Getting Started

GCE History

Edexcel Advanced Subsidiary GCE in History (8HI01)
First examination 2009

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Introduction

Edexcel's GCE in History has been developed in consultation with schools, colleges, university lecturers and professional bodies to ensure it provides a coherent and engaging programme of study at Advanced Subsidiary level with a natural progression into A2.

This Getting Started book will give you an overview of the course and what it means for you and your students. The guidance in this book is intended to help you plan the course in outline and give you further insight into the principles behind it to assist you and your students in succeeding in the qualification.

Key principles

A strong structure

Edexcel's History specification offers a wide and stimulating choice of content including British, European and World history, plus new options covering areas such as Medieval England and the British Empire.

There will now be four units instead of six. The Advanced Subsidiary and A2 units can be taught in any order.

Coursework is a feature of A2, providing over 45 Edexcel designed 100-year coursework programmes as well as offering teachers the opportunity to design their own coursework programmes.

The specification offers a choice of question in every unit, including a choice of source questions in Units 2 and 3.

Specification support

Edexcel has provided a package of support and guidance contained within this book and will host a programme of INSET training and feedback meetings.

Unit overviews

Here is a brief description of the focus and structure of each unit.

Unit 1: Historical Themes in Breadth

Unit 1 requires students to study two topics within one of the six options set for the unit. This unit assesses students' understanding of history in breadth. The focus required is not so much the acquisition of detailed information, but the ability to analyse and explain broader developments and changes. The clarification of content for this unit offers examples of ways in which developments could be illustrated, and makes clear that students will be rewarded for their ability to support the points they make with this or other valid material. This approach puts the selection of teaching material in the control of teachers. Questions will only focus on named individuals and events if they are specifically prescribed.

Unit 2: British History Depth Studies

Unit 2 requires students to study one topic from a choice of ten set on British history depth studies. Through an exploration of source material in context, students are expected to develop an in-depth understanding of the attitudes, beliefs and structures of the societies studied.

Unit 3: Depth Studies and Associated Historical Controversies

Unit 3 requires students to study one topic from a choice of ten. Students are expected to develop an understanding of the period studied and also of the nature of historical controversy associated with aspects of it. This unit is divided into two sections with a slightly higher weighting for Section B. The content of Section A is defined by four bullet points. A further two historical controversies have been identified for in-depth exploration and they form the content and assessment focus for Section B of the paper.

Although the content of the associated controversies is an integral part of the Unit 3 topics, a Section A essay will not be set on this content. If centres wish to divide the responsibility for the teaching of Unit 3 between two teachers, it would be possible for one teacher to take responsibility for the controversies assessed in Section B. Students should, however, be able to set the controversies in the context of the rest of the period of study. Although the second section of the paper has a higher weighting, it may be possible to allocate a slightly shorter time to the Section B studies on the assumption that this contextual understanding is developed in other sessions.

Unit 4 Historical Enquiry

In Unit 4, students will carry out an enquiry which will address the aspects of a chosen theme over a period of at least 100 years. They will examine both the short-term significance of an individual, movement or event, as well as the factors affecting change throughout the whole period.

What's new?

The main change is that there are now four units instead of six. The Advanced Subsidiary and A2 units can be taught in any order.

Requirements

The QCA subject criteria for GCE History requires students to cover:

- The history of more than one country or the history of more than one period at AS and at A2

- Aspects of the past in breadth

- Aspects of the past in depth

- A minimum of 25% British history

- Change and development over a period of time, including:

    - Long-term (at least 100 years)

    - Short-term.

In addition, GCE specifications in History must include an internally assessed element comprising a maximum of 20% of the A level and assessing the skills of historical enquiry.

To meet these requirements, the Edexcel specification offers:

- A broad and varied programme of study which offers a wide range of options, but with minimal overlap between units

- The opportunity to study the past in breadth in Units 1 and 4

- The opportunity to study the past in depth in Units 2, 3 and 4

- A British History unit weighted at 25%

- An internally assessed Unit 4 allowing students to carry out an historical enquiry, studying aspects of a chosen theme, both in the short and long-term (at least 100 years)

- Advice within the specification (Appendix 2) on constructing a broad, balanced and coherent programme of study.

AS Units

In **Unit 1: Historical Themes in Breadth,** students explore aspects of the past in breadth through periods or themes. Students will study two topics, each of about 50 years, linked by a coherent period or theme. This will enable them to gain a broad overview of a particular theme and to assess the historical significance of events, ideas, attitudes and beliefs and how these influenced behaviours and action.

Unit 2: British History Depth Studies is weighted at 25% and comprises exclusively British History options**.** This is a simple way of ensuring that students study the correct percentage of British history, as prescribed by the subject criteria, and it allows teachers a free choice of topics in all units.

For those students wishing to study British History in Unit 1, we have ensured that there is no overlap between the British History options in Units 1 and 2, in order to meet the requirement for the study of more than one period or country at AS.

This unit also meets the requirement to study a period of history in depth. By exploring source material in its historical context, students will develop an in-depth understanding of the attitudes, beliefs and structures of the societies they study.

A2 Units

Students undertake a depth study in **Unit 3: Depth Studies and Associated Historical Controversies.** Each of the topics enables students to explore the nature of challenges and conflict both within the period and relating to the societies and/or political systems studied. In this unit students will also compare provided source material giving evidence of differing views about defined associated historical controversies while exploring an issue of historical debate.

One of the key changes to the Edexcel Advanced GCE in History is that it will include 20% compulsory internal assessment. In the Edexcel Advanced GCE in History, **Unit 4: Historical Enquiry** will be internally assessed. Students will carry out an enquiry looking at factors for change and development in both the short and long-term.

The decision was taken to place the internally assessed unit within the A2 because of:

- The demanding nature of carrying out an historical enquiry

- The necessary percentage split: if the internally assessed unit had appeared within the AS, then the AS would have had to have an externally assessed paper weighted at 30%

- Of the centres currently doing coursework, the majority take the A2 100-year coursework option. It was therefore felt that this approach would be the most familiar for centres.

In Unit 4, students will carry out an enquiry addressing factors for change and development in both the short and long-term. The enquiry should address the aspects of a chosen theme over a period of at least 100 years. They will also examine both the short-term significance of an individual, factor or event, as well as the factors affecting change throughout the whole period.

Edexcel is aware that there are many centres which do not currently choose to do a coursework option. To assist teachers, Edexcel has produced over 45 coursework programmes to choose from, covering a wide range of history from Medieval and early modern British and European history to 20th century British, European and World history. Alternatively, teachers have the opportunity to design their own coursework programmes.

Assessment Guide - externally assessed units

In this section you will find guidance related to assessment of the three externally assessed units, including information on question targets, what the question might involve and suggested lengths of responses.

A combination of assessment techniques will be used. Students will be required to undertake extended writing and essays in all units, in order to present historical explanations, assess the significance of events, individuals, beliefs and movements, and to reach substantiated judgements.

Students will evaluate sources in Units 2, 3 and 4 in order to reach judgements by analysis and evaluation, and to address historical claims and debates.

Unit 1: Historical Themes in Breadth

In the examination, students will have a choice of one out of two questions in each topic they have studied. They must answer two questions, one from each topic. The unit targets Assessment Objective 1 only. The assessment emphasis is on the ability to recall, select and deploy historical knowledge and understanding of history in a clear and effective manner and the ability to present historical explanations showing understanding of history. The questions will be unstructured and will require an extended response. Students will encounter a variety of question types, including the requirement to arrive at substantiated judgements.

Question targets

The focus of Unit 1 questions will be on developed analysis and the ability to make, and support, a reasoned historical judgement. Questions will not be restricted to a particular kind of analysis or judgement. The question target may relate to causation but could equally be about consequence or other key features of an historical episode.

For example:

The question *How far is it accurate to describe relations between the Mother Country and the American colonies as peaceful and harmonious in the years 1740-63*? (Option C Topic C2) asks for analysis of, and judgement about, the key features of the situation.

The question *How far did the priorities of the three Five-Year Plans change in the years 1929-41?* (Option D Topic D4) asks for analysis of and judgement about the extent of change.

The questions *How far was the Korean War a military and political success for the USA?* (Option D Topic D6) and *How far is it accurate to say that the Black Power movements of the 1960s achieved nothing for black Americans?* (Option D Topic D5) both require an analysis of consequences and effects. They are dealing with outcomes, not causes.

However, the majority of the questions do require students to analyse causation or make a judgement about the reasons for an event or the outcome of a situation.

For example, *Why did the British Government increasingly regulate the East India Company in the years c1770-1813?* (Option C Topic C4) and *To what extent was Italian Fascism created by frustrated nationalist ambitions* (Option E/F, Topic E/F3) are both questions targeted on causation.

When students are asked to what extent they agree with a statement or how far a statement is accurate, they should clarify what the statement is about. Is it describing key features of a situation? Is it commenting on consequences? Does it relate to causes?

Other question approaches include:

- How extensive was opposition to …? (Target: analysis of key features)

- How far did … improve …? (Target: comparison; analysis of change)

- How important was … in increasing opposition/support/ …? (Target: analysis of causation)

- How important was … contribution to the development of …/the outcome of/… the beginning of…? (Target: analysis of significance).

Length
Students will have approximately 35 minutes in which to write a response to each question, allowing time for choice and planning.

Unit 2: British History Depth Studies

Unit 2 assesses skills of:

- the analysis and evaluation of source material, (Assessment Objective 2a)

- the analysis and evaluation of interpretations and representations of history (Assessment Objective 2b)

- the recall, selection and deployment of knowledge, and the ability to develop explanations and make substantiated judgements (Assessment Objective 1a and b).

In the examination, students will complete two tasks:

- one compulsory sub-question (a) worth 20 marks which will assess AO2a only;

- a second task which will provide a choice of one out of two questions (bi or bii) assessing AO1 and AO2b in combination.

In the (b) sub-question, AO2 carries 16 of the 40 available marks and AO1 carries 24. The basis of Unit 2 questions will be two or three pieces of source material for question (a) and two or three pieces for each of the question (b) alternatives. The source material will be predominantly written, but non-written sources may also be used. At least three pieces of source material will be contemporary to the period being studied and there will always be a secondary source in the (b) question.

The secondary source will form the focus of the (b) question. The total word length of the sources students will use in the examination will be approximately 550 words. The source material will be more complex in terms of language and density of argument than that encountered at GCSE, but less so than that encountered at A2 level. Sources will be adapted where necessary to make them appropriately accessible for students entering for AS examinations.

Question targets

Question (a)

The compulsory sub-question (a) will test students' ability to reach a judgement by analysis, cross-referencing and evaluation of source material. It targets AO2 only. 'Cross-referencing' is taken to mean the process of comparing two or more sources and reaching a conclusion based on the comparison. The (a) task will encompass more than a comparison of source content: questions will require students to consider factors such as the authorship and purpose of the source as well as its content. It is not expected that students will have prior knowledge of all the individuals or events to which the source material relates.

Students should make use of the material in the captions to aid their thinking here. For example:

- How involved and authoritative was the author?

- Might the origin or purpose of the source indicate that aspects of its content should be treated with caution?

Considerations of these aspects of the context of the sources will enable students to give weight to the evidence in the process of assessing, for example, the degree to which a statement in one source is challenged by the evidence of another. Typically, students will be asked to analyse the ways in which the set of sources can be said to support a statement. They may also be asked to consider whether one or more contemporary sources offers support for, or challenges, ideas or claims made in another source and to offer a judgement based on their analysis.

Question stems for the cross-referencing question include:

- How far do these sources support the view that …?

- How far do these sources suggest that …?

- How far do sources 2 and 3 challenge the portrayal of source 1 of …?

- How far do sources 1 and 2 support the arguments of the author of source 3…?

- How far do sources 1 and 3 challenge the conclusions of source 2 about...?

- Does a study of... offer support for the view that...?

The cross-referencing question will be worth a maximum of 20 marks out of 60. No additional recalled knowledge is required for this question.

What question (a) involves:

- accurate comprehension and analysis of the sources

- responses should go beyond simple matching of surface features; they should consider, as appropriate, inferences that can be made from the sources when comparisons are made

- comparisons should be supported by reference to brief, specific phrases, words or ideas in a source; excessive quotation from sources is not encouraged

- students should never be tempted to write about the focus of the question from knowledge that comes from beyond the source; the stem of the question will always focus on what can be claimed on the basis of the provided material, not what the student knows about that specific issue

- responses should go beyond the content of the sources to consider, from the information given in the captions, the nature of the sources, their origins and likely purpose

- the task involves giving weight to evidence by taking into account the implications of the nature and purpose of a source in order to consider how much support it can provide for a given statement

- attention should be paid quite explicitly to 'how far' there is support or challenge.

Question (b)

The (b) sub-question will require students to use two or three pieces of source material and their own knowledge to consider a historical view or claim. A piece of secondary source material will always be included among those which students will be expected to make use of in their answer. Questions will be set that require students to test a hypothesis or challenge a particular view. A typical question stem is, *Do you agree with the view that...*? The source material provided will relate to the view or claim in the question. Sometimes, the actual statement will be contained in the secondary source, in which case a likely question stem is, *Do you agree with the view expressed in source 5 (lines 32-33) that...?', 'Explain your answer, using sources 4 and 5 and your own knowledge.*

In making their (b) choice, students are advised to select the question about which they feel more confident, but in the process of planning their response, to focus first on the issues raised by the provided sources. Since both AO1 and AO2b are targeted in the (b) question, students who make no use of the sources, or students who use the sources alone, will be penalising themselves severely. The advice given above on question analysis for Unit 1 is also relevant here. Students should be clear about whether the claim in the question requires them to consider, for example, the causes, consequences or key features of a situation.

What question (b) involves:

Use of two or three sources and own knowledge to agree or disagree with a presented view or interpretation. It requires:

- focus on the question

- accurate comprehension and analysis of the sources

- clarity about what is being claimed

- awareness of the relationship between the sources and the statement in the question

- use of own knowledge to add depth and range to the points which can be drawn from the provided sources

- presentation of an argument in relation to the stated claim

- use of the provided sources and own knowledge to support the argument

- the reaching of a reasoned, supported and balanced conclusion; this judgement should be based on both precise knowledge and appropriately selected evidence from the sources.

Length

Students are advised to use the mark tariffs as a guide to the length and complexity of the answer, and to try to reserve two-thirds of the 80-minute examination for question (b). The expectation is that the responses to the (b) question will be a significant piece of extended writing.

Unit 3: Depth Studies and Associated Historical Controversies

Assessment: Section A

Unit 3 Section A requires students to answer one essay question out of the two set on the paper for the topic they have studied. The section targets Assessment Objective 1 only — both AO1a (the ability to recall, select and deploy historical knowledge and understanding of history in a clear and effective manner) and AO1b (the ability to present historical explanations showing understanding of history). The maximum raw mark available for Section A questions is 30 marks.

Broadly speaking, the Section A essay questions present students with one of two kinds of challenge: some of the questions call for an analysis of the causes, or perhaps the causes and consequences, of an historical event or episode; other questions require students to make and justify an historical judgement about, for example, the significance of a key event or individual.

Question targets: Section A
Causal questions

Causal questions may appear in a variety of forms.

