

**Unit 3, Option A, Topic A1: Protest and Rebellion in England,
1536-88**

Exemplar Scheme of Work

The following table shows how the issues which need to be covered in relation to Unit 3, Topic A1 might be incorporated into a teaching programme. It should be emphasised that it is an example of what might be done, not a model to be adopted. The assumption has been made that contact time for the unit comprises of 72 one-hour lessons. How these 72 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

The scheme could be taught by more than one teacher. It would, for example, be possible for this scheme to be operated by two teachers, with one responsible for sections 1, 8, 9 and 11 with a focus primarily on controversy and the other responsible for sections 2-7 and section 10.

Another possibility could be for one teacher to begin with the 'structure of government' from section one, and focus on the second controversy while the other began with the Pilgrimage of Grace and focused on the issue of rebellions. In an arrangement of that kind the material within each section would be divided and allocated to each of the major themes.

The time allocated to the teaching of the controversies assumes that students have become familiar with their context through the teaching of the course for Section A. The separation of the controversies or the concurrent teaching of two themes would necessitate amendments to the scheme to accommodate additional links to ensure coherence.

The content selected for these schemes is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Nor is it suggested that each topic indicated by a bullet point should be given a standard unit of time.

The focus of this topic is on the nature and development of royal power in the mid-16th century and on the extent to which it was seriously endangered by rebellions, protests and rivals. The key areas of content therefore address the development of the machinery of government and the role of different factions and individuals within it, and the changes arising in the role of the Church, the nature of local government, and the functions of Parliament. The nature of these changes affected political relationships in and beyond England and they were a major cause of crises, protests and rebellions across the period as well as a source of tension between England and Spain. In section A students will be asked to present historical explanations and make judgements about the significance of events and developments in their historical context. In section B they will be required to investigate the different ways in which they have been interpreted and explore the resulting controversies, through analysis of presented secondary sources and the application of their own knowledge.

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<p>1. 2 Hours: Introduction: the government of England and the impact of the Reformation, 1529-36</p>	<ul style="list-style-type: none"> • The structure of government, 1536: King, Council, the role of patronage, the role of the Church, the functions of parliaments, the main effects and changes brought by the Reformation. (using sources and diagrams to establish key features) • The impact of change: the Pilgrimage of Grace: religious, economic and political causes; using the events of the rebellion and historians' accounts to introduce key issues relating to change and protest across the period, and the existence of different and conflicting interpretations.
<p>2. 5 Hours: The evolution of government, 1536-47</p>	<ul style="list-style-type: none"> • Finance and administration and centralisation, 1536-40: the role and legacy of Thomas Cromwell • The Dissolution of the monasteries and the distribution of monastic lands; social and economic impact. • The evolution of the Privy Council, 1536-47 • Henry, war, and financial problems, 1540-47 • The death of Henry VIII, 1547: succession and settlement
<p>3. 5 Hours: Faction in the last years of Henry VIII</p>	<ul style="list-style-type: none"> • 1536: the fall of Anne Boleyn and the rise of the Seymours • Struggles for the succession, 1536-39 - the Aragonese and White Rose factions • The fall of Cromwell 1540: the role of Norfolk and the Howards • Henry's last years - conservatives vs. reformers, Privy Chamber and Privy Council, the role of the king • 1546-47: the fall of the Howards and the triumph of Edward Seymour.
<p>4. 5 Hours: The reign of Edward VI: the Protectorate of Somerset, 1547-49</p>	<ul style="list-style-type: none"> • The Lord Protector: character, attitudes and the exercise of power • Foreign affairs: Henry's legacy, war and defeat, the financial impact • Somerset and religion: reform and the 1549 Prayer Book • 1549: a year of rebellions • The significance of the rebellions and the fall of Somerset.
<p>5. 5 Hours: The reign of Edward VI: the rule of Northumberland, 1550-53</p>	<ul style="list-style-type: none"> • Financial and administrative reform; the strengthening of government • Religious reform - Protestant progress and the 1552 Prayer Book • The Boy King: attitudes and influence • The Nine Days Queen and the triumph of Mary Tudor • Evaluation: the significance of Edward's reign.

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<p>6. 5 Hours: Mary Tudor: from triumph to tragedy?</p>	<ul style="list-style-type: none"> • The nature of government: the Privy Council, finance and administrative reform, continuity and development • The religious settlement and the extent of restoration, the role of Parliament • The influence of Spain: marriage and foreign policy; Wyatt's rebellion, 1554 • The Burning issue and its effects • Evaluation: the impact and significance of Mary's reign.
<p>7. 5 Hours: The Accession of Elizabeth and the Elizabethan settlement in Church and State</p>	<ul style="list-style-type: none"> • The new Queen: character, experience and a problematic inheritance • Elizabethan government: the role of the Privy Council, patronage and local government, the functions of parliaments • The exercise of power: Elizabeth and her advisers 1558-88, the roles of Burghley, Leicester and Walsingham, the Virgin Queen: image and reality • The settlement of the Church, 1559-66; the middle way and its enemies.
<p>8. 5 Hours: Elizabeth and her neighbours, 1559-72</p>	<ul style="list-style-type: none"> • Scotland and France, the Scottish Reformation and the return of Mary, Queen of Scots. • Mary and Elizabeth, 1561-68 • Tensions with Spain, 1563-68 • Threats to Elizabeth: Mary and the Northern Earls, 1568-69 • Threats to Elizabeth: the Papal Bull and the Ridolfi Plot, 1570-72.

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<p>9. 15 Hours: Controversy: How seriously did rebellion challenge the authority of the Tudor state in the years 1536-69?</p>	<ul style="list-style-type: none">• Introduction: Riot, rebellion and revolt - the nature of protest in 16th century societies. Using sources to investigate different forms and levels of protest and its purpose (NB within this introduction there is scope for the use of local sources and materials, which have not been specified because they will, by their nature, differ.)• The causes of protest - issues and context:<ul style="list-style-type: none">• population, inflation and economic change• religious loyalties and tensions• regional loyalties and the growth of central power• power, patronage and the role of faction.• Investigating case studies: the North in 1536 and 1569; the Prayer Book rebellion in the west and Kett's rebellion in East Anglia, 1549; Wyatt's rebellion, 1554. Using similarity and difference to consider:<ul style="list-style-type: none">• What issues led to the major protests in the mid-sixteenth century?• What factors were needed for protest to become rebellion?• What did the rebels want to achieve?• How were the rebellions dealt with?• What, if anything did they achieve?• About six hours to be spent on the investigations, to establish initial hypotheses as to:<ul style="list-style-type: none">• What conditions were needed for a successful rebellion in the mid-sixteenth century?• How far did any rebellion meet these conditions?• How far would the removal/replacement of a monarch 'seriously threaten the state'?• The historical debate through the sources (about seven hours). Using the views of historians as secondary sources, to analyse different interpretations and evaluate them against their knowledge of events and contemporary sources, and each other. Students will consider reasons for conflicting views, the extent and nature of conflict, and the extent to which conflicts can be reconciled, in order to refine and develop their hypotheses into an overall conclusion.
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<p>10. 5 Hours: Gathering clouds, 1572-88</p>	<ul style="list-style-type: none"> • The problem of the Netherlands: England, France and Spain, 1572-78 • Elizabeth and Alencon, 1578-84: religion, diplomacy and the role of parliaments and plotters • The triumph of Spain, 1580-85: Portugal, the Netherlands and the Catholic League in France • Diplomatic and military manoeuvring, 1585-87: war in the Netherlands and France, skirmishes at sea, Elizabeth's doubts, and the execution of Mary, Queen of Scots. • 1588: the enterprise of England and its failure. Elizabeth's triumph?
<p>11. 15 Hours: Controversy: How significant were the developments that took place in the role and power of parliaments in the years 1566-88?</p>	<ul style="list-style-type: none"> • Introduction: the nature of parliaments, role and functions to c.1558. • (a) Using sources and examples to establish a brief outline of the traditional functions and characteristics of parliaments in the early sixteenth century. • (b) The effects of the Reformation: managing opinion (1529-34), the role of statute law, the range of legislation 1531-36, the effect of precedent and the role of parliaments under Edward and Mary. • (c) The Elizabethan settlement of the Church and its legacy. • Elizabeth's Parliaments, 1566-88 (about six hours to examine key events, issues and developments) <ul style="list-style-type: none"> • The parliaments and their business: summary of parliaments called, major legislation and focus of business • The nature of parliaments: composition, the growth of boroughs and the role of the gentry, the growth of literacy, education and legal training, duration of sittings, local business and legal functions • Issues and debates: religion, diplomacy, marriage and the succession, the importance of finance and taxation. • Records and procedures, royal prerogatives and parliamentary rights, the issue of 'free speech'. • The role of the Council: patronage and control, management and opposition, the impact of Court rivalries and pressures • The role of the Queen: personality and propaganda. • Conclusion: conflict and co-operation. • The historical debate through the sources. (about six hours) <ul style="list-style-type: none"> • Setting the debate: the work of Sir John Neale and his critics. An outline of the initial debate to establish key statements reflecting

