popular, knightly, etc. – and motives for joining
- reasons for its success, with examples of the successes: leadership, religion, strategy and tactics, divisions among Muslim opponents

Section 4: 1050–1250

The Holy Roman Empire, 1085–1152:

- disputes over the succession
- problems with the church
- power of the feudal nobility
- advances in Eastern Europe

Frederick Barbarossa:

- The Hohenstaufen family lands and power; King and Emperor; the importance of the titles and claims to powers; administration and government
- Relations with the German aristocracy: loyalists; the Guelfs; Henry the Lion; regional problems; later successes
- Relations with the German Church and strains between that Church and the Papacy, given clashes with the latter
- Involvement in Italy; reasons; clashes with the Lombard Communes and with the Papacy; outcomes; impact on German politics

The Capetian Kings 1108–1180: Louis VI and Louis VII:

- **Louis VI** and the consolidation of the royal lands; relations with the barons and his neighbours (Normandy, Anjou, Flanders and with Henry V of Germany); policies towards the Church and relations with the Papacy; Suger and administration; financial and economic life
- **Louis VII:** relations with barons and neighbours (above all the Angevins); marriage to Eleanor of Aquitaine; the Second Crusade; developments in government and administration; urban and ecclesiastical support; good relations with the Papacy; conflicts with Frederick Barbarossa; the legacy for Philip Augustus

The French monarchy under Philip Augustus and Louis VIII

The logical extension of the basis created by Louis VI and VII can be examined in relation to the special contribution of Philip Augustus. His stature as a ruler (great?) can be examined and his significance evaluated. Focus areas for **Philip Augustus** may include:

- his rulership; uses of feudal suzerainty powers and feudal laws; the defeat of the Angevins: reasons and consequences
- expansion of royal lands, kingdom and powers; relations with barons and towns
- administration and government; fiscal developments
- diplomatic and military skills
- relations with the Church and the Papacy, especially innocent III

Focus areas for **Louis VIII:**

- the Albigensian Crusade and annexation of Languedoc
- intervention in England and outcomes
- degrees of continuity with Philip Augustus policy areas (e.g. controls of lands, taxes, powers)

The Pontificate of Innocent III

A major Pope, indeed some would argue the greatest of the Medieval Period. His significance needs evaluation and the quality and durability of what he did as Pope, put into the context of developing Church-State relations, ideological challenges and ideas. Focus areas may include:

- his ideological-religious stance and views on Papal authority and powers in the context of ideological disputes
- his involvement in Italian politics, communes, etc
- his views on, and maintenance of, suzerainty claims and relations with secular rulers (e.g. Frederick II, King John, Philip Augustus)
- the Fourth Crusade
- the Albigensian Crusade
- the importance of the Fifth Lateran Council and areas such as doctrinal issues, friars, episcopal powers

(Areas above can be linked to other Church-State themes)

The Emperor Frederick II

Continuities with, e.g. Barbarossa can be established: issues of authority and power; uneasy relations with Popes; effects of involvement in Italy on authority inside Germany.

Frederick's importance and stature will be examined and evaluated in respect of areas such as:

- the Imperial title; German title; King of Jerusalem; the interactions; perceived aims
- the German inheritance; relations with the aristocracy; the problems in his family; unrest and challenges, resolutions; problems of absenteeism
- activities in Italy and Sicily; clashes with the Papacy (reasons, outcomes); the Crusade
- intellectual and cultural curiosity; his ideological stances
- the legacy in northern and Southern Europe

Spain and Portugal in the Age of Reconquest, c. 1000–c. 1300

Focus can be on the further development of the Reconquest measured by military successes, territorial gains, cultural changes, religious changes (re-Christianisation).

A sense of the periodic and uneven nature of successes, set in the context of the strengths and weaknesses of Muslim opponents, will help. Important areas include:

- reasons for the progressive success of the Reconquest and key turning points (e.g. 1211)
- the extent of Islamic controlled areas (e.g. the Taifas; Almoravides; Almohades); their gradual diminution and the reasons for defeats and diminution of control. (Granada as the last area)
- the creation of new Christian kingdoms and their immediate fortunes (e.g. Barcelona, Portugal, Aragon, Leon, Castile) and their kings and their impact and power (with an eye of the growth of Castilian power)

Crusading and Crusader States, 1095–1204:

- establishment of the kingdoms of Jerusalem and Edessa – problems facing the Crusader kingdoms
- fall of Edessa and the Second Crusade
- increasing strength of the Saracens – Saladin
- battle of Hattin and the fall of Jerusalem
- Third Crusade and the extent of its success
- Innocent III and the Fourth Crusade – sack of Constantinople
- reasons why the crusading movement had limited success

Section 5: Themes c. 300–c. 1200**Feudalism and the development of feudal society in the early Middle Ages:**

- the development of feudalism and feudal features: land tenure; land holding; knightly service; other forms of service
- the political, military, social and economic aspects
- the linkage to idea of stability or instability, (social) order, methods of regional and local controls
- the relationship with rulers and developing state systems

Selected examples can be drawn from several societies and areas or regions.

Towns and trade in the early Middle Ages

This theme includes the consequences of the end of Roman rule at least in the West, the downturn in urban activity (save in a few places) and then the slow upturn, gathering pace c. 1000–1200. Again, selected examples will be needed and these could cover Northern and Southern Europe, Western and perhaps Eastern. Patterns might be examined; change and continuity:

- urban activities; markets; exchanges; trades and guilds
- trade routes, internal and external; communications; the movements of goods and materials; financial arrangements
- the extent and diversification of trade and its role in stimulating urban developments

Demography and population change in the early Middle Ages

Consequences of the end of Roman rule in the West may also feature here and contrasts between the West and the East may be considered:

- reasons for population changes and shifts as well as effects need consideration.
- impact of diseases, plagues and the like
- population as a causal economic factor; the effects of falling or rising population (agriculture, trade, money supply, etc.)

Monasticism and the friars c. 910–c. 1300

This topic has links to issues of Church-State, Papal-secular ruler relations and to the general state of the Church and reform ideas and needs. The needs of secular society, charitable works, the place of spirituality, can be considered:

- the place of monasticism and the changes – especially the Cluniacs and Cistercians. Other Orders can be used for examples. The continuing search for purer spiritual forms
- secular support for monastic life – patronage, lands, familial membership
- the advent of the friars and their role and importance
- links to educational and social changes [the last two themes provide further links here]

Intellectual developments in the twelfth-century:

- Examples of key intellectual and the uses made of such by rulers and patrons
- The issue of whether there was a 'twelfth-century Renaissance' and its contents: literacy levels; ideas; scholars and candidates; the great teachers; links to the needs of government and urban life as well as ecclesiastical areas
- The appearance of universities in Southern and Northern Europe; theology and the law; examples of growth and developing teacher power
- Key tenets of medieval political thought and some key examples: Church-State; the nature of rule and the sources of authority and power; individual-state identity; the notion of the community (of the realm); natural law and human law; divine law. References could be made to such as Aquinas, Dante, John of Salisbury; Marsilius of Padua

Heresy and the response of the Church, c. 1150–c. 1300: the Inquisition; the Albigensian Crusade

There are links to earlier topic areas and themes, above all Church-State relations:

- reasons for the appearance and growth of heresy and examples
- the degree of threat and challenge to the established teachings, faith, conduct and structure of the Church
- the role of the Inquisition, its powers and impact levels
- the case study of the Cathars and the Albigensian heresy and crusading response, its features, significance and the outcomes

Art and Architecture in the eleventh and twelfth centuries:

- Romanesque survival
- emergence of Gothic – ribbed, vault, pointed arch and flying butress
- impact of Northern French style
- wall-painting and manuscript-illustration
- emergence of lay and professional artists

Section 6: 1250–c.1378

Sicily and developments in the Empire after 1250

The legacy of the Frederickian period may be assessed with a view to evaluating developments in the South and in the North.

For Sicily:

- End of Hohenstaufen rule and control (reasons)
- 1268–86 Angevin domination; the ‘Sicilian Vespers’ and outcomes
- Aragonese controls and links; uses made of Sicily by Aragonese rulers: military; financial; economic
- Developments in culture and society; internal tensions

For the Empire:

- The effects of the Great Interregnum of 1254–73
- Unity versus disunity: centrifugal forces, aristocratic, feudal, social
- New dynasties: houses of Luxembourg (Bohemian) and Habsburg (Danubian) and extent of controls exercised; administration and government; relations with the German Church. Key rulers who might be studied: Rudolf and Albert (Habsburgs); Charles IV and the important Golden Bull of 1355 (Luxembourg); their relations with the aristocracy, tensions, opposition

The Mongols: their impact upon and connections with Europe

Some consideration of the reasons for Mongol expansion and success can be examined (especially on eve of 1250 – reference to 1241, etc.); so, too, an idea of the extent of their operations and conquests:

- geographical range and extent; frontier areas reached
- internal nature of Mongol organisation and society features
- trade links and impact there plus impact on European perceptions of challenge and threat; attempts to use them against the Turks

Louis IX of France

His reputation as a great Christian King and the links to Church-State relations and to Crusading efforts:

- religious developments and support
- feudal arbitration – dealings with other rulers and their barons (e.g. Henry III of England)
- relations with his barons and the towns; unrest and responses; leadership and patronage; regional issues (including the degrees of real unity achieved and maintained)
- law-making; the development of the parlements; his building operations

The Capetian Monarchy after 1290:

- The reign of Philip IV Administration; government; parlements; laws and codifications; legalism and the work of jurists; the concept of sovereignty
- The development of royal powers and revenues, fiscalism
- Conflicts with Flanders and England
- The political-ideological conflict with Boniface VIII (below) over universal authority
- Persecution of Jews and the Knights Templar

Boniface VIII, the Avignon Papacy:

- Boniface's attitudes and ideas; his ideological stance; Papal Bulls; reasons for conflict with Philip IV
- The nature of the conflict with Philip IV and the outcomes; the legalistic context; ideological positions
- The creation of the Avignon Papacy: why there; its features; its duration (1309–77); reasons for its maintenance as a papal site; the end of the 'Babylonish Captivity'

The development of the Italian city states

Examples may be drawn from Pisa, Florence, Genoa, Milan, and Florence. Reasons for emergence and growth – economic, commercial, population:

- methods of rule; communal antecedents; oligarchic familial rule (examples)
- rivalries and competitiveness; internal features and external contacts
- cultural dimensions; the bases of political thinking, activism, later civic humanism

Section 7: c. 1400–1461

The Great Schism and Conciliarism:

- Brief outline of the Avignon Papacy
- Election of Urban VI and consequences
- The development of two lines of Popes and, after the Council of Pisa, three; explanations for the protracted nature of the Schism; attitudes of lay rulers
- The Conciliar movement
- The work of the Council of Constance; the election of Martin V; subsequent councils

The Italian city states to c. 1455:

- Some specific examples can be quoted such as Venice, Milan, Genoa, Florence, Siena, Lucca, Pisa, Mantua, Amalfi
- Differing models of governments; republics, leading families, oligarchies, 'tyrants'
- Rivalries with each other; the use of condottieri
- Economic influence, wealth and power; maritime activity; banking
- Relations with the Papacy, France, the Spanish kingdom, the Emperor
- City states as patrons and centres of the arts

Valois Burgundy, 1384–1467:

- The reigns of Philip the Bold, John the Fearless and Philip the Good
- The extent of Burgundy and territorial expansion
- The Burgundian court
- Relations with France and England; role in the Hundred Years War
- The Burgundian/Armagnac rivalry

The Ottoman Empire and the fall of Constantinople:

- Nature and organisation of the Ottoman Empire; power of the Sultan
- Ottoman advance and expansion under Murad I, Bayezid I, Mohammed I, Murad II and Mohammed the Conqueror
- The condition of the Byzantine Empire in the fifteenth century; threats to Constantinople before 1453
- The siege and fall of Constantinople, 1453; impact and wider consequences

Hus and the Hussites:

- The setting of Bohemia and Czech nationalism
- The teachings of Hus; the influence of Wycliffe; excommunication
- Hus and the Council of Constance
- Reaction in Bohemia to Hus's death, political and religious; Utraquists and Taborites
- The Czech/Hussite revolt and attempts to crush it
- Wider influence of Hus

The last phase of the Hundred Years War: Valois France to 1461:

- Condition of France in 1380; effects of the war with England
- Problems of the monarchy; the great nobility; finance and government; Burgundian/Armagnac rivalry; the incapacity of Charles VI
- Relations with England and Burgundy; the renewal of the war with England and the Treaty of Troyes
- The reign of Charles VII; initial weaknesses and problems; the treaty of Arras; success in the last period of the Hundred Years War; restoration of finances and administration; relations with the nobility and the Church; relations with England and Burgundy; the extent of recovery

Poland, Lithuania, Muscovy:

- The union of Poland and Lithuania; conversion to Catholic Christianity
- Poland – Lithuania and its neighbours; wars against the Teutonic Knights, Knights of the Sword, Tartars and Muscovy; territorial expansion; the achievements of Wladyslaw Jagiello and Witold; the strengthening of the monarchy
- The principality of Muscovy; extent of power and territory in c. 1378; Muscovy and Orthodox Christianity; independence from the Tartars
- Territorial expansion; Moscow as a centre of unity; the role of the boyars; development of the powers of the Princes; the accession of Ivan III

Section 8: c. 1461–c. 1516

Valois France and Burgundy, 1461–1515:

- The contest between France and Burgundy
- The last phase of Valois Burgundy; Charles the Bold; significance of his death in 1477; Mary of Burgundy, Maximilian of Habsburg and Philip the Fair; continuing influence and economic power of Burgundy
- The reign of Louis XI; relations with England, Burgundy and the Habsburgs; extension of the territorial integrity of France; the nobility; finance, justice and administration
- Charles VIII and Louis XII: ambitions in Italy

The Italian city states and the Italian wars, 1494–1516:

- Some specific examples will need to be quoted such as Venice, Milan, Genoa, Florence, Siena, Lucca, Pisa, Mantua, Amalfi
- The nature of their independence: political and governmental structures; economic interests, power and activity; patronage of the arts
- Rivalries with each other and relations with the Papacy, France, the Spanish kingdoms and the Emperor
- Explanations for foreign incursions into Italy
- Diplomacy and war to 1516; consequences and outcomes; the nature of warfare

The Papacy c. 1458–c. 1513:

- The nature of the post-conciliar Papacy
- The Papal states; the Pope as a secular prince
- Relations with the Italian states and foreign rulers
- The domination of the Papacy by Italians; family politics and the promotion of family
- Attempts to launch a crusade against the Turks
- Abilities of the Popes; strengths, weaknesses and abuses

The Ottoman Empire c. 1451–1520:

- The extent of the Ottoman Empire c. 1451; strengths and weaknesses; powers of the Sultan
- The capture of Constantinople, 1453; consequences and significance; the achievements of Mohammed II; naval powers; territorial expansion
- Mohammed II's successors; defeat of Persia; conquest of Egypt and Syria; the Caliphate

Ivan III and the rise of Muscovy:

- The accession of Ivan III and his inheritance; character, abilities and aims
- Defeat of the Tartars and territorial expansion; control of Novgorod
- Relations and conflicts with Poland and Lithuania
- Development of an imperial role and status; marriage to Sophie Palaeologus; Orthodoxy and Moscow as the 'third Rome'
- Reforms in administration and the law; territorial consolidation

Maximilian I:

- Maximilian as King of the Romans and Holy Roman Emperor
- Dynastic ambitions and policies; marriage alliances
- Marriage to Mary of Burgundy; the Habsburg Netherlands
- Election as Emperor; consolidation of power in southern Germany; administrative and governmental reforms; King of Hungary
- Relations with France; concession of the duchy of Burgundy; relations with England and the Spanish kingdoms
- Patron of the arts

The Spanish Kingdoms, 1469–1516:

- The condition of Spain in 1469
- The marriage of Ferdinand and Isabella and accession to their respective kingdoms
- The conquest of Granada; consequences and significance
- Policies of Ferdinand and Isabella in their respective kingdoms: government and finance; the nobility; the Church and the Inquisition; the Cortés; the military orders; the role of Cisneros; differences between Castile and Aragon
- Overseas exploration and expansion
- Relations with the Papacy, England, France and the Habsburgs; Aragon's Mediterranean and Italian interests
- Debate as to the extent of the unification of Spain and the intentions of the rulers

Section 9: Themes c. 1200–c. 1516**The origins and development of chivalry:**

- the secular code of honour in a martially-orientated society: origins; context; mid-twelfth to sixteenth century
- Complexity of strands involved: Church; religious militancy; crusading fervour; evolving feudal society; military orders
- The involvement of kings and queens; patronage levels; tournaments; heraldry; the role of women
- Honour codes; ideas of courtly love and knighthood; chivalric Orders (e.g. The Garter, the Golden Fleece)
- The debate over its impact, effects and effectiveness (a force to civilise society?)