- Single-focus causal questions, for example:

    Why did relations between England and Spain deteriorate so sharply in the years 1578-1585? (Option A, Topic A1)

    Such questions can be described as 'one-part' simply in the sense that there is one event, episode or issue to be explained. The requirement to analyse and explain 'so sharply' makes the causal analysis demanding here.

- Double-focus causal questions, for example:

    '*The Evangelical Movement was more important than government repression in explaining why the radical protests of the 1790s were successfully contained.' How far do you agree with this view?* (Option B, Topic B1)

    Questions of this kind call for two distinct sets of causes or reasons to be given and it is very important to strike an appropriate balance between the two parts of the question. Preoccupation with one part and neglect of the other will result in a significantly unbalanced answer.

- 'Indirect' causal questions, for example:

    Charles II's restoration to the English throne owed more to good luck on behalf of him and his advisers than it did to their good judgement.' How far do you agree with this view? (Option A, Topic A1)

Questions of this kind might be called 'indirect' causal questions not, of course, because the examiners have any intention to mislead, but simply because they present a less obviously causal trigger than questions which contain the words, 'Why...?' or, 'Explain' or 'Account for...'. Typically, the 'indirect' causal question offers a claim about causes which the student is invited to assess, not only by examining the cause which features in the question, but with reference also to other causes of which he or she has knowledge. This type of question might be seen as a little more challenging than one-part or two-part causal questions because it explicitly calls for comment on the relative importance of causes. In practice, however, the best answers to the more straightforwardly phrased type of causal question offer comment on the relative importance of causes and are rewarded for doing so.

Answers to questions focusing on causation are often weakened by an approach in which events are described sequentially or chronologically and relevant causes are identified only implicitly. Students ought not to be left in any doubt that an unanalytical, narrative response to Unit 3 questions, and indeed to causal questions in other units, whether AS or A2, will not score highly, however great the weight of information they contain. Consideration of two brief pieces of historical writing - the former narrative and the latter analytical - of a key event in English history might be a useful starting point to assist students in developing an appreciation of the difference between narrative and causal analysis.

The battle continued from early morning until dusk. The Norman attacks were beaten off as steadily as the French attacks at Waterloo. At one moment the Normans retreated in some confusion and were only rallied by Duke William's prompt intervention. This retreat proved the undoing of the English army. A number of the English broke ranks and pursued the Normans who, when they had recovered, turned and cut them down. Later in the day, we are told, the Normans repeated the manoeuvre. By such means, the English shield-wall was gradually whittled away. As dusk was falling King Harold himself was killed.
(C N L Brooke, *From Alfred to Henry III,* 1961)

The Normans alone possessed cavalry. Skilful use of mounted knights seems to have been a very important element in William's victory. The Normans also possessed a predominance, perhaps a decisive predominance, of archers. It is now agreed that Harold was probably mistaken in hastening south after Stamford Bridge, and certainly mistaken in engaging in a pitched battle so soon with tired troops, indeed with, to all appearance, only a part of his army. It is further agreed that Harold met in William a commander abler than himself both in judgement of immediate tactical situations and in general strategic grasp.
(H Loyn*, The Norman Conquest,* 1965)

Judgement questions

Typical stems for questions which call for students to make and to justify an historical judgement about, for example, the significance of a key event or individual include:

- How far do you agree that ...?

- How important ...?

- Examine the validity of the claim that ...

- To what extent ...? (perhaps the most common of all).

Like causal questions, questions requiring students to make and to justify a historical judgement appear in a variety of forms.

- One-part 'judgement' questions, for example:
  '*The impact of the First World War merely heightened existing social and political tensions which had divided Germany before 1914.'*
  How far do you agree with this judgement? (Option D, Topic D1)
  Questions of this type require a single judgement to be offered and justified or supported, though it is important that the answer explains both social and political tensions.

- Two-part 'judgement' questions, for example:
  '*Very little was restored, and even less was settled.'*
  How far do you agree with this judgement on the Restoration Settlement? (Option A, Topic A2)
  Questions of this type require two distinct judgements to be offered and justified or supported. One profitable approach may be to divide the essay into two distinct sections after an introductory paragraph indicating what will be done. Some highly able students, of course, are able to cross-refer between the two issues in an integrated and coherent way and may produce a more interesting piece of writing in consequence. For most, however, a less ambitious strategy, which nevertheless does full justice to the question asked, will pay higher dividends.

- Note that the judgements asked for can be judgements about causes and/or consequences. For example:
  How far were the changes in Anglo-German relations in the years 1888-1912 determined by the build up of the German navy in these years? (Option D, Topic D2)

- It is the case too, that on occasion mixed causal and judgement questions are set. For example, *Why, and how profoundly, did divisions appear in the New Model Army during 1647?* (Option A, Topic A2)

In answering questions of this type, students might be well advised to divide their answers into two clear parts: one offering causal analysis, the other offering and supporting a judgement.

Students would benefit from careful planning of answers to questions calling for a historical judgement to be made and supported. Misconceived or flawed approaches sometimes encountered include:

- failing to offer a judgement at all and relying excessively on narrative or description instead

- arguing implicitly in support of a judgement without making that judgement explicit

- identifying two or more possible judgements but failing to make a reasoned choice between them in favour of any one of them

- articulating a brief judgement only at the end of an essay ('so it can be seen that …') without establishing clear links between the main body of the essay and the concluding judgement.

One fruitful strategy might be for students to offer a basic judgement in their opening paragraph in the form of a proposition to be developed in the main body of the answer. Alternatively, they may wish to briefly summarise different lines of argument on the proposition in their introduction before proceeding in the main body of the answer to show, by their selection of evidence and the points they wish to stress, where their own judgement lies.

Students might usefully be reminded, too, that examiners do not harbour pre-set ideas about 'right' or 'wrong' judgements. The question gives a student the opportunity to pursue a consistent line of reasoning, supported by evidence. The essay will be judged on the quality of reasoning and the accuracy and appropriateness of the supporting evidence. An answer offering an idiosyncratic judgement supported by plausible reasoning and some concrete evidence will receive sympathetic treatment; writing consisting of unfounded and unsupported assertion will not.

Readers may find references in Unit 3 mark schemes to answers at level 5 which may show knowledge of recent historical research or of relevant historical debates about the topic in question. It should be stressed that such references are not required to achieve that level. Nor will historiographical reference automatically 'promote' an answer to a higher level. Students may choose to deploy their knowledge of specific interpretations as part of the evidence used to sustain or develop their own arguments. However, historiographical references may well be found lower (sometimes much lower) down the levels hierarchy. Some topics are likely to be taught using a historiographical approach whereas others are not.

Similarly, some centres deliberately teach pupils to include reference to named historians, or to quote from them. It is stressed that, for Section A questions, this strategy is neutral in assessment terms. Historiographical reference and quotation from historians may serve to strengthen an already strong answer; as with other evidence used by a student, it is the effectiveness of the deployment which ultimately determines the marks awarded.

Length: Section A

The response time available to students attempting Unit 3 Section A essay questions is approximately 50 minutes. This allows candidates to take time for reading, choice and planning in the examination as a whole, and to devote slightly longer to Section B which carries the greater weighting.

Firstly, while it is not really possible to be categorical about the number of words students should write in response to a Unit 3 essay question — some will inevitably express themselves with greater economy and precision than others — it is anticipated that the majority of answers will fall within the 900-1100 word range and that good answers will show both precision and appropriate levels of detail in answers.

Secondly, the principal intention in allowing a generous amount of time to answer a single essay question is to enable students to fully reflect on the precise demands of the questions set and to plan their answer accordingly. It is recommended that students devote five minutes of the time they have available to planning their answer. Students also have time to choose their words with care and, at the end of the process, check their work for spelling and syntactical errors. Centres will note that the generic levels of response mark scheme for Unit 3 makes specific reference to quality of written communication.

Section B: The associated controversies
Assessment

Students will be assessed on their ability to make links between the sources provided, their knowledge of the topic studied and their understanding of the basis upon which historians have reached their differing views.

This section targets Assessment Objective 1 (AO1) and Assessment Objective 2b (AO2b). AO1 assesses the student's ability to recall, select and deploy historical knowledge accurately, communicate knowledge and understanding of history in a clear and effective manner; present historical explanations showing an understanding of appropriate concepts, and arrive at substantiated judgements. Assessment Objective 2b assesses the analysis and evaluation of interpretations and representations of history. The maximum raw mark available for Part B questions is 40 marks.

The balance of the assessment objectives in this section is heavily weighted towards AO2. The breakdown of objectives is: AO1 carries 16 marks and AO2b carries 24 marks. It follows that, in assessing students' work on this unit, greater credit will be given for a demonstration of their abilities at AO2 than for a demonstration of their abilities at AO1. However, the ability to explain and evaluate interpretations can be demonstrated in relation to material previously studied as well as in relation to that provided in the examination. Students should be aware of why the issue they have studied is controversial, and they should understand the key issues which make the topic controversial as a matter of historical debate. It is this element of their own knowledge of the controversy which gains them credit in relation to AO2b.

Students will be given a choice of one out of two source-based questions. There will be one question on each controversy. In each question there will be two or three extracts from published sources. The sources will be offering an interpretation on part, or all of the specified controversy. In the question, students will be presented with a claim, usually, though not necessarily, in the form of a brief quotation, and will then be invited to make and support a judgement about its validity. In doing this, students will be expected to draw on the two or three given sources. They will be expected to compare, contrast and evaluate the views in the provided source material, integrating the material from the sources with their own knowledge in the process of exploring and reaching a judgement about a key area of historical interpretation or debate.

The questions will be designed to elicit what the students know, understand, and can do, so questions will be asked that enable them to make use of the specific knowledge they have, and deploy it appropriately in their answers. However, students should understand that they will always be required to make use of the sources. Those who attempt to respond only on the basis of a high level of specific knowledge cannot be highly rewarded. The role of own knowledge in dealing with the controversies in this element of Unit 3 is to provide additional depth and add range to the issues raised in the sources.

This part of the examination will test students' ability to engage with the strengths and weaknesses of different historical interpretations. However, examiners see an important difference between this skill, and knowledge about which historian has said what. They do not wish to encourage rote-learned litanies of what historian A or historian B has said about a particular topic. Examiners will, of course, reward strong answers that also provide evidence of such knowledge, but students should be aware that such knowledge will not promote mediocre answers to good ones. The emphasis should be on students' own engagement with the debate, and focused on the sources that are presented to them in the examination room. Students should certainly be aware of the main areas of debate, but they are not required to recognise the historians whose works are quoted in the paper or to attribute particular views to them. This is not an exercise in classifying or categorising the views of historians.

Question targets

In answering the question, students will be required to make and support a judgement about an historical interpretation. Students should use the advice given above on 'judgement questions' to help them to determine the nature of the judgement they are being asked to assess. Is it a judgement about the causes of an event, or its consequences? Or is the judgement an assessment of the key features of a situation as in this example:
'Disarmament policies and diplomacy by the major powers in the 1920s and early 1930s reflected a temporary absence of international tension rather than a long-term commitment to pacific solution.' How far do you agree with this view? (Option E, Topic E1)

Students have a choice of one out of two controversy questions on the paper for which they have been prepared. Students are advised to make their choice based on the question they feel more confident about, but to plan their answers primarily around the issues raised by the sources provided, and add to, or extend those issues from their own knowledge of the context and of the controversy.

Length: Section B

It is recommended that students allow in the region of 20 minutes in the whole examination for reading, choice and planning, giving themselves approximately equal response times for the two Sections A and B ie 50 minutes for each. It is expected that the answer to Section B will be a substantial piece of extended writing similar in length to Section A, since students will need to refer to and work with source material in the production of the response. A typical length may be in the region of 800-1000 words.

Exemplar schemes of work - externally assessed units

In this section you will find a range of exemplar schemes of work for the three externally assessed units and suggested time allocations.

Unit 1: Historical Themes in Breadth

The following tables show how the issues which need to be covered in relation to Option D, Topic D3, Russia in Revolution 1881-1924: from Autocracy to Dictatorship, and Option D, Topic D4, Stalin's Russia 1924-53, might be incorporated into a teaching programme. It should be emphasised that these are examples of what might be done, not models to be adopted. 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.

The assumption has been made that contact time for the unit comprises of 60 one-hour lessons for the two options chosen, with 30 hours for each option. The scheme below suggests ways in which the 30 hours for a single option might be planned. How these two blocks of 30 hours are distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed. It is of course possible for one teacher to teach the two options, or for each Unit 1 option to be taught by a different teacher.

Option D, Topic D3

Russia in Revolution 1881-1924: From Autocracy to Dictatorship

The focus here is on the broad developments in the Russian Empire between the assassination of Alexander II and the death of Lenin.

The intention is to establish a basis on which students will 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 order that they should have knowledge and understanding of political, social and economic changes within the Russian Empire during the period, the aim is that students comprehend the nature of Imperial Russia in the last two decades of the 19th century, the economic and social dynamics within it and the various political agendas for change in order to understand the revolutions of the 20th century.

Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance.

2 HOURS **Introduction to the topic**	Basic geography and outline history of Russia; Tsarism and autocracy in the 19th century.
7 HOURS **The Making of Revolution 1881-1905**	• Alexander III and repression following the assassination of his father; the influence of Pobedonostsev; the new Tsar Nicholas II. • Social and economic developments: the condition of the peasants and rural Russia post-emancipation; industrialisation and urbanisation and its political consequences - the influence of Witte as Minister of Finance 1893-1903. • The founding and growth of radical parties: Kadets, Social Revolutionaries and Social Democrats. • The causes, course and immediate consequences of the 1905 Revolution. • Essay-writing, quality of communication focus: writing a paragraph to contribute to selected issues eg why did opposition to the Tsarist regime increase between 1881 and 1904? How did the aims and agendas of the radical parties differ from one another? In what ways did the Russo-Japanese War precipitate revolution in 1905?
7 HOURS **The Downfall of the Romanovs 1906-1917**	• Repression and reform after the 1905 Revolution: Stolypin-neckties and rural reform. • The four Dumas: were they fig leaves to cover continuing autocracy or real steps to parliamentary government? • The impact of the First World War - the February Revolution. • Essay-writing, quality of communication focus: planning an answer on change and causation eg How far was Tsarist autocracy modified in the years 1906-14? How far was it the First World War that was essentially responsible for the downfall of the Romanovs in 1917?
7 HOURS **The Bolshevik Triumph of 1917**	• The problems facing the Provisional Government: Lenin's return and agenda; the impact of the continuing war and in particular the failed offensive of the summer; the July Days and the Kornilov coup; Trotsky and the seizure of power in Moscow and Petrograd; the problems faced by the Bolsheviks in holding onto power after their coup. • Essay-writing, quality of communication focus: writing the introduction and conclusion to essays in answer to the following - Why had the Bolshevik party grown so rapidly in 1917? Why were the Bolshevik coups in Moscow and Petrograd so successful?
7 HOURS **The Making of a Totalitarian State 1918-24**	• The ending of the Constituent Assembly and the suppression of other parties; the increasing importance of terror as an instrument of policy; the CHEKA. • The Civil War: reasons for its outbreak and outcome. The role of Trotsky and the Red Army. • Changing economic policies: war communism and NEP. • The creation of the USSR - the central role of the Party - the war on religion. • Class debate on the Bolshevik seizure of power - 'A People's Tragedy or Power to the People?' • Essay-writing, quality of communication focus: Assessment - extended writing on 'How significant was Trotsky's contribution to the Bolsheviks' victory in the Civil War? How far had the Bolsheviks created a 'totalitarian state' by 1924?