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	<p>its main points, as a basis for investigation and evaluation. These should cover both role and power, eg what parliaments did, the range of issues addressed, the extent to which they were involved in formulating policy or influencing decisions, their ability to act independently or to challenge royal authority, and their impact on public opinion. (about one hour)</p> <ul style="list-style-type: none">• Evaluating the arguments: using the views of historians as secondary sources, to analyse different interpretations and evaluate them against their knowledge of events and contemporary sources, and each other. Students will consider reasons for conflicting views, the extent and nature of conflict, and the extent to which conflicts can be reconciled, in order to refine and develop their statements and hypotheses into an overall conclusion.
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Unit 3, Option A, Topic A2: Revolution, Republic and Restoration: England 1629-67

Exemplar Scheme of Work

The following table shows how the issues which need to be covered in relation to Unit 3, Topic A2, might be incorporated into a teaching programme. It should be emphasised that it is an example of what might be done, not a model to be adopted. The assumption has been made that contact time for the unit comprises of 72 one-hour lessons. How these 72 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

The scheme could be taught by more than one teacher. It would, for example, be possible for this scheme to be operated by two teachers, with one responsible for sections 1-5 and the other responsible for sections 6-10, and either or both delivering section 11. Another possibility could be for one teacher to cover sections 1, 4 and 9, with a focus primarily on controversy, and another to cover the remaining sections with a focus on study of the period and historical explanation. This could achieve an equal allocation of time if both covered aspects of section 3, as would occur naturally in dealing with section 4.

The time allocated to the teaching of the controversies assumes that students have become familiar with their context through the teaching of the course for Section A. The concurrent teaching of two periods or the separation of the controversies would necessitate amendments to the scheme to accommodate different links to ensure coherence.

The content selected for these schemes is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Nor is it suggested that each topic indicated by a bullet point should be given a standard unit of time.

The focus of this topic is on the collapse of royal power in the mid-17th century and on the extent to which it had recovered by 1667. The key areas of content therefore address the nature of the Personal Rule and its collapse in 1640, the reasons why problems led to war rather than settlement, the reasons for parliamentary victory, the search for a settlement with, and then without, the king. They include the difficulties encountered in establishing stable government thereafter, leading to the return of the monarchy, and the extent to which the restored monarch inherited the powers and assumptions of his predecessors. In Section A students will be asked to present historical explanations and make judgements about the significance of events and developments in their historical context. In Section B they will be required to investigate the different ways in which they have been interpreted and explore the resulting controversies, through analysis of presented secondary sources and the application of their own knowledge.

<p>1. 2 hours: Introduction: Charles I and the Dissolution of Parliament</p>	<ul style="list-style-type: none">• A difficult inheritance: the long-term causes of tension between Crown and parliaments• The impact of Charles I, 1625-29: character and actions of Charles I, reasons for dissolution in 1629, different interpretations of the decision to rule without parliaments. (introduction to sources and conflicting interpretations.)
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<p>2. 5 hours: The failure of Personal Rule, 1629-40</p>	<ul style="list-style-type: none"> • Peace and retrenchment: the search for financial security, 1629-37 • Uniformity and order: the role of the Privy Council, Laud, Strafford and the policy of 'Thorough' • Reforming the Church: Charles, Laud and the 'beauty of holiness'; the attack on puritan influence • The British dimension: resentment in Ireland and conflict in Scotland, 1633-39 • The growth of opposition in England, 1637-40 and the calling of the Long Parliament.
<p>3. 5 hours: From Crisis to War, 1640-42</p>	<ul style="list-style-type: none"> • The parliamentary opposition: aims, strategies and success, November 1640-February 1641 • The problem of Strafford and its impact, February-May 1641 • Steps too far? The extension of parliamentary power, the attack on the Church and the emergence of moderate royalism, May-October 1641 • The Irish rebellion and its aftermath, October 1641 -January 1642 • The drift to war: competing plots and mutual mistrust, the propaganda war and the taking up of arms.
<p>4. 15 hours: Controversy: What determined 'side-taking' in 1642</p>	<p>Introduction: (2 hours)</p> <ul style="list-style-type: none"> • Causes and motives: the causes of war and the taking up of arms - the differences between them and the way they relate. • Historians' views: Whigs, Marxists and revisionists, the importance of local studies and why individuals took up arms. <p>Patterns of allegiance, 1642-43 (about six hours study, using both contemporary sources and historians' accounts to establish the nature and complexity of the process by which men took sides - or not.)</p> <ul style="list-style-type: none"> • The broad pattern: regions and resources • The raising of forces, June-October 1642: levies, volunteers and resistance • The roles of religion and class, the influence of individuals and personal loyalties • Neutralism and localism: the role of the county community • The failure of neutrality, October 1642-May 1643; the fate of individuals • The process of taking sides and its implications for explaining the English Civil War. <p>The historical debate through the sources (about 7 hours). Using the views of historians as secondary sources, to analyse different interpretations and</p>

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	<p>evaluate them against students' knowledge of events and contemporary sources, and against each other. In particular students will consider attempts to explain the 'causes of the civil war' and explanations based on long-term problems, the impact of individual leaders and the context of attitudes and beliefs. They will also refer to local research and the various local studies made at different times and for different purposes. Students will consider reasons for conflicting views, the extent and nature of conflict, and the extent to which conflicts can be reconciled, in order to establish a judgement about why men took up arms, for whom, and what this suggests about the causes of the English Civil War.</p>
<p>5. 5 hours: The victory of Parliament, 1642-46</p>	<ul style="list-style-type: none"> • 1642-43: the balance of forces and the royalist advance: the importance of parliamentary outposts, Hull, Plymouth and Gloucester, in delaying defeat: the Solemn League and Covenant and its effects. • Comparisons: resources, administration and leadership, 1643-44: the role of Pym • 1644: military stalemate and political developments: the emergence of the New Model Army, the roles of Cromwell and Fairfax, 'Presbyterians' and 'Independents'. • 1645-46: the defeat of the Royalists, commanders and Clubmen, the role of the King. • Sources and debates: Why did Parliament win the first Civil War?
<p>6. 5 hours: The search for settlement, 1646-48</p>	<ul style="list-style-type: none"> • King and Parliament: the search for peace and the Newcastle Propositions • Ferment and fears 1645-46: the origins, nature and impact of radical ideas. • Parliament and Army 1646-47: disbandment and mutiny, the role of the Levellers, the Presbyterian leaders and the Grandees • The Army and the King, June-November 1647: the role and motives of Cromwell, the influence of Ireton, the attitudes of the King. • The King's Engagement with the Scots and the Second Civil War in England.
<p>7. 5 hours: Regicide and Rump</p>	<ul style="list-style-type: none"> • The impact of the Second Civil War: Pride's Purge, the trial and execution of the King. The role of Cromwell - conflicting views. • Assessment of Charles I: tyrant, martyr or fool. • The abolition of the monarchy and the government of the Rump: securing the regime in England, Ireland and Scotland • The Rump and the Army: conflicting aims and mutual mistrust, 1649-53; the Dissolution of the Rump and the role of Cromwell • The Barebones Parliament: aims, achievements and dissolution.