Art and architecture in the thirteenth and fourteenth centuries:

- Coverage of art, architecture; fresco; stained glass; manuscript illuminations; mosaic; painting and representative forms; sculpture and representativeness
- Romanesque and Gothic (flying buttress, etc) and supersession by French style; High Gothic; Rayonnant Gothic; Decorated (1280–1375); Late Gothic and the Perpendicular and the Flamboyant forms – with examples, ecclesiastical and secular
- Advent of stained glass windows and their depictions; manufacturing and usage
- Painting: religious and secular; murals; panels; German, French and especially Italian developments and exponents; links to metalwork and ivory-carving, etc.

The pre-Reformation Church:

- The Papacy; survival of the crusading ideal
- The episcopate and the secular clergy
- The religious orders
- Lay attitudes towards the Church and clergy; abuses; anti-clericalism; lay piety
- Heresy and the means to suppress it
the case for reform and Reformation
- The theory and practice of conciliarism; the influences of Marsilius of Padua and William of Ockham;
conciliarism as a doctrine and antidote to the problems of the Church.
- The high period of conciliar activity (Constance to Basle) and the reassertion of Papal authority and power.

Economic and social developments in the Later Middle Ages: agriculture; urban society and trade; demography; plague:

- Agrarian changes: crops; tillage; exploitation and renewal of the land; extra land and cultivation forms; effects of weather, climate, labour market, manorialism; diseases; population growth and contraction
- Growth of towns and cities; reasons; markets and trade; changing patterns of trade in North and South; trade by land, river and sea; changing commodities and issues of wealth generation, coinage, controls
- Links of agricultural and urban changes to demographic changes; population levels and reasons for rise, then fall (area examples, differences); importance of population levels as determinant of economic and social changes
- Diseases and the plague; its effects; the Black Death; impact levels (different area examples); issue of how far a force for constructive change as against negative change

The Italian Renaissance:

- The concept; definitions, chronology; the reasons why the Renaissance occurred in Italy
- Origins of and explanations for the cultural flowering of the period; classical models
- Literature; painting, sculpture and architecture; representative writers, artists and architects; examples of works
- The role of the city states
- Patronage lay and ecclesiastical; the Papacy

European overseas exploration in the fifteenth century: the Portuguese and Spanish:

- Explanations for 'the Age of Discovery'; geographical knowledge and map-making; religious and material motives; ship and sail design; navigational aids
- The Portuguese; explanations for their early lead; the scope of Portuguese exploration and settlement; the building of the Portuguese commercial empire; the involvement of rulers
- Spain; the scope of exploration and colonisation; the New World and the conquistadores; bullion; involvement of rulers
- The French and the English; North America

Social issues in the Later Middle Ages: the position of women; the 'outcasts' of society:

- The position of women: attitudes towards women, a patriarchal society; marriage, family and property; single women, widows and heiresses; women as property owners and managers of estates, businesses and trades; the impact of epidemic and population levels; women in the religious life, saints and mystics; difference in status as between different ranks of society; extent of change and development
- The 'outcasts' of society: Jews; lepers; the mentally ill; outlaws, criminals and mercenaries; homosexuals; beggars and vagabonds. Witches and their persecution may be relevant here, but it is unlikely that a response utilising witches largely or solely could be seen as satisfying the full requirements of this section. However, the topic is covered in depth in **Paper 2(b): Section 5**

Paper 2b: European History Outlines, c. 1400–c. 1800

The bullet points listed below are intended to give further detail and exemplification of the syllabus content. They are neither exhaustive nor prescriptive and should not necessarily be regarded as a basis for full questions. Assessment is based on the use of historical material to support analysis and argument and specific material is not specified in the syllabus. The following is intended as a guide only, not a definitive requirement for successful study.

Section 1: c. 1400–c. 1461

The Great Schism and Conciliarism:

- Brief outline of the Avignon Papacy
- Election of Urban VI and consequences
- The development of two lines of Popes and, after the Council of Pisa, three; explanations for the protracted nature of the Schism; attitudes of lay rulers
- The Conciliar movement
- The work of the Council of Constance; the election of Martin V; subsequent councils

The Italian city states to c. 1455:

- Some specific examples will need to be quoted such as Venice, Milan, Genoa, Florence, Siena, Lucca, Pisa, Mantua, Amalfi
- Differing models of governments; republics, leading families, oligarchies, ‘tyrants’
- Rivalries with each other; the use of condottieri
- Economic influence, wealth and power; maritime activity; banking
- Relations with the Papacy, France, the Spanish kingdom, the Emperor
- City states as patrons and centres of the arts

Valois Burgundy, 1384–1467:

- The reigns of Philip the Bold, John the Fearless and Philip the Good
- The extent of Burgundy and territorial expansion
- The Burgundian court
- Relations with France and England; role in the Hundred Years War
- The Burgundian/Armagnac rivalry

The Ottoman Empire and the fall of Constantinople:

- Nature and organisation of the Ottoman Empire; power of the Sultan
- Ottoman advance and expansion under Murad I, Bayezid I, Mohammed I, Murad II and Mohammed the Conqueror
- The condition of the Byzantine Empire in the fifteenth century; threats to Constantinople before 1453
- The siege and fall of Constantinople, 1453; impact and wider consequences

Hus and the Hussites:

- The setting of Bohemia and Czech nationalism
- The teachings of Hus; the influence of Wycliffe; excommunication
- Hus and the Council of Constance
- Reaction in Bohemia to Hus's death, political and religious; Utraquists and Taborites
- The Czech/Hussite revolt and attempts to crush it
- Wider influence of Hus

The last phase of the Hundred Years War: Valois France to 1461:

- Condition of France in 1380; effects of the war with England
- Problems of the monarchy; the great nobility; finance and government; Burgundian/Armagnac rivalry; the incapacity of Charles VI
- Relations with England and Burgundy; the renewal of the war with England and the Treaty of Troyes
- The reign of Charles VII; initial weaknesses and problems; the treaty of Arras; success in the last period of the Hundred Years War; restoration of finances and administration; relations with the nobility and the Church; relations with England and Burgundy; the extent of recovery

Poland, Lithuania, Muscovy:

- The union of Poland and Lithuania; conversion to Catholic Christianity
- Poland – Lithuania and its neighbours; wars against the Teutonic Knights, Knights of the Sword, Tartars and Muscovy; territorial expansion; the achievements of Wladyslaw Jagiello and Witold; the strengthening of the monarchy
- The principality of Muscovy; extent of power and territory in c. 1378; Muscovy and Orthodox Christianity; independence from the Tartars
- Territorial expansion; Moscow as a centre of unity; the role of the boyars; development of the powers of the Princes; the accession of Ivan III

Section 2: c. 1461–c. 1516**Valois France and Burgundy, 1461–1515:**

- The contest between France and Burgundy
- The last phase of Valois Burgundy; Charles the Bold; significance of his death in 1477; Mary of Burgundy, Maximilian of Habsburg and Philip the Fair; continuing influence and economic power of Burgundy
- The reign of Louis XI; relations with England, Burgundy and the Habsburgs; extension of the territorial integrity of France; the nobility; finance, justice and administration
- Charles VIII and Louis XII: ambitions in Italy

The Italian city states and the Italian wars, 1494–1516:

- Some specific examples can be quoted such as Venice, Milan, Genoa, Florence, Siena, Lucca, Pisa, Mantua, Amalfi
- The nature of their independence: political and governmental structures; economic interests, power and activity; patronage of the arts
- Rivalries with each other and relations with the Papacy, France, the Spanish kingdoms and the Emperor
- Explanations for foreign incursions into Italy
- Diplomacy and war to 1516; consequences and outcomes; the nature of warfare

The Papacy c. 1458–c. 1513:

- The nature of the post-conciliar Papacy
- The Papal states; the Pope as a secular prince
- Relations with the Italian states and foreign rulers
- The domination of the Papacy by Italians; family politics and the promotion of family
- Attempts to launch a crusade against the Turks
- Abilities of the Popes; strengths, weaknesses and abuses

The Ottoman Empire c. 1451–1520:

- The extent of the Ottoman Empire c. 1451; strengths and weaknesses; powers of the Sultan
- The capture of Constantinople, 1453; consequences and significance; the achievements of Mohammed II; naval powers; territorial expansion
- Mohammed II's successors; defeat of Persia; conquest of Egypt and Syria; the Caliphate

Ivan III and the rise of Muscovy:

- The accession of Ivan III and his inheritance; character, abilities and aims
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- Development of an imperial role and status; marriage to Sophie Palaeologus; Orthodoxy and Moscow as the 'third Rome'
- Reforms in administration and the law; territorial consolidation

Maximilian I:

- Maximilian as King of the Romans and Holy Roman Emperor
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- Relations with France; concession of the duchy of Burgundy; relations with England and the Spanish kingdoms
- Patron of the arts

The Spanish Kingdoms, 1469–1516:

- The condition of Spain in 1469
- The marriage of Ferdinand and Isabella and accession to their respective kingdoms
- The conquest of Granada; consequences and significance
- Policies of Ferdinand and Isabella in their respective kingdoms: government and finance; the nobility; the Church and the Inquisition; the Cortés; the military orders; the role of Cisneros; differences between Castile and Aragon
- Overseas exploration and expansion
- Relations with the Papacy, England, France and the Habsburgs; Aragon's Mediterranean and Italian interests
- Debate as to the extent of the unification of Spain and the intentions of the rulers

Section 3: c. 1516–c. 1559**The Protestant Reformation: Luther, Zwingli and Calvin:**

- Luther's career and teaching; relationship with Erasmus and humanism
- The dispute over indulgences and the developing conflict with the Papacy; the debates; excommunication; the Diet of Worms
- The appeal of Luther; people, provinces, cities and intellectuals
- The development of Lutheran teaching and of the movement by Luther's followers and colleagues
- Radical Protestantism in Germany; the Anabaptists; the Peasants' War
- Charles V's attempts to deal with Lutheranism; the Peace of Augsburg
- The spread of Lutheranism beyond Germany
- Zwingli's teaching and influence; his relationship with Luther and the radicals
- Calvin's career and teaching; his followers and interpreters
- Calvin's Geneva
- Explanations for the impact of Calvinism
- The spread of Calvinism outside Geneva; its influence in the French Wars of Religion and Revolt of the Netherlands; 'a creed for rebels'?

Charles V as Holy Roman Emperor:

- The Imperial election of 1519
- The condition of the Holy Roman Empire; Charles V's commitments outside the Empire; problems of the role; delegation to Ferdinand
- Attempts to deal with Lutheranism; the Schmalkaldic League, the Peace of Augsburg
- Relations with the Papacy; the Habsburg-Valois rivalry; the Netherlands; relations with England
- Attempts to reform the government, administration and finances of the Empire; the princes and the cities

The origins and course of the Dutch Revolt to 1577:

- The relationship between the Netherlands and Spain by the accession of Philip II
- The rise of heresy in the Netherlands
- Quarrels between Spain and the Nobles
- The events of 1567 and the arrival and impact of Alva
- The revolt of 1572
- The Spanish Fury
- The Pacification of Ghent and the situation by 1577

The Iberian kingdoms, 1516–56:

- Charles I's accession in 1516; problems; the revolts of the Comuneros and Germanias
- Charles I's government of Spain; the Cortes; finance; delegation to Philip
- Charles I's wider commitments; his commitment to Spain and time spent there
- Spain and the Valois-Habsburg rivalry; Italian and Mediterranean interests
- Confronting the Ottoman Empire
- The Spanish seaborne Empire; exploration and colonisation; the New World; the importance of bullion
- The kingdom of Portugal; seaborne exploration and the commercial empire; interests in North Africa; relations with Spain

Francis I and Henry II: The kingdom of France 1515–59:

- The kings; Francis I and Henry II; characters, abilities and aims
- The powers of the Crown and how far they were extended; finance and taxation; territorial integrity; the nobility; the provinces and the parlements; the Estates-General
- The economy
- The Valois-Habsburg rivalry and the Italian wars; relations with England and Scotland
- Religious policies; Protestantism
- Builders and patrons of the arts
- The debate on the extent of absolutism, limitations on royal power

Suleiman the Magnificent and the Ottoman Empire, 1520–66:

- Suleiman the Magnificent; historical reputation
- Strengths and weaknesses of the Ottoman Empire
- System of government; military organisation; social structure; the economy; importance of Constantinople
- Expansion by land and sea; the check at Malta

Sweden under Gustavus Vasa, 1523–1560 and Russia under Ivan IV, 1533–1584:

- Gustavus Vasa, 1523–60; Sweden's resources, seizure of Church lands and the creation of a Protestant state; relations with the nobility; extension of royal power; economic development; internal order
- Sweden's rivals; winning and maintaining independence from Denmark; war with the Hanseatic league
- Ivan IV, 1533–84; character, abilities and historical reputation; his inheritance and minority; the title of Tsar; reform of government and local administration; the boyars, the Church; the Oprichnina
- Foreign relations; wars against the Tartars and territorial expansion; attempt to conquer Livonia; relations with Poland and Sweden; contacts with the West

Section 4: c. 1559–c. 1610**Philip II of Spain, 1556–1598:**

- Philip II; character, abilities and historical reputation; style of government; his inheritance
- Government of the Spanish kingdoms; attempts at reform; system of Councils; financial problems, the Cortes
- The internal economy; the New World and bullion
- Internal opposition; the revolt of the Moriscos and Aragon
- Relation with France and England; the Mediterranean and the Turks
- Debate over the extent to which Philip's policies were determined by religious convictions; the balance of success and failure

Civil War in France, 1559–1598:

- Explanations for the outbreak and continuation of civil war
- The monarchy: Francis II; Charles IX; Henry III; Catherine de Medici
- Structural problems: finance and the economy; particularism; government and administration
- The nobility; powers and independence; rivalries
- Huguenotism; strengths and distribution
- Foreign intervention
- Pattern of the wars and attempts to achieve peace; critical events, the Massacre of St. Bartholomew's Day; the role of Paris

The Baltic states:

- Resources of the Baltic; significance to the European economy; strategic importance of the river mouths and the Sound
- Rivalries of the Baltic states – Sweden, Denmark, Poland and Russia
- Involvement of other European powers in the Baltic

The revolt of the Netherlands 1577–1609:

- The situation by 1577
- The role of individuals; Spain's governors; William of Orange, Maurice of Nassau
- Foreign intervention
- The division of the provinces; explanations for Dutch success; the Twelve Years Truce
- Why the Revolt lasted so long

Catholic Reformation and Counter Reformation:

- The condition of the early-sixteenth century Church; attempts at reform and new orders; the impact of Protestantism
- The role of the Papacy
- The Council of Trent
- New orders; Loyola and the Jesuits, significance of their achievements
- The Index and the Inquisition
- Cultural outcomes; literature; Baroque architecture
- The debate; Counter or Catholic Reformation?

Henry IV and France 1589–1610:

- Henry IV; character, abilities, style of kingship; historical reputation
- Government; relations with the nobility
- Economic and financial recovery; the work of Sully
- Religious policies; conversion; the Huguenots and the Edict of Nantes
- Foreign policy; relations with England, war with Spain; building an anti-Habsburg coalition; territorial gains; Jülich-Cleves
- How absolutist was Henry IV's monarchy; how complete was the recovery?