Option D, Topic D4

Stalin's Russia, 1924-53

The focus here is on the broad developments in the USSR between the death of Lenin and the death of Stalin.

The intention is to establish a basis on which students will 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 order that they should have knowledge and understanding of political, social and economic changes in the USSR during the period, the aim is that students comprehend the nature of the USSR in 1924 and the agenda of the Communist Party and Stalin in particular in order to explore the impact of each on the other. The clarification of content indicates that questions will not be set which explicitly target the post war period of 1945-53 but students could draw on knowledge of these years to answer questions on repression or culture and the arts.

Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance.

2 HOURS **Introduction to the topic**	• Basic geography and outline history of Russia; Tsarism and the Revolution. • Marxist-Leninism in theory and practice 1917-1923.
7 HOURS **The struggle for power 1924-29**	• The political issues: world revolution v socialism in one country; NEP v rapid industrialisation. • The shifting pattern of rivalry eg all against Trotsky, 1924-25 ; Zinoviev and Kamenev v Stalin and Bukharin 1925. • Essay-writing, quality of communication focus: writing a paragraph on a selected factor eg the importance of Stalin's control of the secretariat and/or to demonstrate the interaction of factors eg the issues of personality and policy.
7 HOURS Stalin's Revolution	• The collectivisation of agriculture: reasons, course and consequences. • The Plans: the First Five Year Plan 1928-32 - achievements and failures. • The Second Five Year Plan 1933-37: how did it differ from the first and why? How was it amended under the pressure of the growing German threat? The Third Five Year Plan: 1938-41 - focus on rearmament. • Social issues: urbanisation and its problems in the 1930s: education - shifting emphasis 1928-41: government policies regarding women and the family. • Essay-writing, quality of communication focus: planning an answer on causation eg why did the second five-year plan differ so markedly from the first consequence eg what social problems were caused by the five-year plans - interaction of factors eg how was collectivisation seen as integral to industrialisation.
7 HOURS **Political control and the mobilisation of the masses**	• The Leninist inheritance: a police state? The Congress of Victors and the Murder of Kirov 1934; Yagoda, Yezhov and Beria - the NKVD and the origins of the purges. • Appreciation of the controversy surrounding Kirov's murder explored through a mock trial of Stalin. • How far should the 1934 party congress be seen as the root cause of the purges of 1936-38? • Terror at its height 1936-38: show trials and mass murder; consequences of the purges for the economy, society and the army. The cult of personality; art in the service of the state, social realism. • Essay-writing, quality of communication focus: writing of extended paragraphs to explain particular events eg the trial of Bukharin in 1938 or to illustrate a grasp of key concepts such as 'social realism.'
7 HOURS **The USSR and the World**	• Relations with Nazi Germany and rearmament 1933-41: why was the Molotov Ribbentrop Pact signed in 1939? • The Nazi assault 1941-42: how far was Stalin responsible for the debacle? • Russian victory from Stalingrad to Berlin-war production: how was it possible to out-produce the Third Reich? Lend lease - the extent of the debt to the USA? • The cost of the war - devastation and death; what was the scale of destruction? • Essay-writing, quality of communication focus: Assessment: Russia in 1945 - in what sense had it become a super power?

Unit 2: British History Depth Studies

The following table shows how the issues which need to be covered in relation to Option C, Topic C1, The Experience of Warfare in Britain: Crimea, Boer and the First World War 1854-1929, 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 60 one-hour lessons. How this 60 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

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.

Option C, Topic C1

The Experience of Warfare in Britain: Crimea, Boer and The First World War 1854-1929

The main focus of this option is on the impact of war on social, economic and political developments during this period and students will explore these through the study of the impact of the three most important wars in which Britain was involved in these years.

While mastering and understanding this content, it is important to remember that a major requirement of this unit is working with selected sources to demonstrate skills which enable students to make reasoned and supported judgements and to address a historical view or claim. The content, therefore, laid out here should be accompanied by the study of appropriate source material and time should be allowed for the development of the skills of cross-referencing and evaluation of source material and the discussion of conflicting evidence and differing views.

In the scheme outlined below, it is not suggested that each topic indicated by a bullet point should be given a standard unit of time..

5 HOURS **The Crimean War and Mid Victorian Britain**	• Britain in the 1850s: social hierarchy and social change. • Politics and institutions and the Army of 1854: purchase of commission - why had it become an issue? • Fighting the Crimean War. • Reporting the Crimean War: the first war correspondents. • Exploring source material: seeing below the surface - the making of inferences. The use of photographs and their impact.
5 HOURS **Feeding and Nursing the Army**	• The commissariat and its short-comings. • Medical care: the horrors of Scutari. • The work of Florence Nightingale, Mary Stanley and Mary Seacole and the attempts to improve nursing care during the war. • Exploring source material: comparing similarities and differences.
5 HOURS **The consequences of war**	• The reform of the commissariat and medical care for the army after 1855. • Developments in nursing in Britain post 1855. • Cardwell's Army Reforms 1868-74. • The drive for greater governmental efficiency: reform of the civil service. • Considering historical claims eg: how far did the Crimean war stimulate reform - how do we decide?
5 HOURS **The Boer War and Late Victorian Britain**	• Attitudes to empire at the end of the 19th century. • Fighting the war 1899-1902: the nature of the campaigns. • Reporting the war: the new press (Daily Mail 1896) and its style. • The use of propaganda. • Exploring source material: giving weight to the evidence and the concept of 'provenance'.

The experience of warfare in Britain: Crimea, Boer and World War 1 1854-1929 continued

5 HOURS **The political impact of the Boer War**	• The encouragement of jingoism - the Khaki election. • Critics of the war: Lloyd George and the pro-Boers; Campbell Bannerman and 'methods of barbarism'. • Views of Empire: Joseph Chamberlain and the dream of imperial unity; the anti-imperialist reaction - J A Hobson. • The 1906 election: the legacy of the war. • Considering contrasting historical views eg the impact on attitudes to empire.
5 HOURS **The stimulus to reform**	• Recruitment and the medical condition of volunteers. • National efficiency: the constructive role of the state. • Improving the next generation: free school meals, medical inspection etc. • National Insurance and improving the nation's health • Defending the Empire: CID and Army reform. • Exploring source material eg: resolving conflicts in evidence.
5 HOURS **The First World War: Organising an army**	• The BEF and the territorials in 1914. • Building a mass army - Kitchener and volunteers. • Conscription and its impact 1916-18: conscientious objectors. • The structure and organisation of a large army: dealing with desertion. • Exploring source material eg giving weight to evidence - changing perspectives and the interpretation of the past.
5 HOURS **Fighting the war**	• From a war of movement to trench war 1914; the nature of trench warfare 1915. • The Somme 1916 and Third Ypres 1917. • The year of victory 1918. • Changing and varying public and personal attitudes to the war. • Considering historical views eg Haig the butcher of the Somme or the victor of 1918?
5 HOURS **Battered bodies**	• The organisation of medical care in France. • Surgery and surgical developments. • Developments in medicine and diagnostic techniques. • Mental health. • Exploring the sources eg comparing the value of differing accounts - the private, the official, the literary.
5 HOURS **The growth of the state**	• DORA: the state and the individual. • Taxation: paying for the war. • The organisation of war production: nationalisation and the direction of labour. • Propaganda and control of the media. • Exploring source material: eg reaching a reasoned judgement.
5 HOURS **Social and political change**	• The extension of the franchise. • New job opportunities for women. • Impact on the home. • Impact on class and class structure. • Considering historical claims eg the short and longer term impact on opportunities for women.
5 HOURS **The Balance sheet of war**	• Weighing up the economic impact: cost (loss of life and markets v gains (new technology) and the social impact - disruption and misery v new opportunities. • The balance sheet: weighing the evidence; reaching reasoned judgement based on source material; exploring how differing views might arise from both differing sources and differing perspectives.

Unit 3: Depth Studies and Associated Historical Controversies

The following table shows how the issues which need to be covered in relation to D1, from Kaiser to Führer; Germany 1900-45, 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, 2, 3 and 9 with a focus primarily on controversy and the other responsible for sections 4, 5, 6, 8, 10 and 11. Another possibility could 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 (a) and (b) assumes that candidates 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 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.

Option D, Topic D1

From Kaiser to Führer: Germany 1900-45

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.

2 HOURS 1. **Introduction**	• Basic geography of Germany and her neighbours. • Outline of German culture and history.
5 HOURS 2. **Germany 1900-1914**	• 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?
15 HOURS 3. **Controversy (a) German Foreign Policy 1900-14 - War Guilt?**	• 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?

From Kaiser to Führer: Germany 1900-45 continued

5 HOURS 4. **The Impact of the First World War**	• 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.
5 HOURS 5. **The Birth Pangs of Weimar Germany 1919-23**	• The Weimar Constitution and political parties. • Threats from the Left. • The Treaty of Versailles. • Threats from the Right. • Inflation and hyper inflation.
5 HOURS 6. **The Golden Years of Weimar Germany 1924-29**	• 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.
5 HOURS 7. **The Rise of the Nazis**	• 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.
5 HOURS 8. **Growing support and coming to power**	• 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.
15 HOURS 9. **Controversy (b) How popular and efficient was the Nazi Regime in the years 1933-39?**	• 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?
5 HOURS 10. **Fighting the War**	• 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.
5 HOURS 11. **Genocide and terror**	• 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.

Exemplar student work

Here is a range of exemplar student work with associated marks and examiners' comments. Several examples are provided which cover a range of levels.

Unit 1: Historical Themes in Breadth

Option D, Topic D5: Pursuing Life and Liberty: Equality in the USA, 1945-68

Example 1

How far is it accurate to say that The Black Power movements of the 1960s achieved nothing for black Americans?

(30 marks)

The emergence of the Black Power movements in the early 1960s coincided with the peak of success for the Civil Rights campaign - the legislation of 1964-65. Thereafter, the focus of campaigns had to move the practical issues related to social and economic deprivation, and the ability to exercise the rights that had been gained. By 1968 little had changed, and it is therefore easy to claim that Black Power movements achieved nothing, and in fact had a negative impact on black Americans.

It is hard to deny that the Black Power movements had a damaging impact in the 1960s. The preaching of Elijah Mohammed and later Malcolm X, that integration was impossible and undesirable, that white people were devils and Christianity just a legacy of slavery, created a mirror of white racism that could only be divisive. They rejected the support of white liberals and divided white from black. They subjected integrationist leaders like Martin Luther King to campaigns of personal abuse, calling him a hypocrite, a coward and an Uncle Tom. They even indulged in vicious internal feuding, such as the assassination of Malcolm X by members of the Nation of Islam in 1965. Incidents of violence, such as attacks on white people, the race riots of Harlem in 1964 and Watts in 1965, damaged the black community and created a white backlash. This threatened the promised government expenditure on housing, schools and job creation under the Great Society. As casualties from Vietnam increased, they campaigned against the draft and argued that black youths should not serve, infuriating an increasingly patriotic public and media. The existing Civil Rights movement disintegrated, as the student organisations led by SNCC under Stokely Carmichael adopted Black Power symbols and slogans, and refused to co-operate with Martin Luther King's SCLC. The government and many white Americans saw the black communities as ungrateful, and King as a spent force. The links that had helped him to gain reforms and investment disappeared, and nothing of significance was achieved for black Americans after 1966. The emergence of Black Power was totally negative.

In many ways, however, this argument is over-simplified. The problems faced by the Civil Rights movement in the 1960s had begun to surface before the Black Power movements developed, and could be said to have contributed to their growth. Relations between King and other Civil Rights groups were never entirely secure, and he was often accused of taking credit for the efforts of others, for example in the student sit-ins of 1961. He was criticised for a cynical use of children in the Birmingham campaign of 1963 and for cowardice in halting the first Selma March. These attacks reflect internal rivalries that had nothing to do with Black Power. They increased after 1966 when he moved his focus to the north. The Chicago campaign of 1966 was a dismal failure and also revealed a cultural gap between the respectable bible-belt leaders of the south and the ghetto-based youth of the north, who found Malcolm X a more inspiring figure. The whole situation was made much worse by the war in Vietnam, which diverted money and media attention and created a widening gap between black and white communities. Many black people resented having to fight for a country that valued them so little, while white public opinion saw the refusal of some to serve, like Mohammed Ali, as unpatriotic. The most important point, however, is that once legal equality had been achieved in 1965 and the focus shifted to the social and economic effects of long-term discrimination, King's methods were ineffective.

This means that by 1966, methods of campaigning to improve conditions for black people had to change, and the Black Power movements did offer some alternatives. When the Black Panthers set up community projects and policed the housing estates of Chicago, they offered a more direct and practical form of help. More generally, Black Power offered black people a sense of their own culture and pride in their identity. The late 1960s saw changes in music, fashion and style that celebrated black identity rather than attempting to look like whites, such as the Afro hairstyles, the growth of a new soul music and the later development of hip-hop and rap. The use of Black Power salutes by American athletes offended many whites, but it drew the attention of the world to the continuing levels of discrimination suffered by many black Americans.

It is difficult to measure the results, but it can be argued that by helping to maintain attention on the problems and demanding change, the Black Power movements helped the black communities to keep fighting for better conditions. By comparison with the gains made through 'peaceful' protest, the impact of Black Power was mixed and its achievements limited, but to claim that it achieved nothing for black people is an exaggeration.

Comment:

Level five - 30 marks

Two arguments are developed to evaluate the claim and create an overall judgement. The analysis is supported by accurate, relevant and appropriately selected factual material which demonstrates the appropriate range and depth of knowledge and understanding. A coherent and thoughtful response. High band level five.

Example 2

How far is it accurate to describe black Americans as second class citizens in the years 1945-55?

(30 marks)

Black citizens of the USA were certainly treated as second class in the years 1945-55. They were discriminated against in work, education, living standards and their status as human beings. They could be attacked and subjected to violence without the law protecting them. Therefore they had no rights as citizens. In the years after the war they did gain some improvements and began to protest for more, but by 1955 this was not enough to make a difference.

Black Americans were subjected to segregation. The 'Jim Crow' laws meant that they had to use separate diners, separate schools and separate transport. This was legal because of Plessey-vs-Ferguson, where the Supreme Court said that separate facilities were acceptable if they were equal, but of course they weren't. Many states spent four or five times as much on white schools as on black. On buses the black citizens had to sit at the back, and even then they had to give up their seats if a white person wanted it. This sparked off the first big protest against segregation, when Rosa Parks refused to give up her seat to a white man in Montgomery. She was arrested, and the NAACP started a bus boycott that led eventually to desegregation and the emergence of Martin Luther King as a Civil Rights leader.

Segregated schools were particularly bad because lack of education affected the work that black people could do. They were mostly limited to menial jobs, were paid less than white people and were more likely to be unemployed. In the north they worked in factories, but in the south many were share-croppers. This meant that they had to share their crop with the landlord in place of rent, and to pay for seeds, tools etc. Often the prices were set so high that they never got out of debt. Some attempts to improve black schools were made by the NAACP, who got a Supreme Court decision in the case of Linda Brown to say that separate was not equal, and that schools should be desegregated, but little happened by 1955. Even after that progress was slow, and in 1957 the President had to send troops to Little Rock to make sure that black students were allowed into the High School.