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<p>8. 5 hours: The Lord Protector: the search for stability</p>	<ul style="list-style-type: none"> • The establishment of the Protectorate and the Instrument of Government - a viable solution? • Cromwell and Parliament, 1654-55: conspiracies and conflicts, fears and frustrations, the problem of conflicting aims • 1655-56: the experiment of the Major-Generals: conflicting interpretations • 1657-58: King Oliver: the significance of the Humble Petition and Advice and the prospects for settlement - conflicting views from both contemporaries and historians • 1658-59: the death of Oliver and the failure of Richard, the return of the Rump and the threat of Civil War.
<p>9. 15 hours: Controversy: What factors account for the limited success of the Protectorate?</p>	<p>Introduction (2 hours)</p> <ul style="list-style-type: none"> • The nature of the Protectorate: analysis of the arrangements and distribution of power under both the Instrument of Government and the Humble Petition and Advice, to establish the character and aims of the regime, the extent of change within it, the role of both military and civilian authorities and the role of Cromwell as Protector. • The nature of the debate: analysis of conflicting interpretations to establish the key issues under debate <ul style="list-style-type: none"> • the nature of the regime and the role of the military, the extent of its achievements and the role of different factors in its ultimate failure, including different interpretations of Cromwell himself and his aims, priorities, motivations and ability. • The role of Richard Cromwell also needs to be considered and related to the difficulty of the task that he inherited as well as to the extent that he had been prepared for it. • The range of issues addressed is possible within a one hour session because the purpose is to define them rather than search for answers and conclusions. <p>The Protectorate, 1654-59 (about six hours)</p> <ul style="list-style-type: none"> • Attitudes and values: the county communities, traditional roles, and the desire for stability • The Army and the sects: the development and impact of religious radicalism, the role of the military • The role of Cromwell: healing and settling, loyalties and contradictions • The nature of royalism, image and propaganda, and the meaning of monarchy: the significance of a title and the rule of law • Threats and achievements: problems of assessment and evaluation • The death of Oliver: opportunity or disaster? <p>The historical debate through the sources (about seven hours).</p> <ul style="list-style-type: none"> • Using the views of historians as secondary sources, to analyse different

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	<p>interpretations and evaluate them against each other and against students' knowledge of events and contemporary sources.</p> <ul style="list-style-type: none"> • Consideration will be given to how far the Protectorate was a failure, in the context of the period, but a key focus is why it was not more successful and the role of interpretation and judgement in historical explanation. • Students will consider reasons for conflicting views, the extent and nature of conflict, and the extent to which conflicts can be reconciled, in order to establish a judgement as to why the Protectorate achieved only limited success.
<p>10. 5 hours: The return of the King</p>	<ul style="list-style-type: none"> • Government under the Rump, 1659: a bankrupt regime? • Fear and instability: the Army and the sects, the Army and the Rump, the Army and the country • The return of the King: the role of General Monck • The return of the King: Charles and Clarendon • 1660-61: prospects for reconciliation and the desire for revenge.
<p>11. 5 hours: The nature of settlement</p>	<ul style="list-style-type: none"> • 1661-62: the royalist reaction: the Cavalier Parliament and the Act of Uniformity • Dissenters and their allies: the failure of the religious settlement • Land, money and Crown finances: winners and losers, the old and new elite. • The powers of the King: the three kingdoms, the role of parliaments and the fall of Clarendon • The Restoration: the new monarchy by accident and design.

Unit 3, Option B, Topic B1: France, 1786-1830: Revolution, Empire and Restoration

Exemplar Scheme of Work

The following table shows how the issues which need to be covered in relation to Unit 3, Topic B1, might be incorporated into a teaching programme. It should be emphasised that it is an example of what might be done, not a model to be adopted. The assumption has been made that contact time for the unit comprises 72 one-hour lessons. How this 72 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

The scheme could be taught by more than one teacher. It would for example be possible for this scheme to be operated by two teachers, with one responsible for 1, 2, 3, 4 and 9 with a focus primarily on controversy and the other teacher responsible for sections 5-8 and 10-11; another possibility would be for one to be responsible for sections 1-5 and the other 6-11.

The time allocated to the teaching of the controversies has assumed that students have become familiar with their context through the teaching of the course for Section A. The separation of the controversies or the concurrent teaching of two periods would necessitate amendments to the scheme to accommodate the additional introductory phase.

The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each area of content should be given a standard unit of time.

The content focus of this option is on the dramatic series of changes which transformed France and afflicted her inhabitants as they evolved from subjects to citizens and encountered one constitutional experiment after another. In Section A students should be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. In Section B they will be asked to investigate historical interpretations through the analysis of presented secondary sources and the application of their own knowledge. Both sections should be seen as a coherent whole, complementary in achieving historical understanding of France during a period of political drama and transformation.

<p>1. 2 Hours: Introduction</p>	<ul style="list-style-type: none">• Basic outline of the geography, economy and government of France in c 1786• King, Queen and Court: Versailles; the Impact of the Affair of the Diamond Necklace.
<p>2. 5 Hours: The Coming of Revolution 1786-89.</p>	<ul style="list-style-type: none">• France: social structure and tensions• Royal government: Absolutism tempered by privilege.• The impact of Enlightenment thought• Louis and Marie Antoinette: personalities and roles• The Financial Crisis: from the Notables to the Estates General?

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<p>3. 5 Hours: The Downfall of Absolute Monarchy, May-October 1789</p>	<ul style="list-style-type: none"> • Estates General to National Assembly May-June • The Loss of Royal control of Paris, July • Rural riots and the Great Fear: Abolition of Feudalism, -July-August • The Declaration of the Rights of Man, August • The Court moves from Versailles to Paris, October.
<p>4. 15 Hours: Controversy: Why did constitutional monarchy fail between October 1789 and August 1792?</p>	<ul style="list-style-type: none"> • The pattern of reform 1789-91 • The King and the politicians: Mirabeau • The struggle over Civil Constitution of the Clergy • The Flight to Varennes and its impact June 1791 • The Legislative Assembly and its impact Oct 1791-April 1792 • The growing economic crisis-inflation and unemployment • The impact of War April-July? • The attack on the Tuilleries and the end of the Monarchy, August, 1792 • The historical debate through the sources (seven hours) <ul style="list-style-type: none"> • A consequence of Louis' personal failings and mistakes? • A consequence of too much reform too quickly? • The result of war and/or a deepening economic crisis? • The consequence of the machinations of a radical minority and/or the divisions amongst conservative forces?
<p>5. 5 Hours: The Terror and the Triumph of the Jacobins</p>	<ul style="list-style-type: none"> • The September Massacres and the Convention ,1792 • Invasion and rebellion-the revolution threatened, 1793. • Organising Terror-the Committees, the Revolutionary Tribunal etc • The Triumph of the Republic and the cost • The Revolution 'consumes its own' March-July, 1794.
<p>6. 5 Hours: Thermidor to Brumaire</p>	<ul style="list-style-type: none"> • The Thermidorian Reaction July 1794-Oct 1795 • The Directory 1795-nature of the constitution and personalities-Barras • Threats from right and left • Military success and its importance for the regime • The Coup of Brumaire.

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<p>7. 5 Hours: The Triumph of Napoleon 1799-1804</p>	<ul style="list-style-type: none"> • The Consulate-a crucial shift in the balance between executive and legislature? • The impact of military victory and diplomatic triumphs -the key to Napoleon's power? • The creation of a dictatorship: purge of the Tribunate etc • The Concordat: who gained the most? • The establishment of the Empire: why was this accomplished so easily in 1804?
<p>8. 5 Hours: 'Binding the Nation together with institutions of granite'</p>	<ul style="list-style-type: none"> • The Codes and legal reform: completing or subverting the revolution? • Administrative reform: the pursuit of efficiency or the consolidation of dictatorship? • The Bank of France and the currency: much needed reforms? • The Legion d'Honneur and a new nobility: putting the clock back? • Education: lycees and the Universty - a career open to talent or simply training soldiers?
<p>9. 15 Hours: Controversy: Why did the Napoleonic Empire collapse in 1814?</p>	<ul style="list-style-type: none"> • The basis of French military success to 1807. • Britain and sea-power: the Berlin Decrees and their consequences • The Peninsular War 1808-1814: the Spanish Ulcer • The Reforms of the Austrian and Prussian Armies • The alienation of support in France-Talleyrand and Fouché • The assault on Russia and its consequences 1812-13 • Napoleon's personal decline as a commander? • The Fourth Coalition and Leipzig • The historical debate through the sources (seven hours) <ul style="list-style-type: none"> • The crucial role of Britain and sea-power and/or the devastating defeat in Russia? • Diplomatic and military mistakes by a physically and mentally declining dictator? • A real upsurge of popular resentment against French tyranny? • The over-stretching of the resources of France?