The Ottoman Empire c. 1566–c.1606:

- The legacy of Suleiman the Magnificent; strengths and weaknesses of the Ottoman Empire;
- Suleiman's successors to 1606
- War against Venice and the Habsburgs; Lepanto
- The debate as to Lepanto as a turning point in Turkish power and the extent of decline by c. 1606

Section 5: Themes c. 1378–c. 1610

The pre-Reformation Church:

- The Papacy; survival of the crusading ideal
- The episcopate and the secular clergy
- The religious orders
- Lay attitudes towards the Church and clergy; abuses; anti-clericalism; lay piety
- Heresy and the means to suppress it
- The case for reform and Reformation

The Italian Renaissance:

- The concept; definitions, chronology; why Italy?
- Origins of and explanations for the cultural flowering of the period; classical models
- Literature; painting, sculpture and architecture; representative writers, artists and architects; examples of works
- The role of the city states
- Patronage lay and ecclesiastical; the Papacy

Social issues in the later Middle Ages: the position of women; 'outcasts' of society:

- The position of women: attitudes towards women, a patriarchal society; marriage, family and property; single women, widows and heiresses; women as property owners and managers of estates, businesses and trades; the impact of epidemic and population levels; women in the religious life, saints and mystics; difference in status as between different ranks of society; extent of change and development
- The 'outcasts' of society: Jews; lepers; the mentally ill; outlaws, criminals and mercenaries; homosexuals; witches; beggars and vagabonds

The Northern Renaissance:

- The concept of humanism; Erasmus and his contemporaries; humanism and the Protestant Reformation
- The Renaissance in the Netherlands, Northern France and Germany; painting, sculpture, work in metal and wood; architecture; representative artists and works
- The study of Greek and Hebrew; humanism in the universities
- Patrons, lay and ecclesiastical
- The Burgundian court
- The impact of printing

Warfare in the fifteenth and sixteenth centuries:

- The role and importance of mercenaries; condottieri; the Swiss
- Recruitment and financing of armies; increasing size of armies; war on a larger scale
- Generalship; representative examples
- The development of artillery; small arms; tactics; cavalry and infantry
- The development of fortification and siege warfare
- Influential and key campaigns
- The extent of change; the debate concerning a 'military revolution'

European overseas exploration and expansion in the fifteenth and early-sixteenth centuries:

- Explanations for 'the Age of Discovery'; geographical knowledge and map-making; religious and material motives; ship and sail design; navigational aids
- The Portuguese; explanations for their early lead; the scope of Portuguese exploration and settlement; the building of the Portuguese commercial empire; the involvement of rulers
- Spain; the scope of exploration and colonisation; the New World and the conquistadores; bullion; involvement of rulers
- The French and the English; North America

The European economy in the sixteenth century:

- Rising population and consequences; checks imposed by epidemic and harvest failure
- Cities and towns; mixed picture of growth and decline; importance to the economy; organisations of merchants;
- The price inflation; explanations and consequences
- The importance of increased supplies of bullion
- The impact of extra-European trade and commodities
- The importance of the Baltic and Mediterranean
- The development of industry

Witchcraft and magic in the sixteenth and early-seventeenth centuries:

- Earlier traditions and attitudes
- The influence of the Malleus Maleficarum
- Witchcraft, the law and the Church
- Explanations for the increase in witchcraft persecutions in the period
- The victims; the preponderance of women
- National and regional differences
- Explanations for the decline in persecutions

Section 6: c. 1610–c. 1660

France under the Cardinals; Richelieu and Mazarin:

- Richelieu and Mazarin; characters, abilities and aims
- Relationships with respective rulers
- Domestic policies: the authority of the Crown; religious policies, the Huguenots; the nobility, conspiracies, the Fronde; finance, taxation and administration; trade and industry; particularism and local administration, intendants; the parlements; peasant unrest
- Foreign policy and war; development of the army and navy; consolidation of territory and strengthening of frontiers; anti-Habsburg policies; intervention in the Thirty Years War; client states; war with Spain; gains from the Treaty of Westphalia and the Peace of the Pyrenees
- Continuity and change; the extent of absolutism

The changing fortunes of Spain, c. 1598–c. 1659:

- The legacy of Philip II
- Rulers and their ministers; Philip III and Philip IV
- Spain's problems: the Crown's finances; the effects of inflation and war; debt; declining supplies of bullion; consequences of the expulsion of the Moriscos; particularism and internal revolt; the economy; weaknesses of government and administration
- Attempts at reform; Olivares
- War and foreign policy; renewed struggle with the Dutch Republic; intervention in the Thirty Years War; war with France; outcomes of the peace treaties of Münster, Westphalia and the Pyrenees
- Intellectual and cultural achievements
- Religion; the Church and the Inquisition
- The condition of Spain in 1659; international reputation; the extent of the decline

Sweden and the Baltic c. 1604–c. 1660:

- The rulers: Charles IX; Gustavus Adolphus; Christina; Charles X; Oxenstierna; characters, abilities and aims
- Sweden's resources and economy; rivals in the Baltic; Denmark, Poland, Brandenburg-Prussia
- Domestic policies; relations with the nobility, the Charter of 1612; reform of central administration; the Riksdag; education; development of trade and industry; taxation
- War and foreign policy; the development of the army and navy; relations with Denmark, Poland, Russia and Brandenburg-Prussia; intervention in the Thirty Years War; territorial gains; the treaties of Westphalia and Oliva
- Consequences of the death of Gustavus Adolphus
- The position in 1660; Sweden the overstretched and artificial empire?

The Thirty Years War; causes and course:

- Explanations of outbreak; longer-and shorter-term factors; the balance of religious and material motives; one war or a series? A German or a European war?
- The significance of the Bohemian crisis
- The interests and intervention of the major powers; the Emperor, Spain, the Dutch Republic; France; Sweden
- The pattern of conflict; major turning points; consequences for Germany
- Military development; Gustavus Adolphus and Wallenstein; a military revolution?

The Treaty of Westphalia and its consequences:

- Territorial and religious provisions
- Which states reaped the main benefits?
- Consequences for the European balance of power
- Issues left unsettled; a lasting peace and settlement?
- Comparisons

The Dutch Republic to c. 1650:

- The Truce of 1609
- The Dutch economy and commercial power; shipbuilding and merchant fleet; overseas and carrying trade; commercial empire, Baltic interests; fishing; agriculture; industry
- Internal policies and religious disputes; the Arminian controversy; Oldenbarneveltdt; the role of the House of Orange
- Renewal of war with Spain; the Treaty of Munster

Section 7: c. 1660–c. 1715

Brandenburg-Prussia, 1640–1713:

- Frederick William the Great Elector and Frederick III; characters, abilities and aims
- Role in the Thirty Years War and gains; war and foreign policies of Frederick William and continuation by Frederick III; expansion and consolidation of territory
- The title King of Prussia; degree of independence from the Emperor
- The development and importance of the army
- Domestic policy; administrative reforms; centralisation; finance and taxation; roads and canals; religious toleration and immigration
- The condition of Brandenburg-Prussia in 1640 and 1713; international standing; comparisons

Spain in the later-seventeenth century:

- Spain at the Peace of the Pyrenees; international standing and domestic condition
- Charles II; regency and personal rule
- Domestic problems; financial, economic and governmental
- The Spanish Netherlands; the threat from France
- Religious issues; Quietism
- The succession question

The personal rule of Louis XIV: domestic and foreign policies:

- Louis XIV: character, abilities and aims; historical reputation; personal monarchy; le metier du roi
- The King's ministers
- Domestic policies; the extension of royal power; the provinces; the nobility; the parlements; administration and office-holding; economic developments; popular unrest
- Religious policies: Gallicanism; the Huguenots; Jansenism
- Versailles: 'le Roi Soleil'; symbolism and reality; cultural and political importance
- Foreign policy and war; the development of the army and navy; consequences of war
- The extent of absolutism

The foreign policy and wars of Louis XIV:

- Aims and ambitions; the desire for glory; acquisition of Spain; expand the frontiers of France; the importance of religion; the influence of Colbert and commerce; the cost of war and its impact on France
- The early years and the inheritance of Richelieu and Mazarin; the war with the Dutch; Devolution; the Reunions; the Treaty of Dover, Aix-la-Chapelle and Nijmegen
- The League of Augsburg; causes and course; the Rhineland, Spain, England and Ireland; Ryswick
- the war of Spanish Succession, causes and course; partition; the Grand Alliance; Marlborough, Eugene and military defeat; the Barrier Treaties, Utrecht, Rastadt and Baden

Peter the Great of Russia, 1682–1725:

- Peter the Great: character, aims, abilities, historical reputation
- Peter's inheritance; the minority; assertion of personal authority; interest in the West
- Domestic policy: taxation; reform of government and administration; the nobility; the Table of Ranks; the social order; serfdom; education; economic expansion; relations with the Church; St. Petersburg; internal opposition
- Foreign policy and war; development of the army and navy; war against the Turks; the Great Northern War, territorial expansion
- Debates; westernisation and modernisation

The great Northern War: Sweden and the Baltic, 1660–1721:

- Sweden in 1660: internal strengths and weaknesses; international standing; Charles XI and Charles XII, contrasts between them
- Domestic affairs: the minority of Charles XI; taxation; constitutional changes; governmental and administrative reforms
- Diplomacy and war; relations with the Dutch Republic, France, Denmark and Brandenburg-Prussia; the Great Northern War and its consequences for Sweden and the Baltic

The Dutch Republic in the later-seventeenth century:

- Commercial, colonial and naval rivalry with England
- War and resistance against Louis XIV
- William of Orange and the Stadtholderate; the English connection
- Economic, intellectual, cultural and scientific significance

The War of Spanish Succession and the Utrecht settlement:

- Pre-war diplomacy; the Partition Treaties
- Explanations for the outbreak of war; longer- and shorter-term causes; the balance of European power
- Course and pattern of the war; explanations for French failures
- The Utrecht settlement; outcomes and significance

Section 8: c. 1715–c. 1774

France under the Regency and Fleury, 1715–43:

- France in 1715: domestic conditions and international standing
- The minority of Louis XV; Orleans; attempts at reform; Law's 'System'
- The majority of Louis XV; Fleury's domestic policy; stability and reform
- War and foreign policy

The Habsburg monarchy, c. 1711–1780:

- Austria and the Holy Roman Empire in the early eighteenth century
- The Emperor Charles VI; war and diplomacy; the Pragmatic Sanction; attempts at reform
- Maria Theresa: domestic policies: her ministers; centralisation; relations with the nobility; serfdom; economic policies; religious policies; education; co-regency with Joseph; influence of the philosophes
- Diplomacy and war

Prussia 1713–1786:

- Prussia in 1713; domestic situation; international standing
- The rulers: Frederick William I, 1713–40; Frederick II, 1740–86; characters, abilities and aims; comparisons and contrasts
- Development of the army; war and foreign policy; territorial expansion; Prussia as a great power
- Domestic policies; taxation, administrative and legal reform; encouragement of immigration; development of industry; encouragement of agriculture; serfdom
- Frederick II and the philosophes; an enlightened despot?

War and diplomacy, c. 1713–1763:

- Europe after the Utrecht and Nystadt Settlements
- The balance of power; the interests of the great powers; international rivalries and issues
- Diplomacy and alliances, 1721–33
- The War of Austrian Succession; pre-war diplomacy; the Treaty of Aix-la-Chapelle and outcomes
- Inter-war diplomacy
- The Seven Years War; impact and outcomes; the Peace of Paris

Russia, 1725–1762:

- Peter's legacy
- Frequent change of rulers; influence of the Imperial Guard; instability; relationship between the rulers and the nobility and Orthodox Church
- Participation in European affairs; war and diplomacy; Russia and Turkey
- The reign of Elizabeth, 1741–63
- The debate over traditional/western stance

The Iberian Peninsula, c. 1713–c. 1777:

- The internal condition of eighteenth-century Spain; international standing; economic and financial problems; effects of the War of Spanish Succession
- The Spanish Bourbons; Philip V; the influence of Elizabeth Farnese and Alberoni; Ferdinand VI; Charles III
- Domestic affairs in Spain; the particularism of Aragon, Catalonia and Valencia; policies for centralisation; attempts at financial reform; the Crown's relationship with the Church and Papacy; the expulsion of the Jesuits
- Foreign policy and war
- Portugal: Pombal; attempts to revive Portuguese economic fortunes; the expulsion of the Jesuits; influence of the Enlightenment

France under Louis XV, 1743–1774:

- Louis XV: character; abilities and limitations as a ruler
- Weaknesses of the *ancien régime*: economic problems; the Crown's finances; the privileged orders; the challenge of the Enlightenment; particularism
- Problems of government; the challenge of the parlements; administrative weaknesses; venal office-holding
- Jansenism and Jesuits
- War and diplomacy
- Continuing political and cultural influence of Versailles
- The decline of absolutism?

Section 9: c. 1774–1815**Catherine the Great of Russia, 1762–96:**

- Catherine II: character, abilities and aims; historical reputation
- Reform of local and central government and administration; the Nakaz and the Legislative Commission; economic and commercial policies; relations with the Church and the nobility; education and patronage of the arts; the issue of serfdom; Pugachev's rebellion
- Diplomacy and war: alliances with Prussia and Austria; war with Turkey; the Partitions of Poland; territorial expansion and consolidation; response to the French Revolution
- Influence of the philosophes; an enlightened despot?

The Emperor Joseph II, 1765–90:

- Joseph II: character, abilities and aims; historical reputation; the Holy Roman Emperorship; co-regency with Maria Theresa
- Domestic affairs; centralisation of government; law reform, economic policies; educational reforms; religious policies and toleration; serfdom; relations with the nobility
- Attitude towards the philosophes
- Diplomacy and war; the Bavarian succession; war against Turkey; the partition of Poland
- Resistance in Hungary and the Netherlands

The origins of the French Revolution:

- Explanations and interpretations
- The structural problems of the *ancien régime*; economic weaknesses and depression; the privileged orders; financial weaknesses; the decline of effective absolutism; the state of agriculture and the plight of the peasantry; social divisions; a bourgeois revolution?
- The failure of reform, Turgot, Calonne, Brienne, Necker; the Assembly of Notables and the revolt of the nobility; the calling of the Estates-General
- The influence of the Enlightenment
- The consequences for France of the American War of Independence; ideas and bankruptcy
- Louis XVI; Marie Antoinette; the Court
- The final crisis: failed harvest of 1788 and high food prices in 1789; a social crisis; the political crisis following the calling of the Estates-General and the creation of the National Assembly; the role of Paris and the politicians of the Third Estate

France 1789–1799, revolution, terror and reaction:

- The revolution of 1789; the fall of the Bastille, impact and consequences; the reforms of the National and Legislative Assemblies; the growth of radicalism
- The Revolution of August 1792 and the fall of the monarchy
- The Revolution of June 1793; the triumph of the Montagnards; the Terror; Robespierre
- 9 Thermidor, 27 June 1794; outcomes and significance; reaction; regimes to November 1799
- Foreign war; impact on domestic events; territorial expansion
- The role of Paris
- Counter-revolution in the provinces and civil war

Napoleon Bonaparte to 1804, military leader and consul:

- Career under the Revolution; Brumaire and Napoleon's career as Consul;
- Domestic affairs; personal advancement and steps to power; the government and administration of France; new legal code; education; finance and the Banque de France; honours and titles; religious policy, toleration, the Concordat; propaganda, police and censorship
- Nature of rule under Consulate and whether he destroyed or fulfilled the revolution
Campaigns and major battles 1793–1804 including Toulon, Italy, Egypt, Marengo

Napoleon and Europe, 1804–1815:

- Military campaigns: War of the Third Coalition 1805–07, Wagram, Russian campaign 1812, Campaigns in Europe 1813–14; Waterloo 1815
- Impact of Empire on Europe – nationalism or despotism? Netherlands, Germany, Italy, Poland
- Opposition in Europe and impact of Continental System
- Fall of Napoleon 1814, Hundred Days 1815

Tsar Alexander I, 1801–25:

- Alexander I: character, aims and abilities; historical reputation
- Domestic policies: experiments in liberalism; serfdom, education; Speransky and constitutional reform; internal dissent and revolutionary societies; reaction
- Diplomacy and foreign policy; relations with France; Tilsit; the war of 1812; Russia part in overthrow of Napoleon
- Alexander's role in the Vienna settlement and post-settlement Europe

Section 10: Themes c. 1610–c. 1800**The 'scientific revolution' of the seventeenth century:**

- The concept of the 'scientific revolution' and validity; explanations
- Observation, measurement and classification
- Astronomy: the legacy of Copernicus; Galileo and Kepler
- The influence of Descartes
- Mathematics, physics, optics and chemistry; the influence of Newton and Boyle
- Human and biological sciences
- Medicine and surgery
- Scientific societies

Slavery and the slave trade in the seventeenth and eighteenth centuries:

- The pattern of European slave trading; change and development; the Atlantic Triangle
- The role and organisation of European slave traders; the role of Arab slave traders and African rulers
- The impact of slave-trading North African states upon Western Europe
- The role and attitudes of European governments
- The slave economy of the Caribbean and New World
- The significance of the slave trade to the European economy
- Movements for abolition

Warfare in the seventeenth and eighteenth centuries:

- The role of the state; for example, France, Brandenburg-Prussia and Russia
- Recruitment; the financing of armies and navies; conscription, professionalism and mercenaries; uniforms and equipment; logistics and commissariat
- The technology of war; armaments industries; shipbuilding
- Military and naval education
- The impact of the French Revolution upon warfare and the organisation of war
- Commanders and organisers of war; for example, Gustavus Adolphus, Wallenstein, Spinola, Marlborough, Le Tellier, Louvois, Vauban, de Saxe, Frederick II, Suvorov
- Formations and tactics
- The development of artillery and small arms
- Fortifications and siege warfare
- Ship design; gunnery; naval tactics; the importance of sea power
- Change and development; the concept of a 'military revolution' and its validity

The position of women in the political, cultural and intellectual life of eighteenth century Europe:

- The education of women
- Women writers, literature and political thought; contribution to the Enlightenment
- Salons and literary clubs
- Political and intellectual influence of women upon the French Revolution
- Women as patrons of the arts
- Representative names might include Mme de Pompadour, Mme Recamier, Mme de Stael, Mme de Geoffrin, Mme Roland
- How far was the cultural and intellectual influence of women a French affair?