Another way in which black people were treated as second class was by being denied the vote. In theory they had had the vote since the American Civil War, but in practice ways were found to stop them voting. Some states had 'grandfather clauses' to stop them registering, or they were set impossible tests like having to recite the Constitution or say how many bubbles there were in a bar of soap. This meant they were powerless to help themselves by voting for politicians who would improve matters, and even in the north, where they could vote, it didn't help because they were such a minority there and also tended to be crowded into small areas.

The worst thing for black Americans was that they were subjected to violence if they tried to protest. Some of this was organised, by groups like the Ku Klux Klan, who carried out targeted campaigns against any leaders or protesters. Lynchings were common, and the bodies were often mutilated and left as a warning to others. Sometimes the violence was random, or a reaction to a 'sassy nigger' like Emmet Till. He lived in the north, but when he visited relatives in the south he wolf-whistled at a white woman, and was beaten up and deliberately drowned. This violence was possible because the courts were sympathetic and white juries (as they always were) would not convict anyone of a crime against a black person.

It is therefore right to say that black people were treated as second class citizens in 1945-55, in spite of some attempts to change things. President Truman desegregated the armed forces and employed some black people, but change was slow. There was often a difference between the law and reality - black soldiers from the desegregated army were beaten up when they got back home. Black people were treated as inferior, with men called 'boy' or 'uncle', not men. They were mistreated politically, socially culturally and economically, and denied the rights that a citizen should have.

Comment:

Level three - 17 marks

The response is clearly focused and covers several areas, with extensive if somewhat anecdotal support. It develops one side of the issue, ie that they were second class citizens and does show some awareness of the nature of citizenship and of attempts to develop rights. A stronger answer would have attempted to distinguish between north and south more fully and the linkage of material to the question would have been further developed. Some support for points is out of period. Quality of Communication is appropriate for the level. The qualities of level three are securely displayed. High band level three.

Example 3

Option D, Topic D6 - Ideology, Conflict and Retreat: the USA in Asia, 1950-73

How important was the Tet Offensive of 1968 in changing US policy in Vietnam?

(30 marks)

American policy in Vietnam was based on the Domino Theory, that if one country was allowed to fall to communism, others would follow. Therefore, the Americans were determined to prevent the communists from taking over in Vietnam, whatever the costs. This led to an involvement of almost 20 years, beginning with French defeat at Dien Bien Phu in 1954. The French had been in Indo-China since before the Second World War. At the end of the war the Vietnamese people, led by the Vietminh, fought for independence, but the French wanted to hold on to their empire. Unfortunately the Vietminh included communists, and the Americans saw them as primarily a communist movement. Therefore, when the French were defeated, the Americans stepped in.

At first the Americans only sent advisers and tried to support the 'democratic' government of Diem in South Vietnam. Diem was supposed to prepare for elections across the whole of Vietnam in 1955, but refused to do so. The Americans were afraid that elections would lead to a communist victory, and continued to support him. Then, in 1960 he was faced with rebellion led by the NLF (Vietcong). They believed that Ho Chi Minh, the communist leader of North Vietnam, orchestrated the rebellion. In fact the Vietcong were based in the peasant villages of the south, and had a great deal of genuine peasant support. In North Vietnam the land belonging to wealthy owners (often French) had been given to the peasants, and they wanted a similar policy in the south. This, above all, was the reason for the failure of American policy - they were fighting to support an unpopular and undemocratic government against a popular rebellion.

By 1963 when Johnson took over from Kennedy, American advisers reported that the Vietcong controlled about 40% of villages in South Vietnam, but Johnson assumed that the rebellion was being managed from the north and decided to bomb North Vietnam. This brought worldwide condemnation, and increased support for the rebellion both in North Vietnam and from Russia and China. By 1968 the Vietcong were strong enough to launch the Tet offensive, in which they captured about 80% of the towns and villages in south Vietnam. This was a terrible shock to America, and revealed the failure of her efforts. Many people in America began to argue that American lives were being lost for nothing, and protests against the war increased. The student movement was particularly strong, with demonstrations and protests led by musicians like the folk singer, Joan Baez. The protests were generally peaceful, but were treated harshly by the government and some of the soldiers who thought that this was unpatriotic. They didn't like the fact that many of the students avoided the draft and yet criticised those who were fighting. America was becoming divided, and several demonstrations were quite brutally dealt with, with students being shot.

Meanwhile, casualties mounted in Vietnam, and even though some of the ground lost in the Tet offensive was recovered, morale was very low. American troops were having to fight an enemy that they could not recognise, and brutal treatment of the Vietnamese people only increased support for the Vietcong. The worst incident was the massacre of several villagers at My Lai in 1968, and when this came out later it did the image of America, at home and abroad great damage. In 1968, faced with unrest at home and failure in Vietnam (Tet) Johnson decided not to stand for President again. He was replaced by Nixon, who continued some of the same policies - bombing Vietnam and also the Ho Chi Minh trail through Laos and Cambodia - but tried to get the South Vietnamese troops to take on more of the fighting. This 'Vietnamisation' was intended to allow American troops to withdraw, but when they did (1973) the communists were quickly able to overrun the country, showing that the new policy had also failed.

It is therefore clear that the Tet offensive was an important reason for the changing of American policy because it had shown that it wasn't working. This shocked American public opinion and turned people against the war. Even some of the Democratic leaders, like Robert Kennedy, came out against it, and if he had not been assassinated America might have withdrawn then. Instead, Nixon tried to carry on by changing some of the policies, like Vietnamisation, but went on bombing. By now the North were gaining even more support, and were determined to keep fighting, so the new policies didn't work either, and in the end America lost the war.

Comment:

Level two - 9 marks

The candidate has information about the Vietnam war, but offers little evidence of the ability to select for relevance or to link information to the question set in any sustained way. A narrative approach is adopted and only limited comment on the importance of the Tet offensive is offered. In spite of the extensive passages which are not directly relevant to the question, there is enough comment on and knowledge of the Tet and reactions to it to allow level two. Quality of written communication is acceptable, but there is insufficient depth of material on the Tet itself for level two qualities to be securely displayed. Mid band level two.

Unit 2: British History Depth Studies

Example question (a)

Option C, Topic C2: Britain c1860-1930: The Changing Position of Women and the Suffrage Question

Source 1

(From Teresa Billington-Greig, *The Militant Suffrage Movement - Emancipation in a Hurry* published in 1911. Billington-Greig was a former member of the WSPU and had been one of its first organisers. Here, she is writing about circumstances in 1911.)

Gradually the suffragette movement has lost its status as a serious rebellion. It has become obsessed by emotion. It is now a very ordinary campaign for a limited measure of legislation. Militancy is used simply to gain publicity. The leaders of the WSPU do not want a revolution; we were mistaken to believe that they did. When suffragettes say that women should enter politics to bring into it the ideals of the home, this shows the unsophisticated and limited rebellion their tactics have encouraged.

Source 2

(From a letter by Lloyd George to the Liberal Party's Chief Whip, 5 September 1911)

The Second Conciliation Bill will play into the hands of the Conservatives. It would add hundreds of thousands of votes throughout the country to the strength of the Tory Party. The Liberal Party must either have an extended franchise, which would put the working men's wives on the register as well as spinsters and widows, or no female franchise at all. Say what you will, this Conciliation Bill spells disaster for Liberalism.

Source 3

(From Edward R. Turner, *The Women's Suffrage Movement in England,* published in November 1913. Turner was from the United States. Here he is writing about the suffrage question in England in 1911.)

In November 1911, the Prime Minister announced that he was about to introduce a manhood suffrage bill. He repeated his promise of granting parliamentary time for the Conciliation Bill, and again a few days later allowed a women's suffrage amendment to be raised. But the suffragettes, who wanted the government to include women in the reform bill, felt they had been betrayed. By breaking windows of unoffending tradesmen, burning pavilions, destroying letters and poisoning dogs they gave little dignity to their cause. The suffragists agreed that the suffragettes had done immense harm, and postponed indefinitely the grant of the parliamentary franchise to women.

The three examples below show a range of responses to question (a):

Study Sources 1, 2 and 3

(a) How far do these source, suggest that the Liberal Government was responsible for the failure to achieve women's suffrage in 1911? (20)

Example 1

To a certain extent, sources 1, 2 and 3 suggest that it was the Liberal Government that was responsible for the failure to achieve women's suffrage. Despite the fact that source 2 would seem to portray the idea that the Liberal Government was concerned by its own welfare and political position, source 1 and 3 are contrasting and convey the idea that the failure of the women's' suffrage cause in 1911 was due to the irrational and 'unsophisticated' actions of the militant women's suffrage societies; particularly the WSPU.

Source 2 shows that Lloyd George is fully aware that the conciliation Bill of 1911 would enfranchise an elite group of women landowners and ratepayers. This would not be beneficial for the Liberal party, as this group would be more likely to vote for the opposing Conservatives. He suggested that either the vote be extended to lower class women such as 'working men's wives' and 'spinsters and widows', or that there be no female franchise at all. In view of Lloyd George's influential position, this would suggest that the Liberal's were more concerned with their political position and the status of their political rivals than the cause of women's suffrage. The suffragist's feeling that they had been 'betrayed' referred to in source 3 when the liberal Government failed 'to include women in the reform bill' is further evidence of the Liberal Government's lack of support for the cause of women's suffrage.

However, sources 1 and 3 also provide evidence to suggest that the real cause of failure was the actions of the suffragettes themselves. Theresa Billington-Grieg claims that the movement had become 'obsessed by emotion' and Edward Turner criticises the tactics of the suffragettes, portraying their actions as unreasonable (breaking the windows of 'unoffending' tradesmen, poisoning dogs) and giving 'little dignity' to their cause. Theresa Billington-Grieg talks of militancy being used 'simply to gain publicity', implying that she believes this to be ineffective. Turner in Source 3 seems to place Asquith, who was Prime minister at the time, in a favourable light as he tells us that 'He repeated his promise' of granting the cause parliamentary time and that 'he allowed a women's suffrage amendment to be raised'. Turner is portraying Asquith as doing what he promised and the actions of the WSPU as unjustified and he implies his own agreement with the view of the suffragists that the 'suffragettes had done immense harm, and postponed indefinitely the grant of the franchise to women'.

The contents of sources 1 and 3 seem to place the blame for failure on the WSPU. The fact that Theresa Billington Grieg was a former member of the WSPU gives source 1 a lot more weight, as it clear that principles she had whilst in the WSPU have been forgotten. She believes the decisions the WSPU made were a mistake. However, if Billington-Grieg's aim was 'serious rebellion' - much more than to gain a 'limited measure of legislation' to gain the franchise for women - then this would suggest that her criticisms are really of the aims of the movement as not going far enough.

Although Turner criticises the actions of the WSPU, and it is clear that their actions would create opposition from members of the public appalled by the militancy, his evidence in combination with source 2 does show that the Liberals' tactics were based on not having women's suffrage as a key part of the franchise reform, but as an amendment. Source 2 gives us powerful evidence that a senior figure in the Liberal government was greatly opposed to the terms of the Second Conciliation

Bill and source 3 shows that the Liberal government did frustrate it by introducing it own 'manhood suffrage bill'.

In conclusion, is seems that the actions of the Liberal Government were mainly to blame for the failure to achieve women's suffrage in 1911, but that the frustration and militant action of the WSPU after this may have further harmed their cause.

Comment:

Level four - 20 marks

There is discriminating and reasoned interrogation of the evidence throughout the response. There is effective movement between the sources to support perceptively argued points. Exemplary work at this level, but possibly a fraction long for a question (a) answer. The candidate would achieve full marks even with one paragraph fewer. High level four.

Example 2

These three sources all give a different impression of how much the liberals hindered women's gaining of the vote. Source 1 for example is written by Teresa Billington-Greig. She has suggested that the suffrage movement was already in a position of decline. That it had become a very emotional campaign. That suffrage militancy was merely a way of gaining publicity and attention.

Source 2 is by Lloyd George. Although he was a supporter of the women's suffrage campaign he does not agree with the Conciliation Bill of 1911.This it would seem is mainly for selfish reasons, that it 'will play into the hands of the conservatives'. This was as the bill would enfranchise a small number of wealthy women who would mainly vote Conservative. He suggests that the bill should enfranchise members of the working class. He ends it forcibly saying it would be a disaster or the Liberals. This is important because he was important in the liberal party.

Source 3 is written by E Turner an American. He is talking about Asquith's behaviour. Asquith promised he would include women in the reform bill. This is what many wanted but they felt betrayed when this didn't happen. This caused an increase in suffragette militancy such as burning pavilions, destroying letters. The suffragists would claim that this had done damage to the suffrage campaign, and postponed the granting of the suffrage.

So, to conclude, actually the Liberals and the Suffragettes should take the blame. This is because source 1 suggests that women had a weak argument, and source 3 that although Asquith had deceived the women that they reacted with militancy. Source 2 is the only one that supports the claim that the Liberal were to blame as Lloyd George disagreed with the Conciliation bill.

Comment:

Level two - 10 marks

There is some combining and comparison of the sources in order to reach a judgement, but this is not strongly developed. Turner's view of Asquith's actions is misunderstood, though the remainder of the source is comprehended. Until the final paragraph, the sources are taken singly. The candidate's approach to a judgement resembles the counting of votes rather than the weighing of evidence. There is some attempt to give weight to source 2, but this is not carried though to the conclusion. Although this element of the response merits consideration of level three, it is insufficiently sustained for level three to be awarded. The qualities of level two are securely displayed.

Example 3

How far were the Liberal Government's actions responsible for the failure to achieve women's suffrage in 1911?

From the sources it can viewed that the Liberal Government did and did not help the women's suffrage by 1911.

Source one, written by a former member of the WSPU, Teresa Billington-Grieg, says how the suffragette movement no longer cares for the vote and is no longer fighting for the same ideals. Evidence for this is 'It is now a very ordinary campaign for limited measures of legislation'. The source is basically saying that it is down to the suffragettes that they have achieved no gains, not to the Liberal government. Although this source may be biased as it is written by a former member of the WSPU.

Source two, a letter from Lloyd George to a Liberal MP is saying with the Conciliation Bill they will be giving power to the Conservatives. He pleads to add working class women to the bill or give them no franchise at all. The Liberal Government wanted to stay in power and they were risking losing it. 'This Conciliation Bill spells disaster for Liberalism.' This source shows that the Liberal government were only using the women's franchise to stay in power. This means that are partly responsible for the failure to achieve women's' suffrage.

Source three, Edward R Turner, writing a book, says when men are given the vote women cause riots and that the prime minister broke his promise to the women 'who wanted the government to include women in the reform bill'. This shows how the Liberal government were responsible for the failure to achieve women's suffrage.

In conclusion, although the women are not doing the same as they used to to achieve the vote, the Liberal government did not give them the opportunity to achieve the franchise.

Comment

Level one - 5 marks

The sources are used singly: Turner's viewpoint is misunderstood and the content of source 3 used at face value. There is an undeveloped attempt to consider the origin of source 1, and its standpoint is comprehended although the details of it are not - as the candidate infers wrongly from 'limited measure of legislation' - that the movement 'no longer cares for the vote'. Source 2 is comprehended and used more effectively. There is sufficient comparison of the sources to note that their evidence points in different directions. Although the attempt at a summation merits consideration of level two, there is insufficient comprehension and comparison of sources to award it. High level one qualities are displayed.