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<p>10. 5 Hours: Louis XVIII 1814-1824</p>	<ul style="list-style-type: none">• The two Restorations of the Bourbon monarchy-how much support?• The Charter: did it establish constitutional monarchy?• The personality of Louis and the work of his leading ministers• Peace: what cost to the new regime?• The assassination of the Duc de Berry 1820, and the onset of reaction
<p>11. 5 Hours: Charles X 1824-30</p>	<ul style="list-style-type: none">• The Personality and beliefs of the new King• The religious revival: a two edged sword• The alienation of the <i>pays legal</i>• Economic conditions and the impact of depression from 1826• The revolution of 1830, the role of conspiracy and/ or spontaneous popular outrage.

Unit 3, Option B, Topic B2: Challenging Authority: Protest, Reform and Response in Britain c1760-1830

Exemplar Scheme of Work

The following table shows how the issues which need to be covered in relation to Unit 3, Topic B2, might be incorporated into a teaching programme. It should be emphasised that it is an example of what might be done, not a model to be adopted. The assumption has been made that contact time for the unit comprises 72 one-hour lessons. How this 72 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

The scheme could be taught by more than one teacher. It would for example be possible for this scheme to be operated by two teachers, with one responsible for 6 and 9 with a focus primarily on controversy and the other responsible for sections 1-5 and 7-8 and 10-11; another possibility would be for one to be responsible for sections 1-6 and the other 7-11.

The time allocated to the teaching of the controversies has assumed that students have become familiar with their context through the teaching of the course for Section A. The separation of the controversies or the concurrent teaching of two periods would necessitate amendments to the scheme to accommodate the additional introductory phase.

The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each area of content should be given a standard unit of time.

The content focus of this option is on how the established political structures of Britain were challenged by radical groups of various types and how the authorities responded to these challenges. In Section A students should be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. In Section B they will be asked to investigate historical interpretations through the analysis of presented secondary sources and the application of their own knowledge. Both parts should be seen as a coherent whole, complementary in achieving historical understanding of Britain during a period of considerable economic and social change and political discontent.

<p>1. 2 Hours: Introduction</p>	<ul style="list-style-type: none"> • Society, Economy, trade and Empire c1760
<p>2. 5 Hours: The political system in the early years of George III.</p>	<ul style="list-style-type: none"> • The Monarchy: its powers and the personality of George III • The House of Lords and the great landowners • The Commons: the shire and borough members • The press and extra: parliamentary influence -Wilkes and liberty • A corrupt oligarchy or a successful political system combining order and liberty and capable of defending the nation's interests?

Unit 3, Option B, Topic B2: Challenging Authority: Protest, Reform and Response in Britain c1760-1830

Exemplar Scheme of Work

<p>3. 5 Hours: The Beginnings of the Reform Movement</p>	<ul style="list-style-type: none"> • The pressure for change from the new commercial and industrial classes • The impact of the American rebellion and war: Edmund Burke • Christopher Wyvill and the Yorkshire Association • The campaign for economical reform and its importance • The Gordon riots and the reasons for the failure of the reform movement to 1785.
<p>4. 5 Hours: The Ideology of Revolution</p>	<ul style="list-style-type: none"> • Enlightenment thought in Britain and Europe • JJ Rousseau and his influence • The events in France 1789-92 and their impact • Tom Paine -career (from 1789) and writing • Why did the Rights of Man have such an impact on Britain?
<p>5. 5 Hours: Radicals and Reformers 1789-1815</p>	<ul style="list-style-type: none"> • Grey and Friends of the People • J Horne Took and Henry Flood; the Society for Constitutional Information • Thomas Hardy and the London Corresponding Society • John Cartwright and Francis Burdett: the Hampden Club - keeping reform alive • The pattern of popular support for radical reform.
<p>6. 15 Hours: Controversy: What was the impact of the industrial revolution on the lives of the labouring classes in the years 1780-1830?</p>	<ul style="list-style-type: none"> • The pattern of economic changes in these years • The impact of mechanisation and the factory system-structural unemployment • The Luddite Movement, 1811-1813 • Changes in agriculture and enclosures • Captain Swing and agricultural discontent 1829-30 • The impact of the trade cycle and the price of bread - poor relief • Urbanisation: quality of life? • Living standards: winners and losers -the balance between wages and profits • The historical debate through the sources (seven hours) <ul style="list-style-type: none"> • Real wages up or down? • A shift from wages to profits? • Higher wages but worse living and working conditions? • More opportunities social/educational? Greater or less insecurity?

Unit 3, Option B, Topic B2: Challenging Authority: Protest, Reform and Response in Britain c1760-1830

Exemplar Scheme of Work

<p>7. 5 Hours: The Repression of Radical Reform in the 1790s</p>	<ul style="list-style-type: none"> • Burke and Reflections on the French Revolution • The Impact of war and events in France 1792-99 • Repressive legislation and the prosecution of reformers • The effects of repression on radicalism • The decline of reform sentiment in Parliament.
<p>8. 5 Hours: The mobilisation of anti-radical sentiment</p>	<ul style="list-style-type: none"> • Patriotism and propaganda: Canning and the Anti Jacobin • Loyalist groups: the Association for the Preservation of Liberty and Property 1792. • The impact of evangelical reformers such as Wilberforce and Hannah More: cheap repository tracts 1795-98 • The impact of Robert Raikes and the Sunday School movement • The impact of Methodism
<p>9. 15 Hours: Controversy: How much of a threat did extra - parliamentary reform protests and conspiracies pose to the authorities in the years 1815-30?</p>	<ul style="list-style-type: none"> • The post war economic environment • The growth of a radical press: Cobbett's Political Register, Wooler's Black Dwarf etc • Spa Field, March of the Blanketeers, Pentridge Rising, 1816-17 • Government repression, 1817 and 1819 • Peterloo and its significance, 1819 • The Cato Street Conspiracy, 1820. • The decline of agitation, 1820-26 • The renewal of agitation 1829-30: the Political Unions • The historical debate through the sources (seven hours) <ul style="list-style-type: none"> • A regime resting on terror and intimidation or sensibly maintaining law and order with minimal force? • A real upsurge of popular resentment of the political system or a temporary response to economic hardship? • Was there a real threat of revolution in 1816-17, 1819-20 or 1830?

Unit 3, Option B, Topic B2: Challenging Authority: Protest, Reform and Response in Britain c1760-1830

Exemplar Scheme of Work

<p>10. 5 Hours: The Age of Lord Liverpool</p>	<ul style="list-style-type: none"> • The position and beliefs of Robert Jenkinson, Lord Liverpool reactionary or pragmatic reformer?. • The changing composition of the Liverpool Government: does 1822 mark a decisive change? • The work of Robinson at the Exchequer and Huskisson at the Board of Trade, 1822-27 • Peel and Reform at the Home Office 1822-30: how liberal? • The Repeal of the Combination Acts: the work of Peel or parliamentary radicals?
<p>11. 5 Hours: The Coming of Parliamentary Reform</p>	<ul style="list-style-type: none"> • The Economic and social pattern of the 1820s-the key to the pressure for reform? • The Whigs in the 1820s: how committed were they to reform? • The impact of Lord Liverpool's departure and the fragmentation of the Tory Party 1827-30 • Daniel O'Connell and the Catholic Relief Act: implications for reform in Britain • Attwood and revived demand for political reform.

Unit 3, Option C, Topic C1: the United States, 1820-77: A Disunited Nation?:

Exemplar Scheme of Work for Unit 3

The following table shows how the issues which need to be covered in relation to Unit 3, Topic C1, might be incorporated into a teaching programme. It should be emphasised that it is an example of what might be done, not a model to be adopted. The assumption has been made that contact time for the unit comprises 72 one hour lessons. How these-72 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

The scheme could be taught by more than one teacher. It would for example be possible for this scheme to be operated by two teachers, with one responsible for 8-11 with a focus primarily on controversy and the other responsible for sections 1-7; another possibility would be for one to be responsible for sections 1-8 and the other 9-11.

The time allocated to the teaching of the controversies has assumed that students have become familiar with their context through the teaching of the course for Section A. The separation of the controversies or the concurrent teaching of two periods would necessitate amendments to the scheme to accommodate the additional introductory phase.

The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each area of content should be given a standard unit of time.

The content focus of this option is on the USA in the period 1820-77 when the union was threatened by conflicts over civil rights and slavery and differential economic development. In Section A students should be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. It might be thought appropriate as is suggested here, to deal with the issues in bullet point two first .and bullet points one and three are intermeshed.