Monarchy: absolutism and enlightened despotism:

- Styles of monarchy: elective and hereditary; personal, constitutional and mixed monarchies; dynasticism
- Relationship with other groups and institutions in the State and with representative institutions
- Absolutism in theory and practice; change and development
- Enlightened despotism in theory and practice; extent of the influence of the philosophes

Intellectual and cultural developments in the eighteenth century: art, music, architecture, the Enlightenment, political theory:

- Education and the universities
- Literature: development of the novel and of poetry
- The writing of the philosophes and the Enlightenment; political thought and economic theory
- The visual arts; painting and sculpture
- Drama and the theatre; the opera
- Music
- Architecture; styles and techniques
- Social influences upon cultural developments; the role of patrons

The development of overseas empires in the eighteenth century: imperial rivalry, European and overseas trade; mercantilism:

- Motives for colonisation; the importance of colonial trade to the European economy; the expansion of colonisation and colonial trade; exploration, charting and hydrography
- Navigation Acts and mercantilism
- Imperial rivalries with particular reference to Britain and France; North America, the Caribbean and India
- European trade and settlement in Africa, Latin America, the East Indies and the Far East
- Trade within Europe; the Baltic and the Mediterranean
- The impact of the American Revolution upon the European colonial powers

Population increase in the eighteenth century, causes and consequences; urbanisation; the development of industry:

- Rise in population; explanations and consequences; regional differences
- Urbanisation; the extent of growth; regional differences
- The development of industry; regional and national differences; geographical distribution; social consequences

Paper 2c: European History Outlines, c. 1700–c. 2000

The bullet points listed below are intended to give further detail and exemplification of the syllabus content. They are neither exhaustive nor prescriptive and should not necessarily be regarded as a basis for full questions. Assessment is based on the use of historical material to support analysis and argument and specific material is not specified in the syllabus. The following is intended as a guide only, not a definitive requirement for successful study.

Section 1: c. 1715 – c. 1774

France under the Regency and Fleury, 1715–1743:

- France in 1715: domestic conditions and international standing
- The minority of Louis XV; Orleans; attempts at reform; Law's 'System'
- The majority of Louis XV; Fleury's domestic policy; stability and reform
- War and foreign policy

The Habsburg monarchy, c. 1711–1780:

- Austria and the Holy Roman Empire in the early eighteenth century
- The Emperor Charles VI; war and diplomacy; the Pragmatic Sanction; attempts at reform
- Maria Theresa: domestic policies: her ministers; centralisation; relations with the nobility; serfdom; economic policies; religious policies; education; co-regency with Joseph; influence of the *philosophes*
- Diplomacy and war

Prussia, 1713–1786:

- Prussia in 1713; domestic situation; international standing
- The rulers: Frederick William I, 1713–40; Frederick II, 1740–86; characters, abilities and aims; comparisons and contrasts
- Development of the army; war and foreign policy; territorial expansion; Prussia as a great power
- Domestic policies; taxation, administrative and legal reform; encouragement of immigration; development of industry; encouragement of agriculture; serfdom
- Frederick II and the *philosophes*; an enlightened despot?

War and diplomacy, c. 1721–1763:

- Europe after the Utrecht and Nystadt Settlements
- The balance of power; the interests of the great powers; international rivalries and issues
- Diplomacy and alliances, 1721–33
- The War of Austrian Succession; pre-war diplomacy; the Treaty of Aix-la-Chapelle and outcomes
- Inter-war diplomacy
- The Seven Years War; impact and outcomes; the Peace of Paris

Russia, 1725–1762:

- Peter's legacy
- Frequent change of rulers; influence of the Imperial Guard; instability; relationship between the rulers and the nobility and Orthodox Church
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Section 3: Themes c. 1715–c. 1815**The position of women in the political, cultural and intellectual life of eighteenth century Europe:**

- The education of women
- Women writers, literature and political thought; contribution to the Enlightenment
- Salons and literary clubs
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- Representative names might include Mme de Pompadour, Mme Recamier, Mme de Stael, Mme de Geoffrin, Mme Roland
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- Relationship with other groups and institutions in the State and with representative institutions
- Absolutism in theory and practice; change and development
- Enlightened despotism in theory and practice; extent of the influence of the philosophes

Cultural developments in the eighteenth century: art, music, architecture:

- The visual arts; painting and sculpture
- Music
- Architecture; styles and techniques
- Social influences upon cultural developments; the role of patrons

Intellectual developments of the eighteenth century: the Enlightenment; political thought:

- Main trends in thought, the quest for reason and justice; new ideas in science, law, economics, literature, art and architecture, history, philosophy and religion
- The writers, thinkers and their impact; Rousseau, Hume, Diderot, Voltaire, Kant, Turgot, Quesnay and Smith for example
- Political thought, the writings of Rousseau, Voltaire, Montesquieu and their influence; enlightened despotism; the ideas and policies of Frederick II, Joseph II and Catherine the Great

The development of overseas empires in the eighteenth century: imperial rivalry; European and overseas trade; mercantilism:

- Motives for colonisation; the importance of colonial trade to the European economy; the expansion of colonisation and colonial trade; exploration, charting and hydrography
- Navigation Acts and mercantilism
- Imperial rivalries with particular reference to Britain and France; North America, the Caribbean and India
- European trade and settlement in Africa, Latin America, the East Indies and the Far East
- Trade within Europe; the Baltic and the Mediterranean
- The impact of the American Revolution upon the European colonial powers

Population increase in the eighteenth century causes and consequences; urbanisation

- Rise in population; explanations and consequences; developments in agriculture; regional differences
- Urbanisation; the extent of growth; regional differences

The development of industry and transport; European trade:

- Nature and scale of industrial development; regional and national differences, technology, demand
- Transport development – roads, canals
- European trade – developments, nature, growth

Section 4: 1815–1862

The Vienna Settlement and European diplomacy 1815–1848:

- The aims of those attending the Congress of Vienna
- The nature of the settlement arrived at, the scope and impact
- The treatment of France
- The settling of frontiers
- The curbs on nationalism and radicalism
- The issues resolved and those left unresolved
- The extent of the problems solved and the nature of those created
- An important – but not the only – factor to be assessed will be the approach to nationalism, set in the context of Napoleon's encouragement of nationalist forces and the nature of nationalism beyond 1815 (indeed beyond 1848)
- Also, the importance of principles such as national self-interest, the balance of power, legitimacy, the return to the status quo
- The above enables candidates to consider the roles of the Great Powers as they emerged in and after 1815

Nicholas I of Russia:

- The issues of autocracy, reform and repression
- Extent of controls over diverse, large empire
- Support, opposition, unrest
- Issue of Westernisers and Slavophiles
- The direction of foreign policy.

France, 1815–1848

Will require coverage of the reigns of Louis XVIII, Charles X, Louis-Philippe:

- The nature of the monarchy, its support levels, its opponents (and the reasons for periodic upsurges of opposition)
- The range of policies at home and abroad, should be assessed
- Success vs. failure and the effects of mistakes by rulers and ministers
- Socio-economic contextual factors will be featured

The Unification of the German States, 1815–1871

The origins, nature and development of German nationalism – strengths and weaknesses:

- the containment of nationalism up to 1848
- the German Confederation and the Zollverein
- the Revolutions of 1848–9 and legacy
- Austro-German relations, Austro-Prussian relations 1849–63
- the emergence of Prussia, its strengths
- the policies and actions of Bismarck to 1871 – political, diplomatic, military – and the actions of other groups
- The Wars of 1864, 1866, 1870–1
- North-South relations, the North German Confederation, the creation of the German Empire

Italy 1815–1871

The nature of Italian nationalism, its weaknesses:

- the legacy of Napoleonic rule
- problems, tensions, unrest to 1848
- the role of Mazzini
- the Revolutions of 1848–9, legacy
- Cavour and Piedmont
- the role of Napoleon III and France
- unification: 1859–61, 1861–70
- the nature of the newly united Italy – unity vs. disunity

The Revolutions of 1848 in Europe:

- France, Germany, Italy, the Habsburg Empire will be main focus
- Causes of revolutions : political, social and economic
- Main events and initial successes
- Divisions between the revolutionary groups
- Suppression of the revolutions
- Consequences – assessment of changes which continued beyond 1849
- The significance of the revolutions should be addressed

The Second Republic and Second Empire: France, 1848–1871

Inevitably Napoleon III will figure large here:

- The Second Republic, 1848–52 – features and replacement
- Napoleon III as Emperor: personality, style, objectives, reputation; popularity; eventual fall
- domestic policies, 1852–70: areas of success; economic and social; political developments; growing problems and challenges
- foreign policies, 1852–70; main events and issues; the contrasts of 1850s and 1860s; relations with Prussia and Great Powers; isolation by 1870; 1870–1 war and outcomes.

Section 5: 1862–1914

Alexander II of Russia

The legacies of his predecessor, Nicholas I, as of the Crimean War will be required:

- the Emancipation of Serfs
- educational, legal, social, military, structural and institutional changes
- the reception accorded to the reform efforts, especially among the educated classes (including the nobility); the growth of criticisms and opposition
- the phases of reform and reaction, culminating in assassination in 1881, as well as the legacy could be considered (e.g. did the reforms create more tensions and open up the chance of greater changes?)

The German Empire, 1871–1890: Bismarck

An overview of economic developments, rapid industrialisation, agrarian needs, commercial power, urbanisation and social issues:

- Prussia inside the new Germany, the nature of the new Empire, political alignments, the Constitution, Monarchy and elites, parties
- Bismarck's place, role, actions and reputation
- domestic policies (as above), *Kulturkampf*, socialism, unions, welfare areas, perceived opposition to Bismarck
- foreign policies (France isolation, Russia and Austria, Britain, the Balkans, minimal imperialism)
- the situation in 1890: Bismarck's legacy

Germany, 1890–1914:

- The debate over the role and leadership of Wilhelm II: change vs. continuity.
- Ministers, Reichstag, parties, SPD growth and issues
- Domestic policies, including social effects of urbanisation and industrialisation; possible pressures on governments
- Foreign and imperial policies (Alliances, search for empire, relations with Britain, perceived threat of Russia, diplomacy, military and naval build-up, crises in 1905–6, 1911–13, war in 1914)
- Germany's responsibility for the First World War

Russia under Alexander III and Nicholas II:

- The policies of Alexander III – style of rule, curbs on opponents, agrarian policies, autocracy personified – 'reaction'
- The economic context of industrialisation – Witte and 'The Great Spurt' and its effects up to 1914, features, phases, unevenness, the place of agriculture
- Political developments under Nicholas II and the challenges to autocracy: the causes and importance of 1905 Revolution and its legacy; Stolypin and his reforms; The Duma experiment; opposition; the strengths or weaknesses of Tsardom in 1914
- The role of the First World War in bringing about the fall of the Tsarist system: military features; economic and social tensions, problems, unrest; political challenges
- The causes and significance of the February 1917 Revolution (this can be linked to the topic of Russia in Revolution, 1917–1924)
- The direction of foreign policy can be studied

Italy, 1871–1914

The consequences of the process of unification – fractured unity, tensions, troubles – may be assessed here, in the context of economic and social problems:

- The Constitution, political system, parties, nature of governments
- problems, challenges, unrest, violence – causes and features – Left-Right tensions, episodic
- limited reforms and prevailing disquiet, including North-South differences
- foreign policy – irredentism, colonialism, Mediterranean status – relations with Britain and France, Austria and Russia, position in 1914

France: The Third Republic, 1871–1940:

- The effects of the war of 1870–1, the Paris Commune and aftermath
- The consolidation of the Republic, parties and party politics, national recovery in the 1870s
- The emergence of Republic government, legislation, MacMahon's role
- Internal threats (Left, Right, Boulanger, Panama scandal, the Dreyfus Affair), the extent of instability
- Church and State, social issues, industrialisation, unrest, radicalism, syndicalism
- Foreign policy aims, relations with Germany and with Russia, the emergence from isolation, military strengths, imperial activity, 1904 and 1907 Ententes, proximity of Britain before and by 1914
- Military features of France's contribution to the First World war
- Strains on the economy 1914–18
- Internal politics; the emergence of strong men (e.g. Clemenceau)
- The costs of victory by 1918
- The demands of peace (linked to the Versailles Treaty)
- Stability and instability in France 1919–40
- The tensions between the Left and the Right, extremism, unrest
- The effects of War and then the Depression
- Social divisions
- The effects on foreign policy (League of Nations, relations with Britain, attitude towards Germany, for example)
- Reasons for the collapse of 1940

The First World War: origins and causes

Awareness of the plentiful debate over causation will be useful; and of long and short-term causes:

- key events on any 'road to war'
- alliances, diplomacy, military and naval strengths
- economic and imperial factors
- nationalism, pan-Slavism, Austria-Hungary, the Balkans
- crises of 1905, 1911, 1912–13
- 1914 Sarajevo and the mobilisation of nations

Section 6: Themes c. 1815–1914

The Habsburg Empire, 1815–1918

The character, make-up, features of the Empire (religion, aristocracy, monarchy, etc.):

- nationalities and nationalism
- the policies of Metternich – domestic and foreign
- Unrest and Revolution, 1848–9: reasons and failure
- 1849–67 internal reorganisation
- Franz Joseph's importance
- The Dual Monarchy (1867) and Austrian-Hungarian relations
- unrest areas, including 1906–14
- foreign policy, 1850s, 1860s to 1914

The Eastern Question, c. 1815–1914: war and diplomacy; the decline of the Ottoman Empire and the rise of Balkan nationalism:

- War and diplomacy (see below and unrest after 1870; Congress of Berlin; 1885–7; 1908–9; 1912, 1913)
- The decline of the Ottoman Empire (early revolts, 1804–30; French and Egyptian influences, 1829–41; internal weaknesses and external pressures)
- The rise of Balkan nationalism (linked to unrest and wars as above); its scope and nature; Pan-Slavism; Serbian nationalism; Russian interests

Imperialism: the European powers and the contest for overseas empires

Another broad topic area, with a main focus on the Scramble for Africa (1870s, 1880s onwards). Other global area examples can be cited (e.g. the Pacific), but Africa will be the main focus area. Consideration should be given to:

- the causes (economic, commercial, social, competitiveness, rivalries, strategic-military, religious, etc.)
- the extent of territories gained and their significance
- links to events inside Europe (causes of war in 1914; Morocco 1905 and 1911)

Nineteenth century intellectual life: literature, philosophy and intellectual ideas:

- Poetry and literature – nature and developments
- Influential philosophical ideas – Challenges to established authority, power, command – secular, ecclesiastical
- Anti-clericalism
- Political and social changes: socialism; Marx and Engels; reforms of society

Demographic change: causes and consequences:

- Reason for population growth, rural and urban; examples of scale
- How far such growth had impact on, e.g. food supply, trade, urbanisation, health and welfare
- Industrialisation (supply and demand, workforces, technology); standards of living

Movements for Social Change in the later-nineteenth and early-twentieth centuries:

- Movements for greater political and social rights for women
- Socialism and demands for greater rights and better condition for workers
- Movements for better urban conditions
- Movements for more education
- Trade Unions

Cultural life: music, art and architecture

Key figures in the development of music might include Beethoven and Brahms in symphonic music, Wagner and Verdi in opera. The later period saw impressionism in music and the beginnings of experiments like atonalism or very large scale structures (Mahler):

- Art saw the development of a range of styles from realism to impressionism and post-impressionism with again experiments in colour and form
- Architecture drew from the past – Gothic revival, classicism and also pushed the boundaries via Art Nouveau, responding to the demands of urban growth and new technical developments such as railways and the availability of steel.