Examples: Question (b)

Option B, Topic B2: Poverty, Public Health and the Growth of Government in Britain,
1830-75

(b) (i)

Study sources 4, 5 and 6

Do you agree with the view that, under the New Poor Law, relief became uniform and centrally directed in the period to 1875?

Source 4

(From the Huddersfield Anti-Poor Law Committee Address, 10 March 1838)

Fellow Ratepayers
It will depend upon you whether you allow men to be elected as Guardians, who are the mere tools of the three Commissioners in carrying out their devilish schemes for starving the poor, reducing the labourers' wages and robbing you, the ratepayers, of the control you have had over your own money and your township's affairs. Or will you elect men of character and humanity, whose high and independent spirit will refuse to submit to the three-headed monster of Somerset House?

Source 5

(From Derek Fraser, the *Evolution* of the British Welfare State, published 1973)

The Report recommended a central board to administer the Poor Law with powers to frame regulations and control local practices. The day of parish sovereignty was over and there would apparently be no new Speenhamland. Poor relief was to become, for the first time in history, uniform and centrally directed.

Source 6

(from Eric Evans, the Birth of Modern Britain, published 1997)

Few would claim that the new system operated with ferocious harshness everywhere. Frequent differences of opinion between locally elected Poor Law Guardians and the central authority meant quite good conditions in some parishes and poor ones elsewhere. Plain inefficiency also meant that quite a bit of money continued to be wasted in lax administration.

The three examples below show a range of responses to question (b).

Study sources 4, 5 and 6

(bi) Do you agree with the view that under the New Poor Law, relief became uniform and centrally directed in the period to 1875?

Example 1

I agree that under the new poor law relief became more uniform and centrally directed, but this was not totally so.

From source 4 we know that the commission are in charge of the whole system as they are the three commissioners referred to, suggesting that they were in control of the system nationally, supporting the idea that the system was centrally directed. However, the source also shows us that the ratepayers have to elect the guardians, and more importantly, the source suggests that the people elected would have the power to refuse to follow the centrally directed system if they were characters of 'high and independent spirit' who would 'refuse to submit'. This also suggests limitations to the uniformity of the system, since the guardians would have the power to make their own decisions about relief. Source 6 confirms this, not just that there were 'differences of opinion between locally elected guardians and the central authority' but that there were actually different conditions in different parishes and 'few would claim that the new system operated with ferocious hardness everywhere'.

Source 5 suggests that the system became more uniform since the central board had the power to 'frame regulations and control local practices'. This was certainly a change from the old poor law where parishes had much more control over what relief was given. This is shown by the reference to Speenhamland in Berkshire, where the system of outdoor relief related to the price of bread and the size of the family originated. And source 5 suggests there would be 'no new Speenhamland' because the 'day of parish sovereignty was over'. However, source 5 is dealing with recommendations, rather than stating what did happen. This is clear from the author's use of 'there would apparently be'. Source 6 is dealing with the ways in which the new poor law did operate, noting that were differences from parish to parish, and also that even the administration was inefficient.

My own knowledge corroborates what source 6 says about the variation between parishes. Some workhouse masters took the harshness of making the workhouse a deterrent to the extreme, such as Andover, where starving inmates tried to eat rotten meat off the bones they were supposed to be crushing. Some masters managed to maintain a balance of deterrence to humanity. In Walsall, for example, the workhouse followed the regulations of monotonous diet, the separation of boys and girls, men and women. The discipline and the splitting of families made conditions worse than those for an independent labourer, but they did allow special food on special occasions. This shows that the harshness did vary from Union to Union.

We also know that the implementation of the New Poor Law was gradual and was not enforced in some areas for years after it became law. For instance, implementation was slower in the industrial North where there was fierce opposition to the law and what source 4 calls the 'devilish schemes'. Even though the evidence of source 4 that the Board of Guardians is being elected by the ratepayers of Huddersfield does show us that the new system of relief in poor law unions is being implemented in Huddersfield by March 1838. But in many areas parishes had joined together before 1834, and some of them refused to re-amalgamate. By the middle of the century twenty of the fifty largest unions in Britain were still organised according to systems in operation before the New Poor Law.

We also know that even when parishes organised into unions according to the 1834 system, there were differences of approach to the giving of outdoor relief. In Todmorton the local guardian were able to use outdoor relief up until 1877, having consistently refused to build a new workhouse. The commissioners were often afraid of enforcing recommendations in case riots broke out, and parishes in locations that suffered from cyclical unemployment found it cheaper to offer outdoor relief than to pay for a workhouse. In 1844 a General Outdoor Relief Prohibitory Order forbade outdoor relief to the able bodied, but this was often ignored by local unions. By about 1870 most unions had built a workhouse, but most of them still gave outdoor relief. Rosemary Rees says outdoor relief continued to be the main way those who needed temporary support were helped even into the twentieth century.

In conclusion, after 1834 the system was centrally directed to an extent. The Act set up a system of Poor Law Unions and three Commissioners with powers to issue regulations centrally. But they had difficultly making many Unions follow these regulations and even the building of workhouses only happened slowly. And even when workhouses were operating, local workhouse masters ran workhouses with different levels of harshness and local boards of guardians with 'independent spirits' (S4) could refuse to follow regulations. This means that the system of poor relief in England was not uniform.

Comment

AO1 level four - 24 marks

Coherent, well directed and precise in deployment of well-selected information. What is impressive is the candidate's ability not only to consider the issues of different implementation in different areas of the country, but also to consider how far a lack of uniformity continued well into the 19th century. The answer deploys both range and depth of information which relates well to the issues raised by the sources and which also extends them. Quality of written communication is also appropriate. The qualities of level four are securely displayed.

AO2 level four - 16 marks

There is developed reasoning and weighing of the evidence throughout, and with excellent use of the sources in combination to address the issues of central direction and uniformity. The candidate sees the implications of the nature of the sources and the claims that they make. The response also moves impressively between the sources, cross-referring effectively to provide evidence in support of a focused argument.

Example 2

I agree to some extent that under the new poor law relief became uniform and centrally directed but not totally.

From source 4 we know that the commission are in charge of the whole system as they are the three commissioners referred to, suggesting that the system is uniform and centrally directed. However the ratepayers have to elect the Guardians who will be under the control of the commissioners, however this source suggest that the people elected would refuse to follow the unified system and there would still be differences.

I know from my own knowledge that people refused to move into Unions as they opposed the change, along with some refusing to join a union workhouse as they didn't want to pay the money for a new workhouse to be constructed. I also know that the law didn't ban outdoor relief until 1844 10 years after the uniformed system was meant to have been put into place, meaning some places especially industrial towns still issued it and some continued after the outdoor prohibitory order was passed as 100,000 out of 700,000 still received outdoor relief, supporting the idea that the system wasn't centrally directed.

I know from my own knowledge also that the commissioners and the guardians didn't always keep close supervision meaning masters in the workhouses were still able to interpret the law how they wished, shown in the Andover scandal again showing since the system was open to interpretation and lack of supervision from the commission the system varied form town to town.

Source 5 suggests that the system did become uniformed as a central board was set up so each parish would operate the same, however from source 6 it shows that it depended on the elected guardians of each union on the harshness of the system and how it was run, suggesting it would vary still from parish to parish even though there was a central commission in control of the guardians, supported by source 4 which says guardians of independent spirit would not follow the regulations set. However source 4 was written by an Anti-poor law committee who would have wanted the system changed or even abolished and would therefore portray the system as open to corruption and exaggerate how the guardians could oppose the commissioners.

Source 6 says how conditions in parishes varied which I know from my own knowledge as some workhouse masters were kind and others like in Andover were very harsh and paupers were starving.

Therefore although source 5 suggest the system of relief was unified most of my knowledge and sources 4 and 6 suggest how relief wasn't unified as each individual union had different guardians, who may not always have had supervision from the commissioners meaning the relief could still be interpreted how was necessary for the individuals needs of the unions when necessary. And as outdoor relief was still used in some unions, and others refused to build new ones as the law only said changes had to be made to fit new regulations workhouses varied from place to place also depending on the masters in charge.

Therefore showing that in most aspects the relief wasn't a uniform system even though there was a central board in charge.

Comment:

AO1 level two - 11 marks

The response contains a range of well-selected points that are relevant to the question and the issues raised by the source. There is also evidence of some integration. But the information is mainly generalised and lacking in depth and precision. Deployment is repetitive and lacking in clarity and organisation. The candidate offers some development from own knowledge on the issue of Outdoor Relief with sufficient depth for level two. In spite of the breathless feel to the response induced by the sparse punctuation, it fits the communication criteria of level two. Overall, the response securely fits the criteria for level two, but at the lower end of the top band.

AO2 Level three - 12 marks

The sources are comprehended and used in combination. The response also shows evidence of reasoning from the sources and an awareness of the need to use Source 4 with caution rather than take its representation of the situation at face value. Points of challenge and support for the claim are developed from the sources and a judgement reached with appropriate support.

Example 3

I agree to a certain extent because outdoor relief was still being given out. Source 4 shows me that those who objected to the Poor Law guardians and the Royal Committee were persuading the ratepayers not to elect the guardians. It is written from the side of the pauper because if it was a ratepayer they wouldn't write about 'starving the poor'.

Sources 5 and 6 are extracts taken from History books. Derek Fraser (source 5) says that the report by the commissioners recommended that the relief should be administered through a centralised and controlled system.

Eric Evans (source 6) says that people had different opinions between locally elected Poor Law Guardians and few would claim that the new system became a deterrent. I believe this source because he also says that 'quite a bit of money continued to be wasted in lax administration'. This meant that even though the point of the new poor law was to get rid of outdoor relief, it was still being administered. I know that there was a lot of opposition in the North of England and they carried on using outdoor relief.

In conclusion, I do agree because the aim of the New Poor Law was to become more organised, become centrally controlled, get rid of outdoor relief, build bigger workhouses and to form unions with the parishes. The ideas was to only to give outdoor relief to those who genuinely need it. Eg sick infirm, aged, etc. But outdoor relief in some parishes was still being administered. This wasn't helping the rising costs at all. Many parishes didn't want to form union with other local parishes. So I also disagree because most/some parishes didn't follow the law.

Comment:

AO1 Level one - 5 marks

The material is lacking development and the information, though relevant, is generalised and lacking in range and depth. Communication is appropriate for the level and the last paragraph makes a directly relevant point. High band level one.

AO2 Level one - 5 marks

Although comment on part of Sources 4 and 6 is not quite accurate, there is also comprehension and relevant selection from the sources with quotations and paraphrases to support the key point the candidate wishes to make - that 'outdoor relief was still being given out'. The criteria for high level one are met, but there is not enough of a summary of the points made in the sources to allow a move to level two.

UNIT 3: Depth Studies and Associated Historical Controversies

Examples: Section A

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

'The British bombing offensive of 1942-45 failed to inflict crucial damage on the German war machine.' How far do you agree with this opinion?

The three examples below show a range of responses to a question from Section A.

Example 1

In February Air Chief Marshall Arthur Harris was appointed to head bomber command. In 1945 he was to be the only senior military figure not to be offered a peerage. It has been estimated that 25% of Britain's war effort went into the offensive under Harris's direction. Was his treatment in 1945 a recognition of relative failure or at least wasted effort? The effectiveness of the bombing offensive in damaging the German war machine has been the subject of major controversy both in terms of its morality as well as its effectiveness in inflicting crucial damage.

There is little doubt that until 1942 and probably afterwards the RAF's attempts to damage Germany by strategic bombing was a failure with most bombs missing the selected target by miles. Gradually from 1942 there was an improvement in aircraft and guidance systems and bomb aiming. Harris launched the first thousand bomber raid on Cologne in May of 1942 but 50 aircraft were lost and over 100 damaged. Harris claimed to have devastated the city and the RAF estimates of deaths inflicted were in the thousands. Fewer than 500 Germans were killed in reality and within two weeks the city was virtually back to normal. This over-optimistic approach by the RAF has been partly responsible for the widely-held view that the whole offensive was a failure and there is much evidence to support this view. German morale did not collapse as Harris expected and in some ways the attacks on civilians hardened the will to resist and even cemented support for the Nazi regime. The terrible bombing of Hamburg killed 40000 inhabitants of that city yet Hamburg had been one of the bastions of anti-Nazi sentiment. Goebbels who became the voice of German defiance used resentment of the bombing in strengthening the will to fight on. The killing of thousands in Berlin in 1943-44 and finally 50000 in Dresden in February 1945 seemed to have little impact on the regime or its capacity to wage war.

It is notoriously difficult to estimate damage to German war production from bombing. There is no doubt that German war production was reduced compared to what it would have been had there been no bombing. The official estimates made by the USA after the war that it was by 9% in 1943 and 17% in 1944 but it has been estimated that many of the factories destroyed were old and producing civilian goods rather than those essential to the German war economy. The chief effect was to destroy houses. The famous Dam-buster raid of May 1943 did not destroy the one dam which was crucial to industrial production in the Ruhr, the Sorpe Dam. German munitions production in fact doubled between early 1942 and the end of 1943, at just the time the British were increasing their efforts to cripple Germany by bombing. Munitions production continued to rise throughout most of 1944. All of this indicates that the bombing offensive was a failure particularly in view of the fact that it was absorbing 25% of British war production and costing the lives of thousands of young air crew. Even Harris had to admit that his battle of Berlin between the autumn of 1943 and spring 1944 was a failure costing far more in terms of lost aircraft than the damage inflicted. It must also be admitted that the exaggerated claims of Harris and his staff that bombing alone could win the war and make an invasion of Europe from the west unnecessary was also untrue.

Nevertheless there is evidence that the bombing did inflict crucial economic damage on the German war economy and Albert Speer, the German minister of armaments, argued that bombing held down German production by 40% in the crucial years of 1943 and 1944. He was appalled by the effects of bombing Hamburg and felt a few more repeats of this would destroy the German war economy. Certainly the damage to the Ruhr in 1943 was beginning to have very serious consequences when Harris made the mistake of shifting the emphasis further a field, namely to Berlin. Furthermore most are agreed that the final onslaught of late 1944-45 when the German air-force had ceased to offer effective opposition and day-light bombing could be followed by the USAAF and RAF was really devastating. Steel production in the Ruhr was cut by 80% and production of oil virtually ceased as did rail movement.

In addition the secondary effects of the bomber offensive were seriously damaging to the German war machine. It led firstly to the diversion of the Luftwaffe from the eastern front, giving the USSR air supremacy and eventually with the deployment of long range fighters like the mustang to the virtual destruction of the Luftwaffe making the allied invasion of France possible. Furthermore there was a massive diversion of resources from other fronts forced on Germany. Two million were engaged in anti-aircraft defence and 20% of all ammunition was required for this. A large proportion of the German electronic industry was used in the same way. In effect the British bomber offensive was a second front at a time when Britain could not launch one on land.

On balance the evidence seems to indicate that the British bomber offensive did inflict crucial damage on the German war machine. It did not halt the rise in munitions production till late in 1944 but it held it back at a crucial time and eventually did inflict a collapse in production. If it did not win the war by itself it facilitated victory in both the east and the west by destroying German air power. Harris deserved his peerage.