In Section B they will be asked to investigate historical interpretations through the analysis of presented secondary sources and the application of their own knowledge. Both parts should be seen as a coherent whole, complementary in achieving historical understanding of the dramatic challenges the USA faced in these years, the success in dealing with them and at what cost.

1.

2 Hours:

Introduction

- Basic geography of the USA.
- Outline of the United States' political system.

Unit 3, Option C, Topic C1: the United States, 1820-77: A Disunited Nation?:

Exemplar Scheme of Work for Unit 3

<p>2. 5 Hours: The Economic and Social Development of the USA-the North</p>	<ul style="list-style-type: none"> • The nature of the northern states in 1820 • Industrialisation • Immigration and urbanisation • The Settlement of the Mid-West • Social Structure and values in the North in 1860.
<p>3. 5 Hours: The Economic and Social Development of the USA-the South</p>	<ul style="list-style-type: none"> • The Nature of the Coastal Southern States in 1820 • The Rise of King Cotton • The expansion of the Cotton Kingdom • The issue of Texas • Social Structure and values in the South in 1860.
<p>4. 5 Hours: The Issue of Slavery c1820-1850</p>	<ul style="list-style-type: none"> • The nature of slavery. • The legal position of slavery to 1820; 1808 abolition of the slave trade. • The Missouri Compromise, 1820 and its significance • Growing tensions in the 1830s: Nat Turner's rebellion and Garrison's 'Liberator' • The debates on the Wilmot Proviso 1846.
<p>5. 5 Hours: Party and political conflicts to 1837</p>	<ul style="list-style-type: none"> • Andrew Jackson and Jacksonian Democracy. • John C Calhoun and States Rights • Henry Clay and pursuit of compromise • The Tariff and nullification controversy • The struggle over re-chartering the Bank.
<p>6. 5 Hours: Party and political conflicts to 1850</p>	<ul style="list-style-type: none"> • The Emergence and development of the Whigs • James K Polk and Manifest Destiny • The War with Mexico and its consequences • The 1848 Election; Whigs, Democrats and Free Soilers. • Daniel Webster and the Compromise of 1850.
<p>7. 5 Hours: A House Divided 1850-57</p>	<ul style="list-style-type: none"> • Harriet Beecher Stowe and the the growing abolitionist movement. • The Kansas Nebraska Act, 1854. • The End of the Whigs and the birth of the Republican Party. • Bleeding Kansas • The Dred Scott Decision and its consequences.

Unit 3, Option C, Topic C1: the United States, 1820-77: A Disunited Nation?:

Exemplar Scheme of Work for Unit 3

<p>8. 15 Hours: Controversy: Why did civil war break out in the United States?</p>	<ul style="list-style-type: none"> • The growth and significance of the Republican Party • The Lincoln-Douglas Debates and the emergence of Lincoln as a national figure • John Brown and Harper’s Ferry • The 1860 Election • South Carolina and the decision to secede • The debate throughout the South on secession • The attempts at compromise in 1861 • Fort Sumter and the decision to defend the Union • Organising the Confederacy • The historical debate through the sources (seven hours) <ul style="list-style-type: none"> • A moral crusade against slavery? • A selfish defence of Northern economic interests? • An inevitable clash of two differing cultures and two different visions of national identity?
<p>9. 15 Hours: Controversy: Why did the North defeat the South in the Civil War?</p>	<ul style="list-style-type: none"> • The basic geography of the Civil War • The balance of economic resources • Political leadership in the North:the mobilisation of support • Political leadership in the South:the mobilisation of support • The quality of northern military leadership • The quality of southern military leadership • The foreign dimension • The impact of war on civilians • The historical debate through the sources (seven hours) <ul style="list-style-type: none"> • An inevitable triumph of greater economic muscle or the superiority of northern political leadership or a result of military blunders?
<p>10. 5 Hours: Reconstruction, 1865-69</p>	<ul style="list-style-type: none"> • The Emancipation Proclamation and the Thirteenth Amendment. • President Johnson: re-integrating the South; Freedman’s Bureau • The Black Codes and the confederate response to Federal authority • Johnson v Congress: the Civil Rights Bill and 14th Amendment • Radical Reconstruction and the impeachment of Johnson.

Unit 3, Option C, Topic C1: the United States, 1820-77: A Disunited Nation?:

Exemplar Scheme of Work for Unit 3

11.

5 Hours:

The Grant
Administration
1869-77

- Grant as politician
- The white back-lash in the south; Ku Klux Klan and the Federal government response
- Progress for Blacks: the 15th Amendment and Civil Rights Act 1875
- The Amnesty Act 1872 and the waning of Radical Reconstruction
- The Election of 1876 and the Compromise of 1877.

Unit 3, Option C, Topic C2: The United States, 1917-54: Boom, Bust and Recovery

Exemplar Scheme of Work

The following table shows how the issues which need to be covered in relation to Unit 3, Topic C2, might be incorporated into a teaching programme. It should be emphasised that it is an example of what might be done, not a model to be adopted. The assumption has been made that contact time for the unit comprises 72 one-hour lessons. How this 72 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

The scheme could be taught by more than one teacher. It would for example be possible for this scheme to be operated by two teachers, with one responsible for 6 and 7 with a focus primarily on controversy and the other responsible for sections 1-5 and 8-11; another possibility would be for one to be responsible for sections 1-6 and the other 7-11.

The time allocated to the teaching of the controversies has assumed that students have become familiar with their context through the teaching of the course for Section A. The separation of the controversies or the concurrent teaching of two periods would necessitate amendments to the scheme to accommodate the additional introductory phase.

The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each area of content should be given a standard unit of time.

The content focus of this option is on the USA in the period 1917-54 when the United States underwent rapid and bewildering economic changes. In Section A students should be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. In part B they will be asked to investigate historical interpretations through the analysis of presented secondary sources and the application of their own knowledge. Both parts should be seen as a coherent whole, complementary in achieving historical understanding of the dramatic changes the USA underwent in these years.

<p>1. 2 Hours: Introduction</p>	<ul style="list-style-type: none"> • Basic geography of the USA and outline of its economic development to 1917 • Outline of the United States' political system.
<p>2. 5 Hours: The Economy 1917-29</p>	<ul style="list-style-type: none"> • The impact of the First World War on the USA • New industries: the automobile industry, aviation etc • Credit and consumption: the building boom • Investment and the stock-market • Depressed sectors: agriculture.
<p>3. 5 Hours: The Reasons for the Boom</p>	<ul style="list-style-type: none"> • The impact of electricity and new technologies • Working practices and Taylorism • Protection: the Tariffs of 1921-22 • Low taxation: Andrew Mellon • Herbert Hoover as Secretary of Commerce -government assistance.

Unit 3, Option C, Topic C2: The United States, 1917-54: Boom, Bust and Recovery

Exemplar Scheme of Work

<p>4. 5 Hours: Society during the Boom</p>	<ul style="list-style-type: none"> • Prohibition: origins and benefits • Prohibition: the undesirable consequences • Racial tensions in north and south: the Ku Klux Klan • The door closes: the end of mass immigration-the 1917, 1921 and 1924 Acts • The Jazz age Radio and Cinema: a revolution in leisure
<p>5. 5 Hours: Politics during the Boom</p>	<ul style="list-style-type: none"> • The Red Scare • The coming of Women's suffrage 1917-20 and its impact • Warren Harding and the 'Return to normalcy'-scandals • Calvin Coolidge: silent but clean. • Hoover and the 1928 election
<p>6. 15 Hours: Controversy: Why did the United States suffer such a serious depression in the years 1929-33?</p>	<ul style="list-style-type: none"> • The scale and intensity of the slump • The unbalanced boom: the impact of the depressed sectors • The unbalanced boom: the impact of differential development in consumption and production, profits and wages • The weaknesses of the US banking sector • The stock market crash: role of the Federal Reserve • International trade and currencies. • Protectionism and its impact on world demand • Federal responses: too little too late? • The historical debate through the sources (seven hours) <ul style="list-style-type: none"> • The inevitable and natural consequence of an extended and unbalanced boom? • A consequence of essentially world problems? • A consequence of Federal government neglect and irresponsibility?
<p>7. 15 Hours: How successful was the New Deal in the period up to 1941?</p>	<ul style="list-style-type: none"> • The response to the Banking Crisis and subsequent reforms • The RFC and the provision of financial support to business and home and farm owners • Relief and job creation through the CCC , PWA and WPA • The attempts to help Agriculture -eg AAA (1933 and 1938) • The attempt to help industry NIRA and NRA • Development initiatives: TVA • Social and welfare reforms • The pattern of recovery 1933-41 • The historical debate through the sources (seven hours) <ul style="list-style-type: none"> • Clear successes: reform of the banking sector; TVA; basic welfare