Economic development:

- Industrial structures and systems
- Workers' numerical growth
- Urbanisation and social effects of industrialisation (standards of living)
- Wealth and poverty divergences
- Economic performance of various countries
- Links to political and military power
- Transport and communications – railways, roads, telegraph, benefits of speed and security, impact on economic activity

Section 7: 1914–1945

The First World War in Europe

The focus on the War is on Europe and so the Western and Eastern Fronts:

- features, stalemate vs. mobility
- the impact of resources and technologies
- generalship
- the war at sea, blockade of Germany, the failure in the Dardanelles
- reasons for Germany's eventual defeat and the success of Britain, France and the USA can be covered
- the nature of the War (losses, changes, upheavals) and its legacy, stretching into the 1920s and 1930s, should be appreciated

The Versailles Settlement and the League of Nations; the origins of the Second World War

An awareness of the continuing debate over the Treaty of 1919 will be useful:

- the aims of the victorious Powers at Versailles
- the shaping and content of the Treaty of Versailles and the other Treaties (these should be assessed)
- outcomes, problems, legacy areas – levels of dissatisfaction
- links to subsequent developments (dictatorships, aggression, wars)
- the ideas and ideals behind the League
- its make-up, organisation, putative strengths, crucial weaknesses
- areas and aspects of success in the 1920s
- problems, challenges, failures of the 1930s
- the origins of the Second World War – the links between the resentment in Germany and Italy and the revisions of the treaty by force which led to the Second World War

Russia in Revolution, 1917–1924

(Reference here – and with the topic area in Section 5 – can be made to **Special Subject 5h**)

- reasons for the Revolutions of 1917 – February and October – and their importance; the Provisional Government
- the Bolsheviks in power: consolidation of power; the Civil War; reasons for Bolshevik success; aftermath
- economic and social policies, changes, upheavals
- Lenin and Trotsky

Germany, 1919–45:

(a) Weimar and the rise of Hitler:

- The Constitution of 1919; challenges 1919–23; relative stability 1924–8
- economic features and crisis in and after 1929; the Depression and its effects
- the rise of Hitler and the NSDAP: appeal; message, electoral politics; breakthrough of 1930
- the end of the Republic and democracy, 1930–33 (January) – key reasons

(b) The Third Reich:

- Hitler as leader; consolidation of power, 1933–34; dictatorship
- controls (police, terror, camps, propaganda)
- economic, social and racial policies to 1939: impact; successes; extent of changes.
- foreign policy, 1933–39 [possibly linked to 'Second World War: causes' – below]
- Germany at War: the Home Front; the Final Solution

Italy, 1919–1945:

- The impact of war on Italy – problems and crises, political, economic, social, nationalism
- Mussolini, Fascism, the Fascist Party to 1922
- Mussolini in power; consolidation; dictatorship; controls
- Economic and social policies into the 1930s
- Foreign policy, 1922–39 [possibly linked below]
- Italy at war: defeats; Mussolini fall; German occupation

The USSR 1924–1945:

- Stalin's succession to Lenin – reasons; Stalinism
- modernisation – agrarian and industrial: the features and impact of Collectivisation and the Five Year Plans
- controls: terror, propaganda, popularity of the dictatorship
- foreign policy under Stalin to 1939–41 [again, this may link to the causes of the Second World War: below]
- The USSR in the Second World War: Home Front; impact, losses, victory
- Coverage could extend to 1953, possibly making a direct link to **Section 8** areas
- the recovery, 1945–53; absolute dictatorship; the nature of the Stalinist regime; occupation of Eastern Europe

Spain, 1924–1945: origins, course and outcome of the Civil War:

- Causes (long and short-term) of the Civil War (political, economic, social, religious)
- The Civil War: main events; reasons for Franco's success (internal and external factors); the Franco dictatorship
- Neutrality in the Second World War and impact
- Franco years, 1945–75: political; economic; social; preparations for return of monarchy
- 1975–80: legacy of Franco; monarchy and democracy

The Second World War in Europe:

- The outbreak of war in 1939
- War in Europe: land and air; German successes, 1939–41; Operation Barbarossa; Sicily and Italy; D-Day; the invasion of Germany
- Reasons for eventual defeat of Germany

Section 8: 1945–2000

The USSR and its satellites, 1953–1989

This will pick up with Stalin's death and the aftermath, including de-Stalinisation speech of 1956 and end with the collapse of Communism and USSR hold over Eastern Europe:

- The Warsaw Pact and its role
- Economic ties via Comecon, etc.
- Unrest and challenges in Poland, Hungary and Czechoslovakia (1956, 1968)
- Methods of control and strengths of Communist parties in different states
- Changes in the 1980s and reasons for eventual weakening and collapse of Communist rule

France 1945–2000:

- The legacy of the Second World War and the creation of the Fourth Republic (1946–58): problems, instability
- De Gaulle (1958–69): recovery; strength; policies, economic and political; his fall (reasons)
- De Gaulle's successors; policies; government, economy and society

The German Federal Republic, 1945–1990:

- The creation of the West German State and Allied support: economic and social features
- 1949 GFR; 'economic miracle'; Adenauer; nature of party politics (CDU, SPD); stability; success levels
- Adenauer's successors – especially Brandt, Schmidt and Kohl – governments
- Economic policies and successes, setbacks; social issues
- Reunification and its costs

The above will have links to, e.g. the EEC/EU, the Cold War in Europe, the shaping of foreign policy.

The Cold War in Europe:

- Communism in Eastern Europe and in Western Europe
- The 'Iron Curtain' and after, including key moments in the Cold War (Berlin, The Truman Doctrine and Marshall Plan, NATO, the Warsaw Pact)
- US presence in Western Europe and responses to that presence, positive and negative
- The end of the Cold War

The Iberian Peninsula: Spain and Portugal to 2000

- The Franco years, 1945–75: political; economic; social; dictatorship controls; preparations for return of monarchy
- 1975–2000: the legacy of Franco; monarchy and democracy; party politics; economic and social changes (wealth, poverty, etc.)
- Portugal under Salazar and after: dictatorship; democracy; economic and social development

The collapse of the USSR; the Eastern European states in the 1990s:

- The Gorbachev years and their impact; reasons for the collapse of Communism and of the USSR (economic, social, political, structural)
- The end of the Eastern Bloc and the formation of new governments in the 1990s; the unification of Germany
- The political, economic and social developments in Eastern Europe in the 1990s, including the realignments towards Western Europe and the EU

Italy, 1945–2000:

- Legacy of Mussolini; return of Democracy; frequency of government changes (reasons)
- Instability vs. stability elements; problems of North-South; crime and unrest (e.g. 1970s, 1980s)
- Economic development; social changes; again, disparities of North-South
- EU integration, EU place and role

Section 9: Themes c. 1914–2000

Industrialisation in the twentieth century

The pace, scale and features of industrialisation and industrial growth: change levels:

- Urbanisation, working classes, social welfare issues
- Impact on transport and communications, militarisation

The decolonisation of the European empires

The end of European Empires: reasons, features, consequences. A range of examples will be needed (e.g. French, Dutch, possibly Portuguese) and comparison of reasons will be helpful:

- processes of de-colonisation and problems, including impact at home (e.g. France and Algeria)
- realignments after Empire
- immigration levels – from old imperial lands and elsewhere – and effects on economic and social policy areas

The establishment and growth of pan-European organisations since 1945:

- The OEEC and NATO can feature here, with links to the Cold War in Europe and to relations with the USA
- The main emphasis will be on the emergence of ideas of European cooperation, economic, industrial, political, and so links to the emergence of the EC/EEC/EU. (Links to Government and Politics topic areas could well help here)
- References can be made to, e.g. Benelux, ECSC; EEC and Treaty of Rome; Six into Nine; ERM; changes in 1986 and 1991 and beyond; enlargement issues

The changing role and status of women in the twentieth century

Examples from across the period and several countries may be helpful, if possible with an eye to contrast of Western and Eastern Europe:

- the vote and franchisal issues
- rights, status, opportunities – economic, social, legal, political – employment issues
- progression and gains – even, uneven, pre and post-World Wars
- late twentieth-century developments and issues

European culture between the wars (1918–1939) and in the 1960s and 1970s:

- This provides an opportunity to look at a range of cultural activities in two periods, each period one of considerable change and upheaval (political, economic, social)
- Consideration can be given to issues such as how far cultural developments were caused by or mirrored those changes; links to propaganda, role of the state, freedoms, dissent, rebellion (in several forms) can be made
- Examples can be drawn from art, architecture, music, painting, literature, etc.

Demographic change: the impact of immigration

Again, several examples across period and countries would be beneficial:

- changes to population levels in peace and war
- impact of population growth – economic, industrial, social
- disparities of countries and regions: affluence, poverty, etc.
- links to, e.g. Industrialisation, communications, etc.

Social change and popular culture

Several examples will be needed:

- reasons for and examples of social changes; mobility levels
- effects of social changes (revolution?) – wartime, peacetime – and extent
- interactions with economic and political, technological changes
- the growth and appeal of popular culture – definitions, nature, Radio, TV, films, computers, etc. – uses of leisure time

The mass media and the communications revolution: the impact of the press, radio, television, film and information technology

- Growth (reasons), change levels, links to popular culture:
- Radio, TV, films, etc.
- Ownership, controls, uses in peace and war
- Extent of influences – political, electoral, social, etc.
- The development of social media
- Problems of controlling the internet

Paper 3: United States History Outlines, c. 1750–2005

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Section 1: c. 1750–c. 1820

In approaching American history, some overview may be desirable, not only a focus on early, middle or late periods and topics: for example, the genesis of an eventual superpower; the topography and geography; the plentiful mineral and natural resources; the multi-cultural, multi-ethnic make-up (including Native Americans).

This Section is bounded by an appraisal of the situation in 1750 and the creation of the Compromise of 1820. The situation in 1750, the origins of the colonies, the make-up of colonial society, trade, threats from Indians and from the French, should be presented as a context to the initial topic areas.

The economic and political relationship between Britain and the American colonies, 1750–1776

This embraces elements of the above, the effects of the Seven Years' War, the aftermath and the growing tensions of 1763–76, leading to the War of Independence from 1776. Long and short-term causes of that War may be considered. Some understanding of the situation in London, the views there of the colonies, the perceptions involved, and the role of George III and his ministers, would be useful though the thrust of any question will be the colonial context:

- colonial rule, governors; assemblies
- political ideas and ideology (self-generated, imported)
- economic, commercial and financial issues
- British actions and provocations after 1763
- events and 'triggers', 1773–6
- 1776 and colonial revolt

The American Enlightenment

The term could helpfully be defined and contextualised. Religious and cultural factors will be assessed; the idea of the Second Great Awakening; the mix of external (e.g. French) and internal ideas and the influence on political thinking and actions.

Religious, social, economic and political contexts may be engaged – the religious context mattered, as did the ideas released and expressed by Franklin, Winthrop and Jefferson and their political influence, material changes bound up with the market revolution and urbanisation, the impact of spatial and social mobility. Links to reform ideas and movements, to ideas of social control and social improvement can be advantageous here. The above leads naturally to...

The War of Independence: causes, course, impact

Here events and turning points may be covered and set in context of:

- causes – long- and short-term (as above)
- colonial support for Britain
- levels of opposition and challenges
- factors influencing course and outcome: e.g. leadership, generalship, strategy and tactics, resources committed, French intervention
- impact inside the colonies and beyond, linking to on-going discussions of constitutional arrangements post-British surrender

The creation and evolution of the Constitution of the United States, 1781–1791; the first party system

Both are big topics, especially the first. Focus areas may include:

- the legacy of the War: the Articles of Confederation
- the infusion of ideas, internal and external
- the roles of Washington, Madison, Jefferson, Hamilton, Adams, Franklin
- debates over unitary vs. federal and other areas
- the make-up and content of the Constitution and the Bill of Rights in the context of the Convention
- supporters, critics, areas of disagreement
- the future of the Constitution (awareness of its Amendments and overall place in USA political history would be useful)
- the first party system – its nature, the meaning of ‘party’, the issues of difference: Federalist; Republican (populist-inclined)
- not only **Washington’s** role in the War and the shaping of the Constitution, his importance and reputation, should be a feature of evaluation: his office as President, the level of successes achieved, at home and in diplomacy.

The presidencies of Jefferson, Madison and Monroe; Anglo-US relations and the war of 1812:

- Domestic and foreign policies, success levels
- The party system and its blurred lines at times (especially after 1815), the Senate
- The workings of the Constitution, economic developments, slavery, the changing features of society (North and South), expansionism of lands. The nature of elections, opposed or unopposed (e.g. 1820)

In regard to **Foreign Policy**:

- an awareness of the development of a recognisable foreign policy will be helpful – under Washington and Jefferson
- A focus on relations with France and Britain

The causes of the **War of 1812** and its importance can be addressed. In addition, the genesis and significance of the **Monroe Doctrine** (1823) appreciated. How far that Doctrine shaped policy for the rest of the century (including relations with Latin America) is an important dimension.

The character and extent of slavery, c. 1750–c. 1820

This is bounded by the start of the Paper and by the Compromise of 1820. See next Section for content areas and issues. The ‘peculiar institution’ needs to be understood in respect of Southern society and its economy. Focus areas:

- numbers
- plantations
- the effects of the cotton gin (1793)
- commercial value
- links to other issues, political and social
- possible peak in importance – when, why

Section 2: c. 1820–1865

The character and extent of slavery, c. 1820–c. 1861, and the growth of opposition to slavery, c. 1800–1865 – the latter linking to the causes of the Civil War and its course and outcome.

The place, role and significance of **slavery** in the South can be considered. The ‘peculiar institution’ needs to be understood in respect of Southern society and its economy. The development in the numbers of slaves and the size of plantations with the increasing demand for cotton could be analysed.

Opposition is likely to feature the development of the abolition movements, its size, strength, methods and impact – and the reasons advanced for abolition.

Jacksonian Democracy and the second party system

- Awareness of the succession of Presidents either side of Jackson will help, not least in the assessment of Jacksonian importance
- the growing issues surrounding slavery, westward expansion and the changing structure of American society

Jackson – reputation as a great President and policies towards Native Americans and his domestic critics:

- banking, trade, tariffs, Nullification Crisis
- States’ rights, relations with Congress
- understanding of democracy, electoral politics, developments in party system
- enhancement of powers of President, use of the veto, etc.

Second party system – Democrats; Whigs; other interest groups; sense of identity and organisation.

Developments in foreign policy, including relations with neighbouring states, c. 1820–1861:

- The importance of the Monroe Doctrine (1823)
- Relations with Mexico: the issues of Texas and other lands
- Relations with France and Britain

The origins and causes of the Civil War

This topic is likely to embrace long and short-term: the former can go back to the framing the Constitution and certainly the 1820 Compromise; the latter are more to be found in events of the 1850s, especially after 1854. [A convenient guide is to be found in the Syllabus for the '**American Civil War: Origins**', Paper 5k.]

The Civil War: course, impact and outcome

Course may include the main events, actions, turning points, related to themes such as leadership, political and military; strategy and tactics; resources; diplomacy. A comparative approach (North-South) would be an useful analytical tool.

Impact and outcome will cover such areas as losses; morale; social and psychological factors; Emancipation effects: occupation of the South. The significance of this bitter, bloody conflict can be addressed.

The presidency of Lincoln:

- Party politics, the election of 1860, his supporters
- His part in the start of the Civil War
- Leadership in the Civil War, critics, highs and lows, relations with ministers, Congress, public opinion
- Diplomatic and strategic skills
- The Emancipation Proclamation and its context
- His legacy

Section 3: Themes c. 1750–c. 1900

Manifest Destiny: Westward expansion in the nineteenth century:

- The concept and its influence at the time
- Reasons for expansion, examples, dates and phases
- Impact on cultures, mindsets, economic activity
- Links to the 'frontier' thesis
- Links to topic areas such as slavery, treatment of Native Americans, the opening of the West, the 'Wild West'

Native American culture: government policy towards Native Americans to c. 1900

Offers a theme that opens up much historical debate:

- a sense of tribes, areas, cultures
- the actions of such as Jackson, Grant and later Presidents
- the nature of policy treatments: persecution and wars; reservation status
- the deprivation of rights, lands, cultural identities
- the legacy into the Twentieth Century

The impact of immigration on American society, c. 1840–c. 1920

This topic involves both a key theme and a wide sweep. Selective knowledge may be useful with which to illustrate themes and issues:

- the scale, extent, nature of immigrants; phases
- their background (religious, social, economic)
- their effects on labour, employment, economic activity
- their links to fears, search for scapegoats; political and ideological debates and tensions
- their contribution to the 'melting pot' culture
- their links to the WASP mentality and expressions

The growth of an industrial economy and society, 1865–1914:

- Resources, transport, entrepreneurship
- Attitudes of big business (examples of companies)
- Capitalism, capital growth, profits
- Benefits of regulated labour market (links to issues of organised labour, unions, etc.)
- GNP, wealth, scale of achievements and power
- Phases of growth and consequences: position by 1914
- Social impact areas: poverty; workers; regions; urban growth and problems

Social issues in the nineteenth century: women's rights, temperance movement, education

Women's rights: A big timespan and knowledge will be selected to illustrate core themes. Broad comparisons with British and European scenarios would be useful, though questions will focus on the USA:

- women and society; economic opportunities and roles
- women and politics; pressure groups; activism; the vote
- women in the 1920s – freedoms, status, changes in rights

Temperance movement:

- Reasons for growth
- Role of women
- Ability to influence political social agenda (links to Prohibition)

Education:

- Changes, literacy, standards
- Pressure groups' role
- Links to progress; opportunities

The novel as a reflection of American life in the nineteenth century

Examples can be drawn from the works of such as Mark Twain, Henry James, Theodore Dreiser, Scott Fitzgerald. It is important here to stress the historical context and to place literary content in that context. Evaluation of the value of the novels as forms of historical source and what they add to our understanding of events, trends, features etc. would be beneficial.