Comment:

Level five - 29 marks

This answer has focus throughout and is accurate and analytical. It offers debate and evaluation and has earned a secure level five mark for these qualities. The answer is coherent and convincing, in spite of the paucity of punctuation to clarify the meaning of some sentences. 29 rather than 30 marks.

Example 2

Britain had built up a bomber force in the 1930s. With these planes the RAF and Britain hoped to deal a knock-out blow against Germany. Bomber command did not do very well in the years before 1942. Britain needed more and bigger bombers and better guidance systems. These both began to arrive in 1942. It was in 1942 that the British bomber offensive really got underway. In February Air Chief Marshall Arthur Harris was appointed to head bomber command. At the same time new heavy bombers which had been ordered years before began to appear. These planes gave the RAF a bombing capacity that it had lacked as they could deliver a larger tonnage. It was not until 1944 and 1945 that there were enough Lancasters and Halifaxes to really make a difference. Also there was a big improvement in bombing aids using electronic devices and pathfinders. However the cost to Britain of launching the bomber offensive was enormous. It has been estimated that 25% of Britain's war effort went into this offensive yet the damage to Germany war production was probably 9% or less. 55000 airmen died to kill between a half and one million German civilians whose death did not really affect the outcome of the war.

Harris launched the first thousand bomber raid on Cologne in May of 1942. 50 aircraft were lost and over 100 damaged. Harris claimed to have devastated the city and the British claimed to have caused thousands of deaths. In practice the raid was not worth the losses. 474 Germans were killed and within two weeks the city was functioning almost normally, contrary to Harris's view that German morale would collapse. The Germans behaved just like Londoners in 1940 and in some ways the attacks on civilians hardened the will to resist and cemented support for the Nazi regime. Goebbels achieved real popularity as the visual symbol of German resistance. Despite the poor results Britain persisted with bombing because there was nothing else to do to harm Germany and it was Churchill's way of showing the Russians that Britain really was fighting.

In 1943 the bombing intensified with more and more heavy bombers available and the increasing assistance of the USAAF who bombed by day with their flying fortresses. Improving German defences were taking an increasing toll of RAF planes. In the early part of 1943, the RAF concentrated on the Ruhr with heavy raids on cities like Essen. Damage was inflicted by repeated raids but it has been estimated that many of the factories destroyed were old and producing civilian goods rather than crucial to the German war economy. The chief effect was to destroy houses and as had been clear in London in 1940-41 this was far from decisive. The famous Dam -buster raid of May 1943 is symbolic of the whole bomber offensive. The Mohne and Eder dams were breeched but 8 out of 19 aircraft and their highly trained crews were lost. The Eder Dam was not crucial to the German War machine for its purposes were largely agricultural. The one dam which was crucial, the Sorpe Dam was not attacked. The results of the raid were a series of dramatic pictures and many drowned animals but little real damage to the German War Machine. The July bombing of Hamburg appeared to be a devastating attack with 40000 killed and many times this made homeless. At long last it seemed that Bomber Command were in sight of winning the war as Harris believed it could do. Horrific as the destruction was it had little real impact on German Production. German munitions production doubled between early 1942 and the end of 1943, at just the time the British were re-doubling their efforts to cripple Germany. Munitions production continued to rise until the autumn of 1944.

Every attempt by the RAF to repeat the Hamburg raid on other cities failed. When Harris tried to bomb Nuremberg in March 1944, it inflicted 129 German deaths for the loss of 500 aircrew. The switch to bombing Berlin between August 1943 and March 1944 was a disaster for the RAF with the loss of huge numbers of aircraft for little gain in either the loss of German war production or the collapse of German civilian morale. Harris was forced to turn his attention to supporting D Day. After the success of the invasion he was allowed to return to bombing German cities and the most notorious raid of the war took place in February 1945 when the old city of Dresden was destroyed with the loss of 50000civilians, many of them refugees. The effect on the outcome of the war was minimal.

In 1945 Harris had 18000 bombers and 100000 men under his command. He had claimed that it would be possible to win the war by simply bombing Germany into surrender. This had not worked. It had taken a full scale invasion from east and west. German civilian morale had not collapsed nor had war production been stopped from rising until late in 1944. All of this had imposed a tremendous burden on the British war economy and produced a loss of life, proportionate to the numbers involved, similar to the Battle of the Somme in the First World War. The British bomber offensive did not in reality inflict crucial damage on the German war machine, certainly by comparison with the cost to the British war machine.

Comment:

Level four - 19 marks

This answer has focus throughout and is accurate and analytical. These aspects merit a mark in level four. However the response has a major weakness in being very one sided. It would be perfectly legitimate to reach the conclusion of the final paragraph but, for the essay to be convincing, some of the arguments on the other side need to be considered, even if they are ultimately rejected. This restricted range and lack of balance places the work in low band four.

Example 3

Britain had built up a bomber force in the 1930s comprising of Blenheims, Battles, Hampdens and Whitleys and the Wellington, a more substantial bomber, entered service in 1938. It remained the back bone of bomber command until 1942, when heavier bombers like the Short Stirling, Handley Page Halifax and most importantly the Avro Lancaster became operational.

Before the war there had been considerable fear of the bomber, which as Baldwin had said would always get through. The bombing of Guernica by the Luftwaffe in 1937 added to the fear. Germany seemed to confirm this when German planes did real damage to Warsaw in 1939 and helped to bring about the surrender of Poland. Again in 1940 the Luftwaffe did considerable damage to Rotterdam and it seemed that civilian populations could be massacred at will. However when the German airforce turned to attack Britain in September 1940, large numbers of German bombers were shot down by the RAF, as they tried to bomb London by day. It was necessary for them to shift to night bombing and here they did considerable damage to places like Coventry.

Bomber command did not do very well in the years before 1942. Bomber Command lost 492 aircraft in 1940 and 1034 in 1941 for very little gained. Most bombs missed the target by more than five miles. This did not lead to the conclusion that strategic bombing was a failure but that Britain needed more and bigger bombers and better guidance systems. These both began to arrive in 1942.

It was in 1942 that the British bomber offensive really got underway. In February Air Chief Marshall Arthur Harris was appointed to head bomber command. He was a fanatic believer in the power of strategic bombing and thought that if he and his command were given enough resources then he and they could win the war alone. At the same time new heavy bombers which had been ordered years before began to appear. The Short Stirling was the least effective of the three new four-engine bombers and the Lancaster the best. These planes gave the RAF a bombing capacity that it had lacked as they could deliver a larger tonnage than anything the Germans had. It was not until 1944 and 1945 that there were enough of the excellent Lancasters and Halifaxes to really make a difference. By January 1943 there were 178 Lancasters out of a total of 515 operational bombers. Also there was a big improvement in bombing aids using electronic devices and pathfinder mosquitoes, which was one of the finest aircraft of the war.

In 1942 Harris, for publicity purposes, chose to launch the first thousand bomber raid on Cologne in May of that year 50 aircraft were lost and over a 100 damaged. Although the damage was not as great as had been hoped or claimed it was still a great publicity triumph and shocked Goering, who could not believe that so many aircraft could be launched at a single city at one time, or that so many bombs could be dropped. The increasing bombing of Germany in 1942 forced the Luftwaffe to concentrate on defending Germany.

In 1943 the bombing intensified with more and more heavy bombers available and the increasing assistance of the USAAF who bombed by day with their flying fortresses. In the early part of 1943, the RAF concentrated on the Ruhr with heavy raids on cities like Essen and Düsseldorf, where very heavy damage was inflicted by repeated raids. On May 16/17 one of the most famous raids of the war took place when 617 squadron of Lancasters attacked the Mohne and Eder dams to cut off water to the industrial heart of Germany. The two dams were breeched but 8 out of 19 aircraft and their highly trained crews were lost. In July the bombing shifted to Hamburg and here a devastating attack was delivered at the end of the month and 40000 were killed and many times this made homeless there was a tremendous firestorm created and temperatures of over 1000 degrees. This had an enormous effect on Germany and Albert Speer said that if this was repeated a few times the war was lost. It was not and when Harris tried to bomb further into Germany losses mounted. from August 1943 he began to attack Berlin and although there was much damage losses to aircraft were too great. In 1944 the raids on Berlin were eventually called off and Harris much against his will made to divert most of his force to assist in the preparation of D Day. In the Autumn of 1944 bombing began on a scale bigger than ever. By 1945 Harris had 1800 aircraft and faced hardly any German resistance. In February Dresden was destroyed with the death of 50000 Germans. Everywhere the German economy was crumbling and the bombing was having a devastating effect.

To answer the question, it is clear that the British bombing offensive did great damage to the German war machine as the destruction of Hamburg and the Ruhr dams indicates but this was achieved at a great loss in aircraft and crews. 55000 died trying to defeat Germany by bombing and they killed at least half a million German civilians.

Comment:

Level two - 12 marks

The response of an enthusiast, this is detailed, but not analytical work. This is a level 2 answer in so far that it contains much accurate and relevant detai, but is not sufficiently analytical to gain level three. The first three paragraphs address the period before 1942 and for much of the answer, the response tells the story of the bombing offensive. From time to time, the issue of crucial damage is addressed and as a result, it deserves top level 2.

Examples: Section B

Option A, Topic A2: Revolution, Republic and Restoration: England 1629-67

Question: To what extent do you accept Lawrence Stone's view (source 7) that religion rather than economic interests influenced the taking of sides among the gentry in 1642?

Explain your answer using the evidence of Sources 5, 6 and 7 and your own knowledge of the issues related to this controversy.

SOURCE 5

(From H R Trevor-Roper, 'The Social Causes of the Great Rebellion', in *Historical Essays*, published 1957)

The Great Rebellion was not the confident self-assertion of the rising bourgeoisie and rising gentry. Rather, it was the blind protest of the depressed gentry against the Court; of the provinces against the capital; a reaction against administrative and economic centralisation. The rebellion of the gentry, a rebellion of mutinous, impoverished, backward-looking provincial squires was a protest by the victims of a temporary economic depression against a privileged bureaucracy and a capitalist City.

SOURCE 6

(From A Hughes, *The Causes of the English Civil War,* published 1991)

'Country' attitudes included a belief in an authoritarian popish plot to undermine English laws and liberties as well as true religion, a plot that had alarming support from evil counsellors at court. This view is seen most starkly in the famous phrases of the Grand Remonstrance: 'The root of all this mischief we find to be a malignant and pernicious design of subverting the fundamental laws and principles of government, upon which the religion and justice of this kingdom are firmly established'.

'Popular' political action was seen by Charles and his most favoured advisers as a subversive attempt to undermine his God-given authority: 'popularity', not popery, was the great threat to the stability of English politics. This alternative conspiracy theory also had links to absolutist political ideas, and the two conspiracy theories were mutually reinforcing.

SOURCE 7

(From L Stone, *The Causes of the English Revolution,* published 1972)

Despite the extensive research devoted to the subject in recent years, the motives for the alignments of the gentry when the war began are still not wholly clear. Right up to the last minute a great majority of the gentry were anxious to avoid armed conflict, and very substantial numbers managed to stay neutral throughout its course. In Yorkshire, 240 out of 680 gentry in the county never committed themselves to either side. Nor has research established any clear association of wealth with political sympathies in 1642, although such a correlation does appear after 1645. Far more decisive than any socio-economic correlation is that with religion. In Yorkshire over one third of the royalist gentry were Catholics and over half of the Parliamentarians were Puritans.

The three examples below show a range of responses to a question from Section B.

Example 1

The motives that influenced the gentry in choosing sides at the outbreak of Civil War in England have been the subject of intense debate for many years. 'Whig' historians like Gardiner and Firth tended to consider the issue in terms of 'causes' of the war and to emphasise concern for both religion and political rights, as suggested in source 6 and 7. This interpretation was challenged by Marxist historians like Christopher Hill, who focused on economic interests, and argued that the civil war was caused by a rising capitalist gentry who challenged the feudal monarchy of Charles I. Therefore, the gentry took sides according to their economic interests, as indicated in source 5. However, the debate led to a large number of local studies, which revealed a much more complex picture as indicated in source 7.

Collectively, therefore the three sources cover the main issues debated. Source 5 suggests that economic interests were the most important factor influencing people's choice of sides, but disagrees with the standard Marxist interpretation that it was Charles's attempts to tax and control the rising capitalist gentry that led to war. This argument is supported by Sir Edward Hyde, whose account of the outbreak of war in Somerset suggests that the gentry divided on class lines, with the 'gentlemen of ancient families and estates' supporting the king and the more recently arrived families, who had 'got into gentlemen's estates' from being cloth merchants, being 'fast friends to the parliament'. The point is reinforced by both Richard Baxter and Thomas May, both supporters of Parliament, and the many examples revealed by local studies of families who had made money in trade, bought ex-monastic lands, and made their way into the gentry in two or three generations.

However, in source 5 Trevor-Roper points out that many of those who supported Parliament were declining gentry in the more backward 'provinces', resentful of the power and wealth demonstrated by the Court and the City of London. There is certainly evidence to support this. The most staunchly parliamentarian towns like Hull and Plymouth were led by gentry families with merchant origins and contacts who suffered from competition from London. Rising numbers of gentry had also created fierce competition for offices, with those who lacked contacts at Court often losing out. The best example of all may be Oliver Cromwell, whose declining fortunes had only been rescued by the death of an uncle and the inheritance of a position as Steward for the Cathedral of Ely. Cromwell had inherited a weak financial position from his father, a younger son with a large number of daughters. However, his fall into the yeomanry (he farmed in St. Ives for some years, working the land himself) was brought about by a quarrel in Huntingdon in which the Privy Council intervened to support his opponents. Cromwell was forced into a humiliating apology and the sale of his property for less than its real value. He was therefore both 'impoverished' and 'mutinous', and offers a classic example of the 'depressed gentry' whom source 5 suggests made up the bulk of parliament's gentry supporters. He was also, however, a clear example of a man motivated by strong religious convictions.

Stone offers strong statistical evidence that religion rather than economic interests dictated choice of sides. More than half the total divided on religious lines, and allowing for another third that stayed neutral, this is a large proportion. His argument is also supported by Anne Hughes in Source 6, as her definition of the 'Country' attitudes of Parliament's supporters refers to fear of a 'Popish Plot' to undermine 'true religion'. The Parliamentarian leaders were, almost without exception, men with strong puritan links. Religion was also a major issue in events leading up to the war and, in particular, the divisions within parliament that made war possible. From 1640 to the death of Strafford, MPs were broadly united in attempts to redress grievances and restrict royal power within the law, but when attention turned to the Church in June 1641 divisions became apparent. For Pym and his associates the reform of the Church was essential, but a growing number of MPs, led by Hyde and Falkland, were horrified by the idea of the 'Root and Branch' reform and intensely disliked Presbyterian practices. They disliked the power wielded by ministers and Elders, and feared that the abolition of Bishops would weaken the authority of the Church over the mass of the population. Their attitude is explained in source 6 as a fear of 'Popular' political action, and was expressed by Sir Henry Slingsby, an MP who supported the Exclusion of Bishops from Parliament in May, but voted against their abolition in the Church (June) because it would allow too much freedom to individual ministers and their congregations to go their own way. Given the religious excitement and outright radicalism that they saw in London, the more cautious MPs began to fear upheaval more than they feared the King.