Unit 3, Option C, Topic C2: The United States, 1917-54: Boom, Bust and Recovery

Exemplar Scheme of Work

	<p>provision etc but large areas of neglect eg housing, race relations?</p> <ul style="list-style-type: none"> • Only partial recovery due to or in spite of federal activity? • Should the New Deal be seen as an example of 'spin' rather than the source of solid social and economic gains?
<p>8. 5 Hours: Opposition to Roosevelt from Right and Left</p>	<ul style="list-style-type: none"> • Business opposition-the American Liberty League • Townsend and the elderly • Coughlin and the National Union for Social Justice • Huey Long and 'Share our Wealth' • Extent of support for FDR-the 1936 election.
<p>9. 5 Hours: Opposition-the Supreme Court</p>	<ul style="list-style-type: none"> • The Constitution and the position of the Supreme Court • Schechter v United States 1935: NRA • United States v Butler 1936: AAA • Roosevelt's response 1937: Court packing • Growing opposition in Congress the changing relationship of Presidency and Legislature.
<p>10. 5 Hours: The Impact of War 1941-45</p>	<ul style="list-style-type: none"> • The organisation of war production: relationship of Federal government and private enterprise • The scale and achievement of war production • Living standards • Growth in trade unions • Social changes: women and black Americans.
<p>11. 5 Hours: The Post War World 1945-54</p>	<ul style="list-style-type: none"> • The Post war boom: technology and hire purchase • The television revolution: advertising • Post-war politics: the elections of 1948 and 1952 • The impact of the Cold war on domestic politics: rise of 'McCarthyism' • Eisenhower and the fall of McCarthy 1952-54.

Unit 3, Option D, Topic D1: From Kaiser to Führer: Germany 1900-45 - see pages 21-22 of the Getting Started Guide for exemplar scheme of work.

The content focus of this option is on Germany in peace and war and the dramatic changes which afflicted the German people. In Section A candidates should be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. In Section B they will be asked to investigate historical interpretations through the analysis of presented secondary sources and the application of their own knowledge. Both parts should be seen as a coherent whole, complementary in achieving historical understanding of Germany under the Second Reich, Weimar Republic and Third Reich.

<p>1. 2 HOURS Introduction</p>	<ul style="list-style-type: none"> • Basic geography of Germany and her neighbours. • Outline of German culture and history.
<p>2. 5 HOURS Germany 1900-1914</p>	<ul style="list-style-type: none"> • The constitution of the Second Reich-Kaiser, Chancellor and Reichstag. • Social and economic changes in the early 20th century. • Social and political tensions and divisions in the Second Reich. • Attempts to achieve social and political integration. • Growing parliamentary democracy or entrenched autocracy by 1914?
<p>3. 15 HOURS Controversy: German Foreign Policy 1900-14 - War Guilt?</p>	<ul style="list-style-type: none"> • The alliance system. • Weltpolitik and the Navy. • The naval race with Britain and worsening relations. • The evolution of the Schlieffen Plan and the arms race with Russia and France. • The crisis of 1905-1911. • The Balkan wars of 1912-13. • Sarajevo and the blank cherub. • War by timetable July-August 1914. • The historical debate through the sources (7 hours): A war of aggression and conquest? A war to stabilise an unstable Reich? A defensive war? War dictated by military planning? A chapter of accidents?

Unit 3, Option D, Topic D1: From Kaiser to Führer: Germany 1900-45 - see pages 21-22 of the Getting Started Guide for exemplar scheme of work.	
<p>4.</p> <p>5 HOURS</p> <p>The Impact of the First World War</p>	<ul style="list-style-type: none"> • The Burgfried and 1914. • The social and economic strains of total war-finance and economic mobilisation. • Growing opposition: peace resolutions and strikes. • Germany and her army in 1918. • • The political changes of 1918: the revolution from above and the revolution from below.
<p>5.</p> <p>5 HOURS</p> <p>The Birth Pangs of Weimar Germany 1919-23</p>	<ul style="list-style-type: none"> • The Weimar Constitution and political parties. • Threats from the Left. • The Treaty of Versailles. • Threats from the Right. • Inflation and hyper inflation.
<p>6.</p> <p>5 HOURS</p> <p>The Golden Years of Weimar Germany 1924-29</p>	<ul style="list-style-type: none"> • Stresemann and currency stabilisation. • US investment and economic recovery and growth. • Hindenburg and political stability: the working of coalition government. • Weimar culture. • Dancing on the volcano: underlying weakness and instability.
<p>7.</p> <p>5 HOURS</p> <p>The Rise of the Nazis</p>	<ul style="list-style-type: none"> • Hitler and the foundation of the NSDAP ideology. • The early years and the Munich Putsch. • Recovery and laying the basis of success 1925-28. • The switch to the rural voter 1928-29. • Breakthrough 1929-30.
<p>8.</p> <p>5 HOURS</p> <p>Growing support and coming to power</p>	<ul style="list-style-type: none"> • The impact of the slump 1930-32. • Gathering the middle class vote. • 1932 year of elections and opportunity. • Coming to power November-January. • Consolidating power January-March 1933.

Unit 3, Option D, Topic D1: From Kaiser to Führer: Germany 1900-45 - see pages 21-22 of the Getting Started Guide for exemplar scheme of work.

<p>9. 15 HOURS Controversy: How popular and efficient was the Nazi Regime in the years 1933-39?</p>	<ul style="list-style-type: none"> • The role of the Führer and Hitler's aims. • Competing empires - a polycracy. • Creating the Volksgemeinschaft. • Himmler and the police state - Gestapo and informers, the camps. • Goebbels and propaganda. • Living standards: winners and losers. • Rearmament and gearing the economy for war. • Opposition 1933-39. • The historical debate through the sources (7 hours): A regime resting on terror and intimidation or genuinely popular? Chaotic and inefficient or effective at achieving its goals? Hitler a weak or strong dictator?
<p>10. 5 HOURS Fighting the War</p>	<ul style="list-style-type: none"> • Outline of events 1939-45. • Gearing the economy 1939-42: Goering and Todt. • Speer 1942-45: the miracle man? • The impact of bombing 1942-45. • Goebbels and national morale.
<p>11. 5 HOURS Genocide and terror</p>	<ul style="list-style-type: none"> • The position of Jews in the Third Reich in 1939. • The evolution of the 'Final Solution' 1939-42. • The holocaust 1942-45. • Terror and control the maintenance of conformity. • Opposition 1939-45.

Unit 3, Option D, Topic D2: Britain and the Challenge of Fascism: Saving Europe at a Cost? c1925-60

Exemplar Scheme of Work

The following table shows how the issues which need to be covered in relation to Unit 3, Topic D2, might be incorporated into a teaching programme. It should be emphasised that it is an example of what might be done, not a model to be adopted. The assumption has been made that contact time for the unit comprises 72 one-hour lessons. How this 72 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

The scheme could be taught by more than one teacher. It would for example be possible for this scheme to be operated by two teachers, with one responsible for 4 and 11 with a focus primarily on controversy and the other responsible for sections 1-3 and 5-10; another possibility would be for one to be responsible for sections 1-4 and the other 5-11.

The time allocated to the teaching of the controversies has assumed that students have become familiar with their context through the teaching of the course for Section A. The separation of the controversies or the concurrent teaching of two periods would necessitate amendments to the scheme to accommodate the additional introductory phase.

The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each area of content should be given a standard unit of time.

The content focus of this option is on Britain in peace and war and the challenges faced by the British people and their governments in what Churchill was to describe in part as 'our finest hour'. In Section A candidates should be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. In Section B they will be asked to investigate historical interpretations through the analysis of presented secondary sources and the application of their own knowledge. Both parts should be seen as a coherent whole, complementary in achieving historical understanding of the dramatic challenges Britain faced in these years, her success in dealing with them and at what cost.