American family life and values in the nineteenth century

The focus here is likely to be on the concepts of 'the family' and 'family values' and their place in the burgeoning economic and social life of the USA. Links can be made to, e.g. religious, spiritual, moral, pioneering activity, themes.

The development of transport and communications in the nineteenth century

This topic has a natural link to the theme of the growth of an industrial economy. The focus may be on the railways, telegraph, spread of news and information, aid to economic activity – and also the role in the North's victory in the Civil War can be considered.

Section 4: 1865–1914

Reconstruction, 1865–1877:

- The aims and context, in aftermath of bloody civil war
- The features (Amendments, Freedmen's Bureau, etc.)
- The occupation of the South and the responses and resentments
- The Compromise of 1877 and the withdrawal from the South: effects on African Americans

Organised Labor and American socialism, c. 1880–1914:

- The problems facing both, the unions and workers: states and federal governments; the courts, employers
- Attempts at assertion of worker rights and responses (e.g. 1890s)
- The appearance and uneven fortunes of socialism – and syndicalism issues – reasons for its inability to take hold in USA
- Role of state in curbing radicalism; problems of and with unions and socialism; ethnicity factors (carried over, after 1914)

The Populist movement:

- Reasons for its brief appearance and popularity (1870s, 1880s agrarian discontents, 1890s 'battle of the standards')
- Its appeal – to whom, where, why
- Its effectiveness and reasons for ending, linked to party politics: the People's Party; Bryan's campaign
- Its importance and legacy ('seedbed of American politics for next half century?'): many subsequent changes based on Populist agenda

American imperialism, c. 1880–1914

There has been, and remains, debate here. The concept may need scrutiny as well as contextualisation:

- the debate about the nature of American Imperialism
- motives for overseas expansion
- the influences in writing and thinking
- the links to the Monroe Doctrine
- the development of naval power and ideas of active interventionism on land and by seapower (examples, with 1898 prominent)
- the importance of Theodore Roosevelt
- the effects and legacy of the policies

The above stands as a topic area but can be linked to the external policies (of Presidencies) in the period.

The Presidency of Theodore Roosevelt

His reputation will be assessed in the context of domestic and foreign policies (see '1880–1914' topic area):

- nature and style of Presidency, relations with Congress
- commitment to and extent of reforms – progressive? conservative? – business, economic, social, labor issues
- eventual appearance as Populist candidate in 1912

The Presidency of Woodrow Wilson to 1916:

- nature and style of Presidency, relations with Congress
- extent of any reforms: economic, labor and unions, social welfare
- domestic issues, policy towards the First World War and intervention in Mexico

Section 5: 1914–1953

The Wartime Presidency of Woodrow Wilson; the role of the USA in the First World War and the Peacemaking:

- Reasons for entry into war in 1917
- Importance of USA role and contribution (economic, financial, military), especially in 1918 Wilson's thinking on peace, 1917–18; the Fourteen Points; the Peace Settlements; Wilson at Versailles; the problems at home (Congress)

Domestic issues in the inter-war years: The presidencies of Harding, Coolidge and Hoover; prohibition, causes and consequences; economic and social developments of the 1920s:

- The personality and policies of Harding, Coolidge and Hoover: reasons for Republican dominance
- Prohibition: reasons; features; explanation of eventual failure; issues of positives and negatives
- Reasons for the economic boom; features; structural, institutional, mass production; financial-fiscal; business and government attitudes; inherent problems
- Social: beneficiaries and losers in the economic boom. Changing social attitudes in 'the Jazz Age'

The Economic Depression: Franklin Roosevelt and the New Deal

Wall Street Crash and after, linked to an assessment of the Presidency of Hoover:

- structural factors; government role; global context: reasons for Slump
- extent of Slump, unemployment, business and banking collapse
- Hoover's actions and their impact – underestimated? – links to FDR policies

On FDR and the New Deal:

- Roosevelt's personality, ideas and style of government
- The New Deals – features, contents, scope: fiscal-financial; institutional; Agencies; ideas and scale of thinking
- Extent of recovery: phases, features, gains and losses – industrial, agrarian; urban and rural; ethnic groups
- Opponents, aims and criticisms; FDR's response
- Importance of War in bringing recovery

The foreign policy of the USA, 1920–1941:

- The legacy of 1918–19; Versailles; the League of Nations (importance on non-membership)
- Isolationism **and** interventionism: examples and features of 1920s (Latin America, support for peace initiatives)
- The 1930s: rise of the dictators; responses to Japan and Germany; 1938–41 policies and initiatives
- Public opinion, Congress, Presidential interests

The role of the USA in the Second World War:

- Military commitments on land, at sea, in the air – European and Pacific theatres
- Leadership, strategic planning, shaping of the final years of the War (1943–5)
- Commitment of economic and financial resources – scale, type, nature, impact, economic power and supremacy
- Some assessment of how vital the USA's role was to winning the War in Europe and the Pacific

The USA and the Cold War, 1945–1953:

- The main causes of the Cold War
- The Shaping of US thinking and strategy: the 'Long Telegram'; Truman and Truman Doctrine; the Marshall Plan; NSC-68
- Responses to the USSR's actions – Berlin, 1948–9
- Arms and nuclear races, NATO
- The Korean War: the USA's role; its importance in heightening tensions

McCarthyism and its context and impact:

- A definition and linkage to previous periods of 'Red Scare' (1917–19, 1920s)
- Domestic tensions and problems, impact of the Cold War
- McCarthy and his 'crusade'; methods, media, high profile cases; effects on domestic politics and society
- The collapse of McCarthyism

Section 6: 1953–2012

The presidency of Eisenhower: economic and social change; domestic and foreign policy:

- Eisenhower's character, style and reputation
- Reasons for election success
- Prosperity and social changes in the 1950s
- Domestic strategies and outcomes – economic, social, labor, civil rights
- Popularity – reasons and significance
- Aftermath of the Korean War
- Extension of Alliances, treaty organisations – SEATO, CENTO – arms and nuclear races
- 'Spheres of influence', including Middle East
- 'The Thaw' and renewal of Cold War tensions: the Berlin Wall; policy to Castro in Cuba 1959–62

The presidency of Kennedy: domestic and foreign policy:

- The Hundred Days
- The idea of the New Frontier
- JFK and the Democrats in Congress; wages, housing, welfare, Kennedy and Civil Rights
- Cuba: the bay of Pigs, including the Missile Crisis and outcome
- Relations with USSR and the Cold War

The presidency of Johnson: domestic policy:

- LBJ and the Great Society
- Civil Rights
- The increasing role of government
- Social reform and health care
- Housing
- Relations with Congress

The USA and Vietnam, 1964–1975: causes of escalation, course and nature of the war

Given its prominence in American strategic thinking and domestic politics, Vietnam merits separate treatment:

- USA interest in Vietnam; responses to French defeat and Geneva Conferences
- growing US involvement in South Vietnam; strategic thinking ('domino theory', etc.)
- Eisenhower, Kennedy and Johnson decisions up to 1965
- direct and major involvement 1965–75; nature of the war; strategy and tactics; leadership; domestic politics in USA and South Vietnam; 1968; peace talks, 1970–3; Vietnamisation; pull-out
- consequences for USA foreign and domestic policies

The presidencies of Nixon and Carter

Nixon – reasons for election and re-election; reputation:

- domestic record – reforms, changes, state of the economy, taxes, levels of success. Extent of impact, appraisal
- handling of foreign policy with links to domestic; the media; public opinion.
- Watergate and its impact

Carter:

- brief reference to the presidency of Ford and reason for election of Carter
- Carter and domestic record: the economy; rights; welfare, taxation, etc.; perceptions of weakness (linked to foreign policy)
- the revival of the Republicans

Foreign and domestic policies of Reagan and George H W Bush:

- Reasons for Reagan's election and re-election; Republican success; Democratic problems
- Reagan's domestic record: the economy; welfare; labor and the unions; taxation issues
- Reagan's foreign policies, above all the Cold War phases – 'Second Cold War' to 1985; Gorbachev and change
- Bush's election; the end of the Cold War; economic policy areas; taxation
- Bush and the first Gulf War: the USA's role, importance; the consequences

The presidencies of Bill Clinton and George W Bush:

- Election, character and style of Clinton, reasons for election victory
- Democratic strengths; political skills; the media; public opinion
- Economic and social policies; taxation; welfare areas
- Foreign policy areas, including legacy of the Cold War, the Balkans, the Middle East and the Gulf
- The nature and outcome of the 2000 election
- Character and presidential style of George W Bush
- Response to domestic problems
- War on terror and consequences
- Gulf War and consequences

The election and first term of Obama

- Reasons for election victory
- Policy towards economic recession
- Policy towards Iraq and Afghanistan
- Disputes over federal spending
- Domestic achievements and limitations
- Reelection 2012

Section 7: Themes c. 1900–2000

The changing role and status of women, c. 1880–c. 1945

Links can be made to **Section 3** and knowledge selected to support themes:

- women and pressure group politics – e.g. Temperance, Education, Franchise
- women and the vote
- economic and employment opportunities; the two World Wars
- legal status and rights

Economic change, 1941–c. 1980

Links can be made to the presidencies listed above. Overview may be helpful:

- the importance of World War Two: economic power and supremacy; superpower status
- Post-War developments in big business, corporate culture, productivity and output, consumerism
- changes in technology, transport, production methods and consequences
- wealth levels; affluence; corporate greed; international markets and trade dominance

The rise and decline of an ‘imperial presidency’

This is bounded by the Presidencies of FDR and Nixon:

- definition; use of the term; implications
- powers; authority; relations with Congress
- political scope in war and peace

The end of the ‘imperial presidency’:

- reasons and features, reassertion of Congressional roles and powers
- curbs on the powers of the president (war powers, spending, FOI, etc.)

Cultural developments in the Twentieth century: art, architecture, music and literature

Selection of examples may be helpful and a focus on two or three areas across the century will be acceptable:

- the development of the American novel and literary genre
- art, 'pop art'; pop music; cultural climate
- links to Hollywood, the film industry, radio and TV
- pressures and influences, public and private, in shaping cultural changes; how far such reflect and express the 'American dream', psyche, social values and problems

Social issues in the second half of the twentieth century: feminism and women's rights; gun control; the role of youth in domestic upheavals, c. 1960–c. 1980

Several links are possible here – to the above Themes, for instance, and in contextual awareness in studying the 1960s to 1980s

Feminism and women's rights: Friedan, NOW; the 'glass ceiling'; methods, assertiveness, levels of gains as of militancy

Gun control: why such an issue; links to political arena; controversies; reflections of very essence of American society

Role of youth: the Vietnam War, Civil Rights Movement, SDS; educational, social and cultural protests; importance of anger and of 'hippy culture'

The rise of a conservative culture, 1968–2000

This links to the political arena and the increasing success of Republicanism and the Republican Party and to the perceived reaction to radicalism and unrest in the 1960s and 1970s:

- political and social values and attitudes
- links to religious and ethical issues (e.g. abortion)
- belief in representation of true, core American values

Immigration and integration in modern America, 1945–2000

Some selectivity of knowledge would be useful. Here, and in prior themes, references to multiculturalism and 'melting pot' culture can be made:

- levels of immigration, origins, diversity
- economic and social issues, impact: roles, opportunities, reactions
- political issues: attitudes of parties and pressure groups

(Links to prior themes – as in **Section 3** – can be made: the ambiguity of responses may be assessed – anger, condemnation, etc. and yet uses made of labour provided.)

The social and political influence of organised religion in the twentieth century

Selected examples may be needed and may range from, e.g. the Prohibition lobby and era to fundamentalist Christian movements (e.g. the Christian Right). Money; power; influence over the media and in the media, over politicians – can be assessed. The role of such groups in shaping political attitudes and actions and in influencing selection of presidential and congressional candidates could be considered.

Paper 4: African and Asian History Outlines, c. 1750–c. 2000

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Section 1: North and East Africa

The Horn of Africa: Abyssinia/Ethiopia, Somaliland and Eritrea, c. 1882–c. 1936; later development

Ethiopia/Abyssinia:

- Strategic position and assets; interests of outside powers; independence until Italian attacks
- Effects of Italian takeover (1936) then Italian removal
- Monarchy, Emperorship of Selassie, support, government; internal opponents; fall of Emperor (1974); Mengistu and the Derg; EPRDF
- Relations with neighbours, especially Sudan and Somalia

Egypt and the Sudan, c. 1869–c. 1956

Egypt:

- Strategic, geo-political importance
- British rule from 1882: nature, features, consequences (to 1922, 1936)
- Egypt's position in the two World Wars; the Farouk dynasty and overthrow (1952–4)

The Sudan:

- Its geographical importance; proximity to Egypt; British involvement and events (Khartoum, the Mahdi, 1896, etc.)
- Twentieth century developments: independence; the tensions and unrest from political ideologies; military rule; economic and social issues
- Relations with neighbours; poverty; tribal-ethnic over spills

The European Ascendancy in North Africa: Algeria, Morocco, Tunisia and Libya c. 1871–1962

Libya and Tunisia:

- Strategic and geo-political importance
- Italian involvement (1911; 1930s; to 1941)
- Effects of Second World War: end of French rule, etc.; independence (1951, 1956); monarchy in Libya, military coup

Algeria and Morocco:

- Strategic importance; French interests, influence and presence
- Moroccan independence (1956); monarchy; economic developments, relations with neighbours (e.g. Algeria)
- Algerian unrest; independence movement (FLN, 1954–62); French responses; Independence (1962)

Egypt and the Sudan, 1956–2000:

- The rule of Nasser and Sadat: internal and external policies; Middle East politics and wars
- Mubarak and Egyptian presence, power, influence; Islamic issues
- Twentieth century developments: independence; the tensions and unrest from political ideologies; military rule; economic and social issues
- Relations with neighbours; poverty; tribal-ethnic overspills

The position of indigenous Europeans in the North African states and Egypt, 1945–2000:

- The presence of Europeans from different countries, their role and status: colonisers; settlers; administrators; military, economic
- Their position prior to Independence and their status afterwards (e.g. in Egypt, Algeria)
- Their treatment as a result of independence (economic roles, etc.)

Liberation and independence in North Africa c.1951–2000: Algeria, Morocco, Tunisia and Libya:

- Gaddafi's rule, features, effects (terrorism, etc.); external relations. Bourghiba in Tunisia. Subsequent problems and developments
- Ben Bella; Bourmedienne; internal unrest levels; 1980s; Islamic factors and social conflict. Civil War
- Internal problems and developments in Morocco after independence

War and famine in the Horn of Africa, c. 1941–2000:

- The prevalence of unrest, violence, suffering
- Poverty, epidemics
- The problems and attempted solutions, including external actions (Food, Aid, military)
- Poverty, epidemics, oppression of minorities will be a focus area – as with Sudan
- The problems and attempted solutions
- Independence: governments and policies; internal tensions, including social-religious

Section 2: West, Central and Southern Africa

Some broad over-arching features and issues would be:

- Africa and the pre-independence, imperial, colonial phase. Administration of regions and countries; nature of rule; uses of resources; military and strategic factors; tribal-social features and developments
- Africa in Twentieth century: post 1945, general features
- Consideration of individual states and regional areas will be important (see other topic areas)

The post-imperial/colonial phases will be assessed. Some broad, common themes can be outlined:

- Political – failures in democracy, civil wars, military rule, dictatorship; stability vs. instability
- Economic – underdevelopment, uneven development, wealth vs. extremes of poverty
- Social – tribal, ethnic, diseases (inc. HIV/AIDS)

Responses, internal and external, may be considered.