In this context source 6 offers a way of reconciling the apparent conflict between religion and 'economic' interests, by widening the scope of religious attitudes. For those who feared a 'Popish' plot, the development of Catholic absolutism would destroy their lives, liberties and properties, as well as their Church, and there were plenty of examples in Europe to illustrate this. Charles's willingness since 1625 to override the rule of law, dispense with parliaments, and use an authoritarian Church to suppress opposition had created a fear among those with strong Protestant views that this was what he intended. Whatever their interests as 'gentry' their interests as protestant Englishmen with rights and liberties to protect came first. For those who feared 'popular' upheaval, the Church was the cement that held society together and justified their place in a hierarchy with the monarchy at its head. It can therefore be argued that, in the context of 17th century attitudes, the sources do suggest that 'religion rather than economic interests' dictated side-taking, but only in the sense that it represented a set of priorities and above all fears, that drove men to take up arms in self-defence.

AO1 Level five - 16 marks

A coherent and sustained analysis. Information is precisely selected and confidently deployed to support a well-argued response. Quality of communication is good - this is a well-crafted essay. High level five.

AO2 Level five - 24 marks

The author's arguments are well assimilated in a response which both integrates and stands back from the provided material in the process of arriving at well- substantiated conclusions. The work is confident, not only about the matters under debate, but in displaying independence of thought in relation to them. High level five.

Example 2

There has been a great deal of debate among historians about the causes of the English Civil War, and about the reasons why the gentry chose different sides. It is important to recognise that these are not quite the same thing. In 1640 the gentry met in the Long Parliament with an array of grievances that included both religious and economic issues, and an almost united desire, at least in the Commons, to gain redress and prevent future problems. At that point there could have been no Civil War - the King could not raise an army. However, eighteen months later the gentry were divided into two sides, with every individual having to choose how to react. The choice was not easy, and divided families. For example Sir Edmund Verney placed loyalty to the King as his first priority, as did one of his sons, while the other fought for Parliament. The two old friends, Sir Ralph Hopton and Sir William Waller became leading generals for the royalists and parliamentarians respectively, and actually clashed in battle, although they kept up a correspondence throughout the war.

The significance of this is shown in source 7. Stone points out that 'the motives for the alignments of the gentry are not wholly clear' and that 'the great majority' were 'anxious to avoid armed conflict'. Although historical debates used to focus on the causes of war, and historians offered single-factor explanations such as religion or economic interests, these debates eventually led to a large number of local studies that focused on individuals and their reasons. These revealed two key points. The first was that while many of the gentry had views on, for example, the Church or royal power, they did not always act on these views in side-taking. When it came to it, they had to take into account the interests of their locality, the likelihood of being overwhelmed by the other side, and how strongly they felt. The second point is that a huge number of the gentry did not want a war at all. In many areas, like Staffordshire, Yorkshire and Cheshire, the local gentry met and concluded a treaty of neutrality, much to the disgust of the leaders on both sides. As source 7 shows 'In Yorkshire, 240 out of 680 gentry in the county never committed themselves to either side'. Most were unable to do this - the treaties of neutrality were broken, often by armies from elsewhere, and the local gentry had no choice. In many of these instances the choice was not made on the basis of principle, but of necessity, and the side taken was often the one in control of that particular area. For example, most of the gentry in the south-east would have sided with the king, as elsewhere, but the proximity of London, the presence of key figures like Oliver Cromwell (who secured Cambridge Castle for Parliament in July 1640 and prevented the colleges sending their gold plate to be melted down for the king), and the difficulty of building an alternative organisation meant that they accepted the authority of parliament throughout the war.

In terms of understanding the reasons for side-taking, these factors mean that it is difficult to accept any pattern as absolutely secure. In the end the decision had to be individual, and often based on a number of conflicting factors. In Lincolnshire, for example, the presence of the Earl of Newcastle swayed most of the gentry to the side of the King, but the puritan Henry Ireton (later Cromwell's son-in-law) refused to accept this. He had no choice but to leave the county and to join the army of the Earl of Essex. Effectively his property was left without defence and was seized by the king. In this case his strong religious and political convictions overcame his economic interests quite convincingly. However, for men with less strong convictions or a mix of motives, the choice was less predictable. Some tried to have it both ways. In Cheshire Sir George Booth sent his tenants to fight for parliament in the siege of Manchester, and signed a treaty of neutrality (The Treaty of Bunbury) to stop the war coming to Cheshire. When this failed he sided with parliament.

Source 7 therefore shows that no simple claims about religion or economic interests can explain the alignments of the gentry in 1642. Source 5 suggests that economic factors were important, but only makes generalised claims. Source 6 offers the idea of competing conspiracies, with the gentry forced either to choose 'popery' or 'popularity'. It is possible to find individual examples of both. However, what source 7 makes clear is that an overall pattern cannot be established by looking at individuals, and even the claim for religion only deals with 'over half' and 'over one third' of the gentry in one county. As Derek Hirst has argued, the majority tried to stay neutral until they were forced by the actions of 'zealous minorities' to make an often uncomfortable choice.

AO1 Level three - 12 marks

The response offers a detailed analysis with many level 5 qualities, but crucially it is lacking balance. A one-sided response that only challenges the view rather than supporting and challenging. The answer has a sustained focus on the question of side-taking.

AO2 Level four - 19 marks

Source 7 is well integrated, and the candidate's treatment here approaches level five. It shows discrimination in the use and assessment of the presented argument. The student's own knowledge of the issues under discussion here is also clear and well integrated. However, there is some lack of balance with only one source well used and briefer reference to the others. Overall, high level four.

Example 3

The causes of the Civil War that broke out in 1642 have been the subject of debate among Historians for a long time. Clarendon, who wrote his History of the Great Rebellion shortly after, saw it as a rebellion caused by the ambition of individuals like Pym and Cromwell, and as a class war between the ancient nobility and gentry and the newer men who had risen from trade. However, the Whig historians who followed saw it as a struggle for liberty and Protestant religion against royal tyranny. This debate was repeated in the twentieth century between Whigs and Marxists, who treated economic interests as most important, although they agreed that this often coincided with Protestant beliefs. More recently Revisionists like Conrad Russell have emphasised the British context, and the focus has returned to politics and religion as the main cause of conflict.

Source 7 argues that a great deal about the taking of sides is unclear, but that there is a stronger statistical link with religion than with economic interests. Religion was very important in the 17th century, and played a major part in the grievances felt by many of the gentry. Some, like Pym, were strongly puritan, and hated the changes that Charles had made in the Church of England. In 1633 he made Laud Archbishop of Canterbury, they embarked on a programme of beautifying churches, restricting preaching and emphasising the sacraments. Charles believed that this was more orderly and harmonious, but the puritans believed it was moving back to Catholicism. Puritan preachers who went against the new rules were brought before the Church Courts, and those who wrote against like Burton, Bastwick and Prynne were arrested and mutilated on the order of Star Chamber. These actions offended the puritans most, but there were many others who feared what was happening. This was because most Protestant Englishmen had a hatred of Roman Catholicism going back to Elizabeth's reign, and even if they did not want a puritan Church, they hated the idea of a catholic one. Many believed that Charles and Laud were secret Catholics - the King had a Catholic wife who practised her religion at Court, and in 1637 he welcomes an ambassador from the Pope who became a close friend. Therefore, when the Long Parliament was called in 1640, religion was high on the list of grievances. This is shown in source 6 ('a Popish plot').

However, religion also influenced the King's supporters. Many were Catholic (source 7) but others were anti-puritan. Men like Sir Edward Hyde and others who became royalists disliked the idea of a Presbyterian Church and wanted to keep the Bishops. They disliked the arrogance shown by Laudian Bishops, and were angry when their pews were pulled down to move the altars to the east end of the Church, but they thought that abolishing Bishops completely was going too far. Conrad Russell has argued that before men like Hyde were royalist, they were anti-Scottish. They also believed that Charles did have 'a God-given authority' and that Pym and his associates were pushing too far to restrict it. As tension grew in 1641-42 they heard the puritan preachers encouraging the people to oppose the king, and saw popular unrest grow. For example, Pym used the London mob against Strafford, and published the Grand Remonstrance in December 1641. As source 6 shows, they thought 'popularity, not popery, was the great threat to the stability of English politics'.

However, there is also evidence to suggest that economic interests were important, as source 5 suggests. Charles's reign had created many grievances over taxation and trade. In 1625 he had only been voted Tunnage and Poundage for one year, because of his expenditure on an army to the Palatinate, but he continued to collect the tax illegally. In addition, his desire to protect Buckingham cost him parliamentary grants in 1626 so he raised a forced loan and imprisoned those who refused to pay in 1627. This led to the Petition of Right in 1628, which Charles signed but then ignored. The key point about these taxes was not the amount of money raised, but the fact that they were a threat to the gentry and their property. If the king could raise taxes as he liked, what was to stop him taking anything? This got worse in the 1630s when he had dismissed parliament. In order to make up the loss of parliamentary subsidies he increased feudal dues like distrait of knighthood and forest laws. While these were not illegal, they often fell unfairly because they had not been used for years. Worse still was Ship Money. In 1634 Charles levied it in the old way, from coastal towns, but in 1635 and 1636 he levied it from all parts of the country. Many thought this was unfair, but what made it more dangerous was that the amount was set by the Privy Council, and local Sheriffs left to decide how to levy it. If that was accepted, there was no limit to what could be taken. This was challenged by John Hampden, but in 1637 the judges found in favour of the King, although by a narrow margin. That meant that Charles had the legal right to take as much money as he wanted, and the gentry had no security for their property. This was a very strong reason for opposing the King. On the other hand this power increased the need to keep in his favour, and since he would always control patronage, there were also economic reasons for fighting with him. It is therefore clear that both religion and economic factors played a part in deciding who fought in the Civil War and for which side.

Comment:

AO1 Level four - 11 marks

The response is broadly analytical and sound knowledge is demonstrated. There are evaluative passages, but the response focus becomes less sharp in places when it is directed on general causes of discontent rather than 'side-taking' as such - causes rather than motives. The work is borderline level three/level four for this reason.
Low band level four.

AO2 level two - 8 marks

The response is let down by treatment of the provided sources - barely recognised, except for brief references. There is a brief linking of own knowledge to Source 6 at the end of paragraph three. No attempt is made to combine the sources or to raise issues directly from them. The student has some relevant own knowledge of the issue and of the debate which is added, but not well integrated, into the argument.
High level two.

Internal assessment

Unit 4: Historical Enquiry

In Unit 4: Historical Enquiry, students will carry out an enquiry which will address the aspects of a chosen theme over a period of at least 100 years. They will examine both the short-term significance of a factor, individual or event, as well as the factors affecting change throughout the whole period.

Unit 4 will consist of 20% internal assessment. To assist teachers, Edexcel has produced over 45 coursework programmes to choose from, covering a wide range of history from Medieval and early modern Britain and Europe to 20th century British, European and World history. Alternatively, teachers have the opportunity to design their own coursework programmes.

Within this specification you have the opportunity **either** to:

- adopt Edexcel-designed coursework programmes and assignments. There are 45 given in the specification and a further three in this guide.

You may adopt Edexcel-designed programmes without going through an approval process. This is because Edexcel coursework programmes have been designed to ensure that candidates following them will fulfil the GCE History criteria. Some coursework programmes have a prohibited combination assigned to them in order to ensure candidates undertake sufficient breadth of study at A2, or to prevent content overlap with an AS unit.

Or

- you may design your own coursework programme.

The purpose of the taught programme within Unit 4 is to give students an overview of the chosen theme and a context within which they can choose and develop their coursework assignments. It is anticipated that this element will occupy approximately one quarter of the time allowed for Unit 4 (ie 12/48 of the notional 48 hours) with the remainder devoted to support for students' individual work and skills required for the writing of the essays.

This guide gives further advice on:

- selecting or adapting Edexcel-devised programmes
- selecting or devising additional student assignments
- supporting student enquiries
- the qualities of good coursework
- students' presentation of their work
- marking and moderation
- devising your own coursework programme.

Selecting Edexcel-designed programmes

These ready-approved Unit 4 programmes provide flexibility for teachers designing their GCE History programmes. Centres with the resources to do so may choose to operate multiple coursework programmes, further increasing candidate choice and curriculum flexibility. Any programme can be selected provided it is not indicated as a prohibited combination with one of your examined units. This flexibility allows for units to be linked chronologically and or conceptually.

Extended coursework programmes are also provided. These allow teachers to 'wrap' the coursework course around a unit studied at AS which would otherwise be a prohibited combination, by adding an additional 100 years to the AS course. But candidates must not devote part A of their assignments to content studied for the AS examination. Examples of extended programmes are CW 10, CW 26-29, CW 44 and CW 45.

Adopting Edexcel-designed programmes

The following amendments may be made without seeking approval

- A programme may be **extended**.

Teachers may extend the chronology of any of the Edexcel-designed coursework programmes without seeking approval. The chronologies may not be curtailed.

If teachers wish to combine an Edexcel programme with a prohibited AS combination, they may create extended coursework programmes in the same way as CW 10 CW 26-29, CW 44 and CW 45, without seeking approval, providing that the Unit 4 course addresses a different country from that chosen for Unit 3. The criteria require students at A2 to study either more than country or more than period. Judgements about whether a programme is addressing a different period are less straightforward, and teachers wishing make such adaptations should follow the procedures for approval of centre-designed coursework.

- Any of the suggested student assignments within each coursework programme may be amended and others added, providing the part A focus on depth and the part B on breadth is maintained.

Selecting or creating tasks for the Student Assignments

It is important not to overburden students. The assignment is a single essay in two parts with a maximum of 4000 words for the two parts together. It should be seen as an opportunity for students to explore issues, read and develop their responses independently, but within a taught and guided context.

The coursework assignment is primarily intended to allow a candidate to produce a response to valid historical questions which address an aspect of the Unit 4 context which students have studied. In responding to the questions, the candidate will identify appropriate resources with the guidance of their teachers and reach personal conclusions.

Teachers following Edexcel-designed coursework programmes may choose to use, supplement and/or adapt the assignments suggested as areas of enquiry. Students following Edexcel programmes are not required to complete the tasks suggested if teachers choose to produce, or encourage students to produce, their own. Assignments on local studies may be developed, for example, which explore aspects of the national themes given in the programme content. It is strongly advised, however, that the format of suggested enquiries provides the basis for the design of additional tasks. Part A allows the student to focus in depth but Part B must focus on the process of change over a period of not less than 100 years. The scope and type of questions should be comparable with those given in the exemplars.

The Part A depth studies require students to use not only secondary sources of information, but to use and evaluate contemporary source material. Their work will be assessed against AO1 (13 marks) and AO2a (12 marks).

The Part B breadth studies are assessed against AO1 only (25 marks). Students are not required to use and evaluate contemporary source material in this element.

Examples of appropriate questions and question formulations are given in the Edexcel-designed programmes. In the suggested area of enquiry the assignments are grouped into three categories:

- factors

- individuals

- key events.

Each area of enquiry has one part (b) essay which covers the whole period and three or four suggestions for Part A depth studies. This recognises that it is possible to identify more subjects for the Part A depth studies than for the essays which ask students to explore an issue over the whole period. It is anticipated that students will wish to attempt a linked Part A and B, although they are not required to do so. They could, for example, select a Part A from the factors listed in area 1 and complete the Part B using the question from area 2. The linkage in the suggested assignments is designed to assist teachers in advising students of appropriate enquiry routes, but it is not mandatory.