<p>1. 2 Hours: Introduction</p>	<ul style="list-style-type: none"> • British interests and position in the world, c1925 • Outline of the British political system and decision making.
<p>2. 5 Hours: Safe and secure? 1925-33</p>	<ul style="list-style-type: none"> • The legacy of the First World War: eg anti-war sentiment • The League of Nations and the pursuit of disarmament; the Ten Year Rule • Reparations and relations with Germany 1925-32: Locarno to Lausanne • The fear of Bolshevism and the isolationism of the USA • The impact of Mussolini-force for stability or instability?

Unit 3, Option D, Topic D2: Britain and the Challenge of Fascism: Saving Europe at a Cost? c1925-60

Exemplar Scheme of Work

<p>3. 5 Hours: The Impact of Hitler 1933-37</p>	<ul style="list-style-type: none"> • The leading British decision makers: the impact of personalities on policy; Macdonald, Baldwin and Chamberlain • Dealing with German rearmament: the financial constraints imposed by the slump • Changing relations with Italy: the impact of Abyssinia and the Spanish Civil War • Relations with France and the Dominions: the threat from Japan <p>The role of public opinion in shaping foreign and defence policy.</p>
<p>4. 15 Hours: Controversy: Was British foreign policy in the years 1937-39 a triumph or a disaster for Britain?</p>	<ul style="list-style-type: none"> • Chamberlain and his colleagues • British re-armament • Relations with Italy • The Anschluss and the Munich Crisis of 1938 • Public opinion and the press-changes 1938-39? • Relations with the USA and USSR- could more have been done? • What British interests were threatened by Germany by 1939? • The Polish Guarantee and the War over Danzig 1939 • The historical debate through the sources (seven hours) <ul style="list-style-type: none"> • A policy of appeasement driven by fear and/or a failure to understand Hitler? • A policy of appeasement arising from a pragmatic grasp of realities? <p>How influential was public opinion and can public opinion even be quantified and assessed in these years?</p>
<p>5. 5 Hours: Defeat and Survival 1939-40</p>	<ul style="list-style-type: none"> • The Phoney War-why? • The Norwegian Campaign: why was it such a disaster? • The Fall of France and Dunkirk-disaster and deliverance • Churchill and the decision to fight on <p>The Battle of Britain-how significant?</p>
<p>6. 5 Hours: Clinging On! 1940-41</p>	<ul style="list-style-type: none"> • The Blitz, September to May. • The War at Sea: why was it so important? • Victories against Italy • Defeat in Greece and the impact of Rommel in North Africa. • Lend Lease and growing US support: how important? The New Russian Ally.

Unit 3, Option D, Topic D2: Britain and the Challenge of Fascism: Saving Europe at a Cost? c1925-60

Exemplar Scheme of Work

<p>7. 5 Hours: The Turn of the Tide 1942-43</p>	<ul style="list-style-type: none"> • Tobruk, El Alamein and Tunis; Victory in Africa; the US contribution • The Invasion of Italy and the downfall of Mussolini. • Special operations and fomenting opposition in Europe to the Nazis. • The Crisis in the Atlantic; the U Boat threat and its defeat; why was it so important? • Harris and the Bomber Offensive 1942-43; a second front or a strategic error?
<p>8. 5 Hours: Victory in Europe 1944-45</p>	<ul style="list-style-type: none"> • The D Day Landings: an Anglo-American triumph; why were they so successful? • The Liberation of France-the relative importance of the US and UK. • The Bomber Offensive: defeat over Berlin in 1944 but final victory 1945; the complementary role of the USAAF • The campaign in Italy: why so slow? • The invasion of Germany
<p>9. 5 Hours: The War Economy</p>	<ul style="list-style-type: none"> • The growth in the power of government. • The role of women • The importance of Lend Lease and US aid ? • Propaganda and national morale • The Economic achievements in terms of war production
<p>10. 5 Hours: Living Through the War</p>	<ul style="list-style-type: none"> • The impact of bombing. • Entertainment and popular culture • The impact of US forces • Rationing and diet • The Black Market
<p>11. 15 Hours: Controversy: Was the social and economic impact of the war on Britain positive or negative</p>	<ul style="list-style-type: none"> • Physical damage and lives lost. • Damage to trade and financial services • Growth in government powers • Growth in trade union power • Diet and health . • Stimulus to new industries and technologies

Unit 3, Option D, Topic D2: Britain and the Challenge of Fascism: Saving Europe at a Cost? c1925-60

Exemplar Scheme of Work

in the years 1945-60?

- Impact on society - class structure and crime.
- Impact on society- gender relations.
- The historical debate through the sources (seven hours)
 - A new Jerusalem made possible by the weakening of a deferential society and an antiquated economy or the strengthening of a sclerotic, inefficient economy dominated by over-powerful trade unions and interfering bureaucrats?

Unit 3, Option E, Topic E1: The World in Crisis, 1879-1941

Exemplar Scheme of Work

The following table shows how the issues which need to be covered in relation to Unit 3, Topic E1, might be incorporated into a teaching programme. It should be emphasised that it is an example of what might be done, not a model to be adopted. The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each topic should be given a standard unit of time.

The assumption has been made that contact time for the unit comprises 72 one-hour lessons. How these 72 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

The scheme could be taught by more than one teacher. It would, for example, be possible for this scheme to be operated by two teachers, with one responsible for sections 1, 10 and 11 with a focus primarily on controversy and the other responsible for sections 2-9; another possibility would be for one to be responsible for sections 1-7 and the other for sections 8-11.

The time allocated to the teaching of the controversies has assumed that students have become familiar with their context through the teaching of the course for Section A. The separation of the controversies or the concurrent teaching of two periods would necessitate amendments to the scheme to accommodate the additional introductory phases.

The content focus of this option is on international relations in the late 19th and first half of the 20th century and why these broke down producing two devastating world wars. In Part A candidates should be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. In Section B they will be asked to investigate historical interpretations through the analysis of presented secondary sources and the application of their own knowledge. Both parts should be seen as a coherent whole, complementary in achieving historical understanding of international relations between 1879 and 1941.

1. 2 Hours: Introduction	<ul style="list-style-type: none">• Overview of international relations, 1815-79• The Great Powers in the 1870s
2. 5 Hours: The development of European alliances up to the 1890s	<ul style="list-style-type: none">• Germany, Austria-Hungary and the creation of the Dual Alliance (1879)• The operation of the Dual Alliance and the creation of the Triple Alliance (1882)• Reasons for, and the development of, the Franco-Russian alliance (1894)• Germany responds: the evolution of the Schlieffen Plan.

Unit 3, Option E, Topic E1: The World in Crisis, 1879-1941

Exemplar Scheme of Work

<p>3. 5 Hours: The end of British 'isolation' and the onset of the pre-1914 arms race</p>	<ul style="list-style-type: none"> • Britain's relationship with the Triple Alliance in the 1890s • The formation of the 1904 and 1907 Ententes • Military cooperation between the Entente powers, including the 1912 Anglo-French naval agreement • The accelerating European arms race before 1914, particularly Anglo-German naval rivalry and its diplomatic consequences.
<p>4. 5 Hours: International crises, 1905-14 (1)</p>	<ul style="list-style-type: none"> • Overview of international crises 1905-14 • The significance of the first Moroccan crisis and the Algeiras Conference, 1905-06 • The second Moroccan crisis 1911: origins, course and resolution.
<p>5. 5 Hours: International crises, 1905-14 (2)</p>	<ul style="list-style-type: none"> • The Bosnian crisis 1908-09 and its impact on Russo-German relations • The Balkan wars 1912-13 and the consequences for great power relations • The evolution of the 1914 crisis (June to August) from the assassination of Franz Ferdinand to the British declaration of war • Why wasn't the 1914 crisis resolved peacefully?
<p>6. 5 Hours: Developments during the First World War</p>	<ul style="list-style-type: none"> • Overview of the 1914-18 war • The financial and human cost of the First World War • International agreements and pronouncements during the First World War, including the Sykes-Picot Pact (1916), the Balfour Declaration (1917) and Wilson's Fourteen Points (1918).
<p>7. 5 Hours: The Post-War Settlement</p>	<ul style="list-style-type: none"> • The influence of great power (Britain, France, USA and Germany) interests and principles on the Treaties of Versailles, Trianon, Neuilly and Lausanne • The attitudes of, and results for, Italy, Turkey, Japan, China and the USSR.
<p>8. 5 Hours: Disarmament in the 1920s</p>	<ul style="list-style-type: none"> • The disarmament provisions of the Treaty of Versailles • Subsequent attempts to achieve international disarmament, particularly the success of the Washington Naval Conference and Treaty 1921-22.

Unit 3, Option E, Topic E1: The World in Crisis, 1879-1941

Exemplar Scheme of Work

<p>9. 5 Hours: Rearmament in the 1930s</p>	<ul style="list-style-type: none"> • The failure of the Geneva Disarmament Conference 1932-33 • Reasons for, and the development of, rearmament in the 1930s • Attempts to moderate and control rearmament, including the Anglo-German Naval Agreement of 1935.
<p>10. 15 Hours: Controversy: Why was the League of Nations not more successful?</p>	<ul style="list-style-type: none"> • The Treaty of Versailles and the creation of the League of Nations • The constitution, structure and responsibilities of the League of Nations • The attitudes of the Great Powers (Britain, France, USA, Germany and the USSR) towards the League • The 'golden age' of the League in the 1920s (peacekeeping initiatives, social and economic work, the mandates) • The failure of the League in the 1930s particularly Manchuria (1931) and Abyssinia (1935) • The historical debate through the sources (seven hours) <ul style="list-style-type: none"> • Did the failure of the League stem from constitutional defects? • Was the League's lack of success due to the USA's refusal to participate? • Did the League struggle because of its association with the Treaty of Versailles? • Do the bitter ideological divisions of the interwar period explain why the League had little success?
<p>11. 15 Hours: Controversy: Why did armed conflict between the major world powers break out in the years 1937-41?</p>	<ul style="list-style-type: none"> • The outbreak of the Sino-Japanese War (1937) • War begins in Europe (Sept. 1939) • Russia enters the Second World War (1941) • The USA's entry into the Second World War (1941) • The historical debate through the sources (seven hours) <ul style="list-style-type: none"> • Were these armed conflicts due to the impact of world depression? • Did the key personalities involved make these wars inevitable? • Did the bitter ideological divisions of the period lead to the outbreak of hostilities? • Were these wars simply the traditional pursuit of national interests by force?

Unit 3, Option E, Topic E2: A World Divided: Superpower Relations, 1944-90

Exemplar Scheme of Work

The following table shows how the issues which need to be covered in relation to Unit 3, Topic E2, might be incorporated into a teaching programme. It should be emphasised that it is an example of what might be done, not a model to be adopted.

The assumption has been made that contact time for the unit comprises 72 one-hour lessons. How these 72 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

The scheme could be taught by more than one teacher. It would, for example, be possible for this scheme to be operated by two teachers, with one responsible for sections 1, 2 and 11 with a focus primarily on controversy and the other responsible for sections 3-10; another possibility would be for one to be responsible for sections 1-6 and the other for sections 7-11.

The time allocated to the teaching of the controversies has assumed that students have become familiar with their context through the teaching of the course for Section A. The separation of the controversies or the concurrent teaching of two periods would necessitate amendments to the scheme to accommodate the additional introductory phases.

The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each topic should be given a standard unit of time.

The content focus of this option is on international relations from the mid- to late 20th century, a period dominated by USA-USSR superpower rivalry and the development of a 'bi-polar' world. In Section A candidates should be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. In Section B they will be asked to investigate historical interpretations through the analysis of presented secondary sources and the application of their own knowledge. Both parts should be seen as a coherent whole, complementary in achieving historical understanding of USA-USSR relations during the Cold War.

1. 2 Hours: Introduction	<ul style="list-style-type: none">• Outline of USA-USSR relations 1917-1941• America and Russia at war 1941-45.
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Unit 3, Option E, Topic E2: A World Divided: Superpower Relations, 1944-90

Exemplar Scheme of Work

<p>2. 15 Hours: Controversy: Why did the Cold War between the superpowers emerge in the years to 1953?</p>	<ul style="list-style-type: none"> • Superpower diplomacy at Yalta and Potsdam and the end of the war in Europe • The 'Stalinisation' of eastern Europe • Truman, US containment and the Marshall Plan • The division of Germany and the Berlin blockade • The significance of the Korean War • The historical debate through the sources (seven hours) <ul style="list-style-type: none"> • Ideological confrontation? • Traditional great power rivalry? • Soviet or American aggression? • Uncompromising and inflexible leaders? Suspicion and misperception?
<p>3. 5 Hours: Khrushchev and Peaceful Coexistence in the 1950s</p>	<ul style="list-style-type: none"> • The emergence of Khrushchev and de-Stalinisation • Soviet motives for, and moves towards, peaceful coexistence including cuts in the Red Army and withdrawal from Austria and Finland • Internal threats to the Soviet system: East Germany, Poland and Hungary.
<p>4. 5 Hours: America and the 'thaw' of the 1950s</p>	<ul style="list-style-type: none"> • Eisenhower and Dulles: domino theory and the 'rollback' of communism • The impact of the crushing of the Hungarian rising 1956 on the West • The 'Geneva spirit' and the significance of conference diplomacy between Khrushchev and Eisenhower/Kennedy • End of the thaw: the U2 incident and the Berlin crisis (1958-61).

Unit 3, Option E, Topic E2: A World Divided: Superpower Relations, 1944-90

Exemplar Scheme of Work

<p>5. 5 Hours: The arms race, 1945-1962</p>	<ul style="list-style-type: none"> • The significance of America's use of the atomic bomb in 1945 • The importance, for the Cold War, of the USSR joining the 'nuclear club' (1949) and the development of the hydrogen bomb (early 1950s) • The impact of rocket science and advanced delivery systems (e.g. Sputnik and ICBMs) on superpower relations • America and the 'missile gap' of the late 1950s • The contribution of the arms race to the protracted nature of the Cold War.
<p>6. 5 Hours: The Cuban Missile Crisis, 1962</p>	<ul style="list-style-type: none"> • Castro's revolution and US attempts to undermine the new Cuban regime • Why did Cuba establish links with the USSR? • The development of the missile crisis and its resolution • What were the results of the crisis? The easing of tension through the Nuclear Test Ban Treaty and the 'hot line'.
<p>7. 5 hours: Sino-Soviet relations, 1949-69</p>	<ul style="list-style-type: none"> • The significance of the Communist revolution in China 1949 for Cold War relations • Early Sino-Soviet cooperation in the 1950s including the Soviet-Chinese Treaty of Friendship (1950), the outbreak of the Korean War and Chinese-USA tensions over Taiwan • Reasons for, and the significance of, deteriorating Sino-Soviet relations from 1958 to 1969.
<p>8. 5 Hours: 'Ping-pong' diplomacy, 1970-76</p>	<ul style="list-style-type: none"> • Sino-American relations up to 1969 • US and Chinese motives in pursuing better relations 1970-76 • Key events and developments in the improving Sino-US relationship including Nixon's visit to China • Nixon and Kissinger's attempts to use improved Sino-US relations as a diplomatic lever with the Soviet Union.
<p>9. 5 Hours: The Origins and Developmen t of Détente from 1969</p>	<ul style="list-style-type: none"> • Ostpolitik • US and Soviet motives in pursuing détente, including Kissinger's 'realist' approach and the part played by economic factors • Arms limitation discussions (SALT 1 and 2) and their results including the Strategic Arms Limitation Treaty (1972) and the Anti-Ballistic Missile Treaty (1972) • Human rights and the significance of the 1975 Helsinki Accords.

Unit 3, Option E, Topic E2: A World Divided: Superpower Relations, 1944-90

Exemplar Scheme of Work

<p>10. 5 Hours: The end of Détente</p>	<ul style="list-style-type: none">• The limitations of détente including SALT and the issue of human rights• The impact of the election of Reagan and Thatcher• The significance of the Soviet invasion of Afghanistan (1979).
<p>11. 15 Hours: Controversy Why did the Cold War come to an end in the 1980s?</p>	<ul style="list-style-type: none">• The role of key western personalities such as Reagan, Thatcher and Pope John Paul• Gorbachev's pursuit of <i>Perestroika</i> and <i>Glasnost</i>• The collapse of Soviet influence in Eastern Europe• The economic burden of the arms race• The historical debate through the sources (seven hours)<ul style="list-style-type: none">• Did the economic burden of the arms race in the 1980s force the Soviet Union to abandon the Cold War?• Were Gorbachev's initiatives or the actions of western leaders chiefly responsible for ending the Cold War?• Did the Cold War end due to the moral bankruptcy of Soviet communism?