The Boer Wars and the Union of South Africa, 1880–1948:

- The problems posed by the Boers and the Wars of 1881–2 and 1899–1902, reasons, features, outcomes and importance
- Political developments; expanded British presence and influence; Afrikaaner leadership
- Social and economic developments
- Dominion status; support for Empire in the World Wars: developments in 1910 and 1948. Emergent white rule and controls

Colonial government and administration in sub-Saharan Africa in the inter-war years

Several examples should be chosen (e.g. The Congo, Mozambique, Tanganyika, etc.):

- The nature of colonial controls, settlers, civil service
- Administration – size, scale, leadership
- The uses of native resources and incipient challenges and opposition to colonial rule

Liberia, 1822–2000 vision and reality:

- The creation of Liberia as a free state and its importance and character – the vision involved: 1822, 1847; later nineteenth century developments; 1926 importance
- Developments – economic, social, political
- Stability vs. instability issues; leadership. Civil Wars of late twentieth century

Decolonisation: the post-1945 independence movements and the founding of independent states in sub-Saharan Africa

Links can be made to the topic area of African nationalism. Several examples will be needed and can be drawn from, e.g. British, French, Belgian and Portuguese Empires:

Reference can be made to consequences of end of German and Italian imperial controls in areas of Eastern, North-Eastern and Northern Africa:

- political movements and parties favouring independence; leadership; methods
- imperial weaknesses and loss of control (reasons – economic, financial, military)
- ‘copycat’ features; examples elsewhere; effects of the Second World War
- decolonisation as a process and extent: how far shaped by external or internal factors

The independent states of sub-Saharan Africa: nation-building; differing political and economic models for example Ghana, Nigeria, Kenya, Zaire:

- The attempts made to create nations, national identities
- Different ideas of political and economic development – Western, non-Western models, ideological (e.g. socialist, quasi-communist); democratic attempts; weaknesses of models: ideas, visions vs. realities
- Examples – see below

Problems of post-independence: tribalism; civil war; the role of the military; dictatorships; corruption; poverty and international debt (for example, Nigeria, Congo, Uganda, Rwanda, Central African Republic):

- **Tribalism:** ethnic differences, divisions, tensions – rulers and ruled, dominance of minorities
- **Civil War:** reasons for ready tendency to dissolve into endemic conflicts (tribal, etc.); bitterness; suffering; problems of finding solutions and enforcing peace
- The role of the **military:** the importance of armies, generals, their involvement in politics; the tendency to seize power or prop up unpopular regimes
- **Dictatorship:** their prevalence, power, damage done
- Problems of **corruption, poverty, international debt** and their impact

Here, several states should be examined and their political regimes – democratic, quasi-democratic, dictatorial – analysed, with a focus on **reasons** for development. Political cultures and political societies often veered towards dictatorial rule. Possible examples (including, in some cases, left-wing socialist experiments):

- Mozambique – 1975 independence; Machel, unrest; civil war; external interventions
- Angola – 1975 independence; civil war of MPLA, UNITA, FNLA; outcomes
- Burundi and Rwanda – ethnic-tribal tensions and cleansing, genocide (scale, features, impact)
- Tanganyika, Zanzibar – 1961, 1964 developments, Nyerere, Tanzania and its problems
- Uganda – 1962 independence, rule of Obote, problems and tensions (Asians, etc.), Amin and after
- Kenya – Kenyatta and KAU, the Mau Mau campaign (1952–7); KANU; 1963 independence, Kenyatta’s rule and aftermath; successors; socio-economic features (wealth, poverty, etc.; tribal)

- Ghana – independence in 1957; Nkrumah, CPP; his overthrow; military rule – unrest
- Nigeria – tribal issues and tensions (social, religious); 1960 independence; civil war of 1966–70; coups of 1966–76; instability; economic aspects (oil, etc.)
- The Congo – Belgian and ex-Belgian
 - The Belgian rule period (c. 1879–1914) and its brutality; exploitation features; impact, outcomes as a background
 - The World Wars and after; build-up to independence (1960); Zaire years (1971–97)
 - Civil War and Congo Crisis of 1960–65; United Nations role; Lumumba, Mobutu; failures of pacification; the Mobutu regime and after; prevailing problems of government and order; economic assets and international involvement

South Africa, 1948–2000: the triumph of the Nationalist Party; apartheid; internal and international opposition to apartheid and its dismemberment; Mandela:

- The importance of 1948; the rise and dominance of the Nationalist Party; its leadership and goals
- The development of the Apartheid state: reasons; features, departure from the Commonwealth (1961); tensions; leaders; consequences for South Africa
- Challenges to Apartheid; external pressures; internal (ANC, Mandela, unrest); reasons for end of the system; immediate consequences; Mandela and after

The Central African Federation: Zambia, Malawi, Southern Rhodesia; Rhodesia and Zimbabwe:

- The nature of the **Central African Federation** (Northern Rhodesia, Nyasaland, etc.) and its break-up
- The emergence of **Southern Rhodesia**, white rule, the lead-up to UDI (1965) and consequences
- The longevity of the Smith regime in Southern Rhodesia (to 1979) – reasons, features, internal unrest
- Majority rule after 1980; **Zimbabwe**: Mugabe and the nature of his regime; problems; international opinion and issues

On **Northern Rhodesia – Zambia**: independence in 1964, Kaunda's rule; social and political issues.

On **Nyasaland-Malawi**: independence in 1964; Banda's rule and aftermath.

Section 3: Themes: Africa c. 1750–2000

See Sections 1 and 2 for relevant, appropriate example areas.

African States, societies and cultures, c. 1750–c. 1850

Focus could be on two or three areas as examples:

- Political features and structures; nature of leadership and rule; tensions; unrest
- Economic developments; nature of economic activity; trade activities
- Social features, tribal, hierarchical; integration, disintegration
- Extent of any progress, development, change; issues of cultures and cultural change levels

The impact of slavery and the slave trade on Africa

Geographical range should be West Coast and East (Arab traders). Several examples could be studied:

- numerical scale, individuals, families
- cooperation of and benefits for local rulers
- effects on local, regional structures and societies – including commercial and economic

The ‘scramble for Africa’ and European colonisation, c. 1870–1914

Examples of Great Powers (especially Britain, France, Germany) and of areas affected:

- reasons (strategic, commercial-economic, religious-humanitarian, political)
- sense of rivalries and competitiveness
- effects on regions – gains vs. losses, positives vs. negatives

Opposition and cultural responses to colonialism; African nationalism and the pan-African movement to c. 1939

Origins in the 1880s, developing in the inter-war era, fuelled by the Second World War and after, including events in Asia and Far East as European empires folded:

- reasons for growth and development of opposition
- expressions of nationalism via developing political parties and leaders (examples such as Kenya, Ghana, Algeria, Tunisia, Libya)
- responses of parent nations and governments – suppression, then acceptance of changes, de-colonisation
- the survival of slavery in some areas: reasons, features

Questions can be linked to the end of European overseas empires and to the de-colonisation process and progression. Several examples could be examined.

The impact upon Africa of the First and Second World Wars:

- Military involvement levels; battleground areas (East Africa, 1914–18; North Africa, 1939–45)
- Damage, destruction, upheaval levels
- Stimulus to nationalism, especially Second World War (educative, conceptual, etc.) – link to theme of emergent **African nationalism**.

Decolonisation after 1945:

- Response of newly independent states to state building
- Internal problems from the colonial era
- Differing political development
- Problems of maintaining democratic/parliamentary rule
- Problems in dealing with minorities
- Post-decolonisation economic and social developments

The changing role of women in African societies, c. 1900–2000

Several area/society examples will be needed:

- contrasts of colonial and post-colonial approaches, attitudes, status
- economic, familial, political (including local) features
- extent of any gains made by Western standards – modernising? rights?

The impact of the Cold War on Africa:

- The developments after 1945: spheres of influence; wars by proxy
- Examples of intervention and support by the Superpowers or proxies: Egypt; Somalia, Ethiopia; Mozambique; Angola
- Responses to external influences and interventions

The international aid programme to Africa, 1945–2000; the AIDS epidemic in Africa

Some selected, choice examples will be needed plus broader overview issues:

- the international aid programme. Levels and forms of aid: impact; development levels; extent of changes (GNP; poverty; diseases)
- uses and responses: governments; application levels; resentments; misuse, corruption
- media representations based on a 'Third World' model and responses to such
- the Aids epidemic – growth, spread, problems (socio-economic), Western aid, government responses

Pan-Africanism and African cooperation 1945–2000: The organisation of African Unity (OAU):

- The context of post-War African nationalism, de-colonisation, independence
- The concept of pan-Africanism and the search for union and unit
- The formation of the OAU (1963) and its effectiveness: 'talking shop': interventionism (Somalia, Sudan as examples); levels of influence

Section 4: China

Political and cultural developments and change in China; the Boxer Rising, c. 1895–191:

- Political culture; the imperial dynasty; the nature of rule and problems; factions at Court; regionalism; unrest and dissent
- The nature of society; the economy, especially agriculture and trade; foreign influences; backwardness in key areas
- Diplomacy – foreign policy; the presence of European Powers, tensions and unrest (The Boxer Rising) and their causes and importance
- Attempts at reform in late imperial period

The Revolution of 1911: Sun Yat Sen and the Kuomintang; Chiang Kai Shek:

- The Revolution of 1911: causes, immediate effects; the leadership and aims of Sun Yat-sen; hopes and reforms
- The First World War; May 1919 movement; nationalism
- The growth of the KMT and leadership of Chiang Kai-shek; appeal and support
- The Warlords; social and economic problems; the position of the peasantry

The rise of the Chinese Communist Party; the Chinese Civil War; the Japanese invasion:

- Reasons for rise, growth, appeal of the CCP; the leadership of Mao
- Reasons for rivalry of KMT and CCP; key events of the civil war, c. 1927–35; outcomes; the importance of the Long March and the survival of the CCP
- Japanese invasion (1937) and responses; importance

The establishment of the Chinese People's Republic:

- The Second World War: the roles of the CCP and KMT
- Benefits accruing to the CCP by 1945
- 1945–9: main events; growing strengths of the CCP; the Revolution of 1949 and CCP accession to power

Communist China under Mao, 1949–1957:

- Mao's leadership; political developments; the nature of the CCP and its internal workings and divisions. Debates over Mao as a leader and dictator
- Dictatorship: controls (police, camps, propaganda, etc.)
- Economic changes: agricultural and industrial planning; growth of industry and communications
- Social changes: modernisation and urbanisation; peasants; workers; families; managerial and technocratic; status of women
- Situation by 1957: the Hundred Flowers Campaigns
- Foreign policy: the Korean War; the Taiwan question; relations with the USSR, neighbours, the USA

Communist China under Mao, 1958–1976:

- Origins of Great Leap Forward; nature of economic and social change; impact; the Great Famine
- The Cultural Revolution: reasons, features, effects; importance.
- Economic changes
- Policy towards the USA and visit of Nixon
- Policy towards the USSR
- Legacy of Mao

China after Mao, 1976–2000:

- The Legacy of Mao; CCP changes and leadership (examples).
- Rapid economic growth; industrialisation; 'tiger economy' features and reasons.
- Nature of society and impact of economic changes on rural and urban lives.
- Military and diplomatic power; relations with neighbours, USSR/Russia and USA; extension of influence in South-East Asia; the on-going Taiwan question.

Section 5: The Indian Sub-Continent and Ceylon/Sri Lanka

The Indian Mutiny/First War of Independence, 1857–c. 1914; the British Raj

On The Indian Mutiny/First War of Independence:

- Reasons for the Mutiny/First War of Independence – long and short term causes
- Features, impact, significance
- Debate over events of 1857 – a 'war of independence'?

On The British Raj, c. 1857–c. 1914:

- The development of the Raj as an entity – symbolic, visible
- Government, civil service, control and rule (the princes, etc.)
- Responses to nationalism from 1885 onwards: the significance of the Morley-Minto reforms of 1909 (and their content)
- Indian support for Britain in 1914: features, extent, importance

The growth of Indian nationalism; the Indian National Congress and the Muslim League, Gandhi, Nehru and Jinnah; independence and partition

The Indian National Congress Party, its appeal, strengths, support, leadership – Gandhi and Nehru and their methods and roles.

The Muslim League – the leadership of Jinnah, appeal, methods.

- Developments after the First World War: the 1919 Montagu-Chelmsford reforms (content, impact) and Rowlatt Act; Amritsar; Round Table Conferences; 1935 Government of India Act and Dyarchy
- Position in 1939; importance of Second World War: the Cripps Mission; Chandra Bose and the INP; position in 1945
- Independence and Partition: reasons, long and short-term; Mountbatten; Labour Government in power; roles of Nehru, Gandhi, Jinnah; reasons for the partition and immediate consequences

India, 1947–2000: politics, government and the economy; social and cultural change:

- Effects of Independence; violence, unrest, tensions, stability
- Relationship with Britain, within the Commonwealth
- Politics, government, the economy: party politics; the Nehru dynasty and critics; democracy; nature of government and controls; economic developments (industry; agriculture; growth of strength and power: 'tiger economy' bases)

- Social and cultural change: religion; ethnic issues; developments in education and social change; literacy levels; technological advances

Pakistan, 1947–2000: politics, government and the economy; social and cultural change; Bangladesh 1971–2000:

- Effects of independence; violence, tensions, unrest; search for stability
- Relationship with Britain, within the Commonwealth
- **Politics, government and the economy:** the tensions between parliamentary democracy and military rule; reasons for prevalence of latter; political tensions and unrest; the Islamic factor; economic strengths and weaknesses, levels of development
- **Social and cultural change:** extent of changes; social tensions and reasons for such; stability vs. instability
- **Bangladesh, 1971–2000:** the problems inside East Pakistan and the breakaway (reasons) in 1971; Indian role, establishment of Bangladesh; its government and problems (economic, social, cultural, poverty, etc.)

Relations between India and Pakistan, 1947–2000:

- Reasons for tensions – borders, resources, peoples, Kashmir
- Conflicts – examples, features
- Respective military and diplomatic positions, strengths, moves to become nuclear powers

Ceylon/Sri Lanka, c. 1931–2000:

- Social and political context, nature of British rule; impact of Second World War
- Independence in 1948 (re-named Sri Lanka, 1972) and consequences; politics, democracy, tensions
- Social and cultural tensions – Sinhala vs. Tamil – outbreaks in 1980s, civil war, Indian intervention and effects
- Economic developments: wealth and poverty

Section 6: Japan and Korea

Late Tokugawa Japan, c. 1750–1852

Issues include Western-induced economic and political modernisation and the basis of a future imperialism, aimed at exerting influence (or more) over its neighbours:

- Tokugawa dynasty and strengths and weaknesses
- growth of population and resources
- literacy, economy, power by early nineteenth-century
- internal problems

Japan and the wider world, 1852–1914; Perry's expedition; relations with the USA; Japanese territorial expansion; the Meiji 'revolution':

- The 'unequal Treaties', trade, pressures from USA and other Powers
- Overthrow of Tokugawa dynasty in 1868
- USA role; Perry; Japanese expansion
- The appearance of the Meiji dynasty and its influence; the Meiji Revolution – linked to next topic area

In studying Japan in the nineteenth and early twentieth centuries a general sense of geo-political context will help. The focus will be from mid-century onwards and could include:

- political culture; imperial rule; the effects of the Meiji Restoration
- the nature of society; the economy and rapid economic modernisation, its effects, linked to changes around
- westernisation; links to outside Powers and the USA; effects; diplomacy; military and naval build-up; foreign policy, with special reference to China and Russia (also 1902 alliance with Britain)
- the war of 1904–5; why Japan won; the effects

The growth of Japanese nationalism, 1914–39; Manchuria:

- The First World War period
- Japan after the First World War; political, military, economic issues; detachment from the West; growing power of the military
- Japanese expansionism in 1931 reasons and features; why Manchuria was important for Japan (The invasion of China in 1937 – reasons and consequences)

Japan and the Second World War:

- Reasons for attack on US forces in 1941: long and short term
- Main events and features of War of 1941–5
- Reasons for defeat; consequences

Post-War Japan as an economic superpower:

- The effects of defeat and occupation; the beginnings of recovery
- Reasons for economic growth; 'economic miracle'; scale; features; commercial, industrial, technological strengths. Economic superpower status
- Political developments; weaknesses yet stability
- International role and status; relations with the USA and with neighbours

Korea and post-war partition; the Korean War; the states of North and South Korea to 2000

Context; background; aftermath of the Second World War: partition:

- causes of the War, long-term and short-term; roles of USSR, China, USA; roles of North and South Korean leadership
- main events and features of the War of 1950–3
- stalemate end; consequences; links to USA policy in South-East Asia and to Communism growth
- the developments of North and South Korea – economic, social, political – divergences, to 2000; their relations

Section 7: South-east Asia

French Indo-China and the Dutch East Indies in the colonial era:

- The origins of French and Dutch rule; features of colonial government and controls
- Extent of economic value to colonial powers; social developments
- Beginnings of nationalism and nationalist challenges, especially in and after the World Wars

The influence of China South-East Asia, 1949–2000:

- Strategic, political, ideological, economic interests
- Military and economic power
- Relations with Vietnam, Cambodia, Malaysia, etc.
- Taiwan issues

The Vietnam war: causes, course and consequences

Background and context, including origins of French Indo-China; effects of the Second World War:

- 1945–54 French war and defeat: features, reasons
- 1954 Geneva agreements and consequences
- North Vietnamese aims: Ho Chi Minh; Vietcong
- 1954–65 growing USA involvement and presence; reasons; 1964–5 events; US responses
- 1965–75 Vietnam War: strategy and tactics; 1968; developments in the South, including Vietnamisation: peace talks; US withdrawal
- Reasons for USA defeat; importance of the War in Asian politics

Cambodia, Laos and Thailand 1945–2000

Cambodia and Laos: independence; communist actions and control; Kampuchea and the rule of Pol Pot; aftermath.