Teachers may, if they choose, present students with suggestions for two-part assignments as in the examples, or they may wish to allow students to choose their depth studies from a simple list of suggestions, and later use the provided links in the Edexcel-designed coursework programmes to advise students of suitable questions for Part (B). Alternatively, teachers may encourage students to begin with the overview (Part B) task and then isolate a suitable study in depth from within it. The provided assignments are a starting point, but teachers may extend the list given and amend the format if they choose.

Hence, for example, CW 25 *Protest, Challenge and Reform in Britain* could be presented to students simply as two lists which the teacher and or students may choose to expand.

Possible Depth study topics: Part A

Focus: The short-term significance of one of the following in changing authority

People	Events
• Ben Tillett	• Match Girls' Strike 1888
• Emmeline Pankhurst	• Formation of the ILP 1893
• *A J Cook*	• Taff Vale Case 1901
• Canon Collins	• suffragette militancy 1911-14
• Arthur Scargill	• General strike 1926
	• *Jarrow Crusade 1936*
	• CND marches 1958-61
	• The 'winter of discontent', 1978 -9
	• Poll Tax riots 1990-2

(The suggestions in italics have been added to those given in CW25 in order to illustrate the way in which Part A suggestions may be supplemented.)

Suggested assignments for Part B

Focus: The nature of protest and the extent to which it was successful 1880-1992

1   Assess the significance of popular protest in challenging authority and its success in bringing about change in the years 1880-1992

Or

2   Assess the significance of the role of individuals in challenging authority and bringing about change in the years 1880-1992

Or

3   In considering the nature of protest in the period 1880-1992 and the extent of its success, how far can [one of the listed events] be seen as a key turning point?

Adding to or adapting the questions suggested

Teachers may choose to add to the questions given by:

•   adding to the factors suggested in area 1

•   adding questions for Part B using the question stems given in the programmes

•   adding examples in each of the areas for Part A using the question stems given in the programmes

Or they may refine the questions suggested.

Adding new questions

Additional factors could be identified. For example new factors could be: technology; economic forces; military conflict; religious conflict; the power of the nobility; international rivalry; migration; movements (eg pressure groups).

Adding to the given factors will enable more Part B questions to be devised, and additional depth studies to be identified.

For example, in CW 25 a new factor *The Trades Union movement* could be added.

The question stems can be developed from the formulation in the programmes:

'Asses the significance of [factor] in changing XXX in the [period of study]' could become:

'Assess the significance of *the trades' union movement* in *challenging authority and bringing about change in* England in the years 1880-1992.'

Students could choose their Part A from appropriate examples of disputes or conflicts challenging established authority or bringing about change.

Eg 'What was the short-term significance of *The London Dock strike of 1889*?'

Any individual who had a bearing on a chosen theme could be selected to add to those individuals already included in area 2.

Refining the suggested questions

The suggested questions may be used as they are, or modified and clarified further if the teacher and/or the student wishes. Any amendment by the student must be approved by the teacher, and the Part A focus on depth and Part B on breadth must be maintained.

For example, Part B questions in suggested areas 1 and 2 have a focus on the significance of a factor or individual in bringing about change. This is essentially a causal focus; it asks for an explanation of the means by which change was brought about. Teachers may substitute questions which ask students to explore the nature of change over the period. The stem here would be:

How far did [factor] change during the years ...?

For example:

CW 16   How far did the *aims and methods adopted by those seeking political reform in Ireland* change during the years 1815-1922?

CW 20   How far did *public attitudes towards the police and their role in society change* during the years 1830-1965?

CW 34   How far did *the aims and aspirations of German nationalists* change during the years c1800-c1900?

Support for students who wish to develop their own proposals

Teachers are responsible for approving the questions which students attempt. Teachers may choose if they wish to give students a list of questions from which their assignment is selected. Subject to teacher approval, students may design their enquiry focus, and it is anticipated that more may wish to do so for Part A than for Part B.

Two checklists are provided on the following pages to assist students in developing suitable proposals for the A part of the assignment. In each case, an appropriate proposal will be one which has the answer 'yes' to every question on the checklist.

The first is designed to be given to students to aid them in the drafting of proposals for their teacher's approval.

The second is designed to assist teachers in evaluating their students' proposals if they wish to expand the list given in the Edexcel programmes or to amend the question wording given there.

Planning for part A: A checklist for students.

Part A checklist for students

Part A looks at the impact of a factor, event or individual in the short-term.

('Short-term' could be just in the following 12 months of an event, but it should not cover a period longer than 20% of the course of study eg up to, but not more than, 20 years in a 100 year study.)

Suitable questions for Part A might be:

• How significant was…?
• What was the impact of …?
• How important were the consequences of…?

The questions below will help you rule out unsuitable topics and choose a suitable Part A topic. You need to be able to answer 'yes' to each question in the checklist.

1. Choosing an appropriate part A topic	Yes	No
Is the topic part of my 100-year course of study for unit 4?		
Can I find a range of published/other resources?		
Can I find a range of contemporary sources which are useful for part A?		
Is the topic about a factor, person or event important nationally or locally at the time?		

2. Framing an appropriate question	Yes	No
Does the proposal begin with a question?		
Does the question require me to come to a conclusion about the short-term impact or significance of a factor, individual or event?		

3. Choosing an appropriate part A topic	Yes	No
Have I listed four or five points to show the issues I will cover?		
Have I listed at least five useful contemporary sources of evidence for analysis and evaluation?		
Have I listed three or more relevant published resources? (you may also list other sources of information)		

A checklist for teachers

A checklist for teachers		
1. Approving an appropriate part A topic	**Yes**	**No**
Is the topic different from topics studied in the student's other units?		
Is there a suitable range of published/other resources about this topic?		
Are there appropriate and sufficient contemporary sources accessible to the student to use for the Part A?		
Is the selected event, individual or factor of sufficient national or local importance to give the essay scope?		
2. Approving an appropriate question	**Yes**	**No**
Does the question follow the Edexcel exemplification model ie does it focus on the short-term?		
Does the question require analysis and evaluation of significance?		
Does the question require students to reach substantiated conclusions about the significance of a factor, event or individual in the chosen topic?		
3. Approving an appropriate proposal	**Yes**	**No**
Does the plan have a list of points raising valid issues re significance?		
Does the plan suggest that the assignment is focused on issues which give sufficient scope for enquiry?		
Is the list of contemporary sources sufficient to demonstrate that the enquiry is practicable?		
Has the student listed three or more relevant published resources of an appropriate level?		

Supporting students' completion of coursework assignments

The role of the teacher

The teacher is a supervisor for the students' assignments. It is permissible for a teacher to set both Part A and Part B of the assignment or to allow the student to propose one or both parts. In approving the proposal the teacher should be satisfied that the question is appropriate and that the student had located sufficient appropriate resources to make the enquiry practicable.

Before approval

Before teachers give approval to an enquiry they may:

* suggest possible titles or question formulations

* suggest routes to the finding of appropriate material on which to base the enquiry

* monitor and, if necessary, suggest amendments to the proposal before it is approved.

During the enquiry

During the enquiry, the teachers' role is to monitor the progress, focus and direction of the enquiry. They are required to check and initial the completion of the resource record (see section *The Resource Record* example *Figure 1*, below).

Support for students may take the form of:

* Discussion of progress and advice on enquiry technique - for example, the use of bibliographies to identify sources.

* Discussion of findings and generic suggestions about other avenues of enquiry; for example, if a student were exploring the significance of Florence Nightingale's contribution to nursing in the mid-19th century, questioning by the teacher could establish whether the student was exploring any contextual factors which might influence the contribution she was able to make, and whether anything else increased the need for an educated and trained profession at the time. In supervising the assignment the teacher does not have to become expert in all the areas explored by students; it is appropriate for the student to become the 'expert' and the teacher, through questioning and discussion, to monitor the focus of the student's work to ensure that, for example, the student is seeking to weigh the significance of an event or factors and not becoming overly concerned with irrelevant or descriptive details.

* Practice for small group or the whole-class in the development of writing focused on the concepts of assessing significance, exploring the process of change, analysis and evaluation of source material within the theme of the coursework programme.

* Monitoring the student's Resource Record.

The Resource Record

The purpose of the Resource Record is to provide evidence that the student has identified and completed relevant reading. It validates the assignment as the student's own work. Teachers are not required to assess the record, but it could serve as a useful device for discussing work and progress with the student (see completed example on page 61, and the template on page 137).

This support for students might translate into the scheme of work as follows

Supporting student coursework 36 hours	
6 hours	Getting the assignments underway: enquiry techniques, note taking, identifying relevant reading and source material
12 hours	Practice for small group or the whole-class in the development of writing within the theme of the coursework programme: for example: • assessing significance of factor individual or event xxxxx, in the short-term - 4 hours • exploring the process of change over the hundred year period - 4 hours • analysis and evaluation of source material - 4 hours
18 hours	Support for individual progress and discussion of findings.

An example of a partially completed resource record for an assignment within the context of a course exploring Conflict in Europe 1845-1945

Assignment

How significant were the forces of nationalism in bringing about conflict in Europe in the years 1845-1945?

Issue	Sources	Comments	Teacher's intials & date
How far was German nationalism the key factor in the outbreak of the First World War?	Ruth Henig Origins of the First World War 1989, Routledge, London	I read this as an introduction to the information about the reasons for the outbreak of the war. It highlighted the long-term causes of the war.	
	J A G Roberts On the Origins of the First World War, Huddersfield University, 1990, Huddersfield	This summarised the contributions of historians to the debate about the origins of the war. It highlighted historians I could read eg Fritz Fischer and James Joll.	
	Zara Steiner Britain and the origins of the First World War, 1977 Macmillan London	This gave more emphasis to Britain's involvement in the origins of the First World War. It stressed the importance of Anglo-German Naval rivalry.	

What is essential is that teachers need to be able to sign the Individual Candidate Authentication Sheet, for each and every candidate. This requires the teacher to state that the teacher has given only acceptable assistance. This means that while it is legitimate, for example, to explore the implications of a question formulation, or to elucidate the mark-scheme, it is **not** legitimate to:

- supply wording or phrases for candidates to include in their answer

- supply detailed question-specific writing-frames or structures

- tell candidates in detail how to improve their assignment

- give detailed guidance on how to structure introductions or conclusions to the candidates' specific questions

- take, in and comment on, a preliminary draft of a complete assignment.

Candidates may well need help to produce focused and analytical writing, as indeed they would for any examination. Supervisors may set and mark questions and sub-questions related to the topics of their candidates' assignments but which do not duplicate those in the assignments themselves. Any guidance given to candidates should be included in the information supplied to the moderator. If this guidance is in written form, then it should be included in the package sent with the scripts to the moderator.

Summary

- The teacher's responsibilities in relation to the coursework assignment are essentially those of adviser **not** a detailed commentator.

- The teacher should exercise sufficient supervision to be in a position to judge the authenticity of the candidate's work.

- In supervising the candidate's work the teacher must ensure that the candidate is aware of the need to acknowledge in all assistance and sources of information which have been used.

- The assignment submitted for assessment must, with any stated and acknowledged exceptions, be the candidate's own unaided work, and the teacher's involvement in its preparation must not extend to assisting in the writing, or in the redrafting, of the text.

Word limits

The word limit for coursework is 4000 words.

Candidates must provide an accurate statement of the number of words in their assignment.

Work that exceeds the word limit must be returned to the candidate for editing. Candidates whose work continues to exceed the word limit will be penalising themselves since the concluding passages of Part B will not be credited.

Quotations, appendices and word limits

Quotations taken from source material **do** count as part of the word limits — anything which appears in the main body of the work counts.

Footnotes and appendices do **not** count, but neither will they be allowed to contribute directly to a candidate's attainment.

Footnotes should **not** be used to provide more information, or to develop points and arguments made in the text. Footnotes will not contribute directly to assessment and should not be used to make points central to the argument.

Footnotes may be used for attributions or identification, for example:

[1] J L and B Hammond *The Age of the Chartists* (1930) p50.

[2] The MP for Manchester.

[3] A town in North Wales.

[4] Appendix 2.

Appendices may contain material to which candidates have made reference in the text - for example, a speech or a map.

The appended material would serve to validate observations made in the body of the work. However, the reasoning and supporting evidence necessary to substantiate a candidate's claims **must** appear in the body of the work. For example, a candidate may wish to claim that Louis XIV strengthened the borders of France. Key acquisitions which strengthened the north-east frontier should be identified and their significance discussed. A map may be appended if the candidate wishes.

What makes a good response to a coursework assignment?

In Part A, moderators will be looking for:

- the ability to analyse and evaluate short-term significance (AO1 13 marks)
- the ability to analyse, evaluate and use contemporary source material (AO2 12 marks).

The ability to analyse and evaluate short-term significance (AO1)

('Short-term' could be just in the following 12 months of an event, but it should not cover a period longer than 20% of the course of study eg up to, but not more than, 20 years in a 100-year study**.**)

This requires students to be able to answer the questions:

What impact did the event/factor/work of an individual have? ie what did it bring about? What difference did it make?

In example 1 (see page 72), the student is exploring the short-term significance of the Amritsar Massacre. In effect he/she is focusing on what it brought about: 'it exposed the moral barrenness of the British presence in India and in doing so encouraged the growth of nascent nationalism.'

The qualities of high level AO1 work in Part A are:

- focus on significance
- evaluation of argument
- analysis supported by well selected information
- coherent writing.

The ability to analyse, evaluate and use contemporary source material (AO2)

This requires students to be able to explore the implications of the evidence they are using, to see where it points in different directions, or has limitations, and to give weight to the evidence in order to reach conclusions. In this unit, students are drawing directly on, and progressing from the skills they were required to develop for unit 2.

In example 1 on page 72, the student considers the contemporary sources in their context and comments explicitly on their value (see below for further advice on this aspect).

The qualities of high level AO2a work are:

- discriminating selection and use of sources

- integration of evidence into an argument

- exploration of evidence in the context of the values of the society from which it is drawn

- careful consideration of the status of the evidence (ie how much reliance we can place on it).

A note on the evaluation of source material for Part A

Clearly the construction of argument into the significance of an individual or movement requires discriminating use of the available evidence, and candidates should make their sources clear and discuss the nature of the evidence they are using. The evidence of the sources must be integrated into the student's argument. Explicit evaluation of the sources, their strengths and limitations will also normally form part of that argument. In cases where this integration proves difficult, students may devote a separate section to a commentary on their source material. This is most likely to be appropriate where contemporary evidence is sparse.

Part B

The second part of the question requires students to focus on the whole period. The example Part B questions in suggested areas 1 and 2 (see Edexcel-designed Coursework programmes, starting on page 89) have a focus on the significance of a factor or individual in bringing about change. This is essentially a causal focus; it asks: What was the importance of the factor/roles of individuals? ie How much did it influence or bring about, or what was its significance relative to other factors?

In relation to CW 19 *Representation and Democracy in Britain, 1830-1931*, for example, this might involve consideration of the role in the expansion of the electorate of such factors as pressure from below in its various forms (middle class, working class and women's pressure groups), ruling-class fears of revolution or social disturbance if extensions of the franchise were refused, and the ways in which the middle and upper class assumptions (the 'climate of opinion') about representation and democracy changed as a result of the growth of education, the impact of war, the work of opinion-forming writers and so on.

The area 3 'turning point' B questions ask students to look at events and to fasten on patterns