Thailand: independence; governmental and social features; strategic position.

Burma and the British Indian Empire; Burma in the Second World War; independent Burma, 1948–2000:

- Relationship: strategic, economic, political
- Burma before the Second World War
- Military battleground in Second World War and significance

Independent Burma:

- Independence and the immediate effects
- Growing military involvement in politics (1958, 1962); military ideas and military rule; democracy attempts; fate of dissidents
- Economic and social aspects; nature of trade links; external relations

Indonesia and the Philippines

Indonesia:

- As a Dutch colony
- Development of nationalist movement
- Experience under Japanese rule
- Independent rule under Sukharno and Suharto
- Konfrontasi
- Economic and social development

The Philippines:

- US tutelage and influence: education; literacy; linguistic groupings
- Social and economic issues and problems
- Leadership (Quezon, Magsaysay, Marcos); constitutions, political system and problems ('democratic revolution')
- Relations with the USA and regional powers; post-Marcos era; Islamic unrest and violence

Section 8: Themes: Asia, c. 1750–2000

Nineteenth century Manchu China and European penetration [see also **Section 4**]:

- The Manchu dynasty, its advisers, the Court and growing weaknesses
- Regional problems; lack of control; challenges to the dynasty
- Economic and social changes; lack of modernisation; agrarian issues
- European penetration: trade; wars and military powers; factors, companies, legations, communities; growing internal resentment

The Indian States and the East India Company, c. 1750–1857:

- The nature of the different states, their rulers and powers, internal relations and external relations with each others and foreign powers
- Anglo-French conflict; Clive; outcomes (reasons, effects)
- British ascendancy: the role, power and impact of the East India Company
- Growing strains and tensions, resentments, leading to the events of 1857

Afghanistan as a focus of tension; Afghanistan in the nineteenth century; Britain, Russia and the 'Great Game'; independence after 1919; changes of regime and foreign intervention, 1973–2000

Something of a case study and the geo-political, strategic context could be examined:

- interests of foreign powers (Russian, British); attempts at intervention, influence, control; the 'Great Game' (strategic, diplomatic)
- responses to such actions; reasons for successive failures to dominate and succeed in Afghanistan; independence after 1919; outcomes
- **Changes of regime and foreign intervention, 1973–2000:** pro-West, anti-West governments; political instability; strategic concerns; the intervention of USSR forces in 1979 and reasons for failures; independence again and the rise of the Taliban

The economic and political impact of the Cold War: Western aid to Asia

The Cold War and Western, above all American, initiatives and responses form an important area of study between 1945 and the end of the Cold War. Aid can be defined as economic and military, embracing the fulfilment of the Truman and Eisenhower Doctrines and the thinking of Kennedy and Johnson, for example:

- alliances and treaties: SEATO
- the Korean and Vietnam Wars [see **Sections 6, 7**]
- economic and financial aid to a spectrum of countries: Australia, New Zealand, Malaysia, Indonesia and the Philippines, for example

The changing role of women in Asian societies since c. 1900

A range of selected examples may be required as may a sense of comparison and contrast. A key issue is likely to be the extent of gain (or loss) after independence:

- Economic – employment opportunities, roles, wages, work conditions (agricultural, industrial)
- Social – marital; familial; legal status and rights
- Political – degrees of influence; governmental roles; leadership

The influence of religious movements on post colonial Asia

It is possible that Christianity, specifically Catholicism, could feature here but more likely are Buddhism and Islam. The growth of Islamic fundamentalism can be seen as significant. Focus may be on:

- religion as a force for social cohesion
- religion as a political force and influence
- religion as a force for instability and insecurity (e.g. Philippines, Indonesia)

Examples will be needed and evaluation will assess the constructive or negative aspects of such a force either directing authority or in opposition to authority. The shaping of social values and the ability to focus and express dissent will be two important themes.

Indonesia, the Philippines, Malaysia are three possible or likely evidence-base areas.

The development of the post-colonial Asian economies: the prosperous states of the Pacific Rim

Several examples can be studied. Comparison and contrasts are encouraged:

- the effects of independence; attitudes of governments; investment levels
- industrial developments; entrepreneurship; cheap labour, low wages; technological advantages
- commercial attitudes; competitiveness; mass production levels
- levels of economic growth (GNP, etc.); wealth; business acumen

Initiatives for pan-Asian cooperation

There are some links here to the earlier theme of the Cold War in Asia. But study could also be done of the cooperative efforts forced in that same context but as an alternative to American-led schemes. These initiatives can be seen as economic (trade, etc.) as much as diplomatic or strategic. Examples will centre on 1967 and the creation of Association of South-East Asian Nations (ASEAN) – and its objectives, economic, regional, diplomatic, political, uneven progress and influence:

- Thailand, Malaysia, Singapore, the Philippines, Indonesia (Their separate identities and developments can be assessed)

Appendix: Generic Mark Schemes

Outlines Papers

These banding definitions address Assessment Objectives (AOs) 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.

Introduction

- (a) The banding definitions which follow reflect, and should be interpreted within the context of, the following general statement:

Examiners will give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They will be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit will be given for evidence of a good historical intelligence and for good use of material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners will use these banding definitions in combination with the paper-specific mark schemes.
- (c) It goes without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners will also bear in mind that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 4 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a ‘best-fit’ approach will be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Band 5: 25–30 marks

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations.

Band 4: 19–24 marks

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary.

Band 3: 13–18 marks

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected.

Band 2: 7–12 marks

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated.

Band 1: 1–6 marks

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; the answer is likely to include unsupported generalisations, and there will be some vagueness and irrelevance. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated and investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources are not to be expected. The answer may be fragmentary, slight and even unfinished.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Special Subject Papers: Source-based Question

These banding definitions address Assessment Objectives (AOs) 1, 2, 3 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.

Introduction

- (a) This question is designed to test skills in the handling and evaluation of source material but it is axiomatic that answers should be informed by and firmly grounded in wider contextual knowledge.
- (b) Examiners will be aware that the topic on which this question has been based has been notified to candidates in advance who, therefore, have had the opportunity of studying, using and evaluating relevant documents.
- (c) The Band in which an answer is placed depends upon a range of criteria. As a result not all answers fall obviously into one particular Band. In such cases, a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.
- (d) In marking an answer examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Question (a)

Band 3: 8–10 marks

The answer will make full use of both documents and will be sharply aware of both similarities and differences. Real comparisons of themes and issues will be made across the documents rather than by separate treatment. There should be clear insights into how the documents corroborate each other or differ and possibly as to why. The answer should, where appropriate, demonstrate a strong sense of critical evaluation.

Band 2: 4–7 marks

The response will make good use of both documents and will pick up the main features of the focus of the argument (depending upon whether similarity or difference is asked) with some attention to the alternative. Direct comparison of content, themes and issues is to be expected although, at the lower end of the Band, there may be a tendency to treat the documents separately with most or all of the comparison and analysis being left to the end. Again, towards the lower end, there may be some paraphrasing. Clear explanation of how the documents agree or differ is to be expected but insights into why are less likely. A sound critical sense is to be expected especially at the upper end of the Band.

Band 1: 1–3 marks

Treatment of the documents will be partial, certainly incomplete and possibly fragmentary. Only the most obvious differences/similarities will be detected and there will be a considerable imbalance (differences may be picked up but not similarities and vice versa). Little is to be expected by way of explanation of how the documents show differences/similarities, and the work will be characterised by largely uncritical paraphrasing.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Question (b)

Band 4: 16–20 marks

The answer will treat the documents as a set and will make very effective use of each although, depending upon the exact form of the question, not necessarily in the same detail. It will be clear that the demands of the question have been fully understood and the material will be handled confidently with strong sense of argument and analysis. Good use of supporting contextual knowledge will be demonstrated. The material deployed will be strong in both range and depth. Critical evaluation of the documents is to be expected. The argument will be well structured. Historical concepts and vocabulary will be fully understood. Where appropriate an understanding and evaluation of differing historical interpretations is to be expected.

Band 3: 11–15 marks

The answer will treat the documents as a set and make good use of them although, depending on the form of the question, not necessarily in equal detail. There may, however, be some omissions and gaps. A good understanding of the question will be demonstrated. There will be a good sense of argument and analysis within a secure and planned structure. Supporting use of contextual knowledge is to be expected and will be deployed in appropriate range and depth. Some clear signs of a critical sense will be on show although critical evaluation of the documents may not always be especially well developed and may be absent at the lower end of the Band. Where appropriate an understanding and evaluation of differing historical interpretations may be expected. The answer will demonstrate a good understanding of historical concepts and vocabulary.

Band 2: 6–10 marks

There will be some regard to the documents as a set and a fair coverage, although there will be gaps and one or two documents may be unaccountably neglected, or especially at the lower end of the Band, ignored altogether. The demands of the question will be understood at least in good part and an argument will be attempted. This may be undeveloped and/or insufficiently supported in places. Analysis will be at a modest level and narrative is likely to take over in places with a consequent lack of focus. Some of the work will not go beyond paraphrasing. Supporting contextual knowledge will be deployed but unevenly. Any critical sense will be limited; formal critical evaluation is rarely to be expected; use of historical concepts will be unsophisticated.

Band 1: 0–5 marks

The answer will treat the documents as a set only to a limited extent. Coverage will be very uneven; there will be considerable omissions with whole sections left unconsidered. Some understanding of the question will be demonstrated but any argument will be undeveloped and poorly supported. Analysis will appear rarely, narrative will predominate and focus will be very blurred. In large part the answer will depend upon unadorned paraphrasing. Critical sense and evaluation, even at an elementary level, is unlikely whilst understanding of historical concepts will be at a low level. The answer may be slight, fragmentary or even unfinished.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Special Subject Papers: Essay Question

These banding definitions address Assessment Objectives (AOs) 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.

Introduction

- (a) The banding definitions which follow reflect, and should be interpreted within the context of, the following general statement:

Examiners will give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They will be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit will be given for evidence of a good historical intelligence and for good use of material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners will use these banding definitions in combination with the paper-specific mark schemes.

- (c) It goes without saying that any explanation or judgement is strengthened if informed by the use of source material.

- (d) Examiners will also bear in mind that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 4 mark.

- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a ‘best-fit’ approach will be adopted with any doubt erring on the side of generosity.

- (f) In marking an essay, examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Band 5: 25–30 marks

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations.

Such answers may be expected, where appropriate, to make use of or refer to relevant primary sources. Nevertheless, where the answer is strong in all or most of the other criteria for this Band, limited or no use of such sources should not preclude it from being placed in this Band.

Band 4: 19–24 marks

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wideranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary.

Such answers may be expected, where appropriate, to make use of or refer to at least some relevant primary sources. Nevertheless, where the answer is strong in all or most of the criteria for this Band, very limited or no use of these sources should not preclude it from being placed in this Band.

Band 3: 13–18 marks

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected. Use of English will be competent, clear and largely free of serious errors.

Use of or reference to relevant primary sources is a possibility. Candidates should be credited for having used such sources rather than penalised for not having done so.

Band 2: 7–12 marks

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated.

Use of or reference to relevant primary sources is unlikely at this level but credit should be given where it does appear.

Band 1: 1–6 marks

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; the answer is likely to include unsupported generalisations, and there will be some vagueness and irrelevance. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated whilst investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources are not to be expected. The answer may be fragmentary, slight and even unfinished. Use of or reference to relevant primary sources is highly unlikely at this level but credit should be given where it does appear.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Personal Investigation

These banding definitions address Assessment Objectives (AOs) 1, 2, 3 and 4. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.

Introduction

- (a) The banding definitions which follow reflect and should be interpreted within the context of the following general statement:

Examiners will give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They will be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit will be given for evidence of a good historical intelligence and for good use of material.

- (b) The Band in which an essay is placed depends on a range of criteria. As a result, not all Investigations fall obviously into one particular Band. In such cases a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.
- (c) In marking an Investigation, examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.
- (d) Since the Investigation is a reflective piece of work and not written under time restraints, greater emphasis than in other components of the examination is placed upon such matters as the use of a wide range of sources, the demonstration of a critical sense and high standards of presentation.

Band 5: 49–60 marks

While not being perfect, the answer will be the best that a candidate can be expected to achieve at this level. The answer will be strongly argued and sharply analytical in approach. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or particular arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence.

and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Candidates at this level may demonstrate a sophisticated awareness of links and comparisons to other countries and periods. The answer will make use of a wide range of sources. These will normally be largely secondary but some acquaintance with primary sources is to be expected at this level. Sources and historical interpretations will be treated critically and there should be a good grasp of formal critical evaluation with reference to such issues as provenance, dating and context, corroboration and difference, utility and reliability. Critical sense and critical evaluation can be applied to sources and/or interpretations. Where formal critical evaluation is not demonstrated, but where the answer is strong in all or most of the criteria relevant to this Band, the paucity or lack of this element should not prevent it being placed in this Band.

Band 4: 37–48 marks

The answer will be characterised by a markedly analytical and argued approach, although there may be occasional passages which do not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The work will be coherent and well structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. The material will be fully understood, confidently deployed and well controlled. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary. Candidates may demonstrate an awareness of links and comparisons to other countries and periods. The answer will make use of a good range of sources. These will probably be largely or entirely secondary, although some acquaintance with primary sources may be expected. Sources and historical interpretations will be treated critically and there should be some attempt at formal critical evaluation but at a lower level, and with a more restricted range, than that indicated for Band 5. Critical sense and formal critical evaluation can be applied to sources and/or interpretations. Although a sound critical sense is normally to be expected at this level, a lack of formal critical evaluation should not preclude the award of a mark in this Band.

Band 3: 25–36 marks

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a sound sense of argument. The material will be clearly understood and organisation very competent. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Candidates may demonstrate some awareness of links and comparisons to other countries and periods. The answer will make use of a fair range of sources, although these are likely to be confined to secondary sources. Some critical sense in dealing with sources and interpretations is to be expected, although this may be limited or undeveloped, especially in the lower range of the Band. Formal critical evaluation as detailed in Bands 4 and 5 is, again, likely to be limited or may not appear at all, although there may be attempts at cross-referencing. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected.

Band 2: 13–24 marks

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations

will be generally clear, although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. Critical sense will be limited. Candidates may attempt to show an awareness of links and comparisons to other countries and periods. There may be some awareness of differing interpretations and some attempt at evaluating sources and interpretations but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated.

Band 1: 1–12 marks

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. Uncritical narrative will predominate. If an argument is attempted, it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; the answer is likely to include unsupported generalisations, and there will be some vagueness and irrelevance. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated, while investigation of historical problems will be very elementary. Critical sense will be very limited and awareness of differing interpretations and the evaluation of sources is not to be expected. Candidates are unlikely to demonstrate an awareness of links and comparisons to other countries and periods. The answer may be fragmentary and slight.

Band 0: 0 marks

No evidence submitted or response does not address the question.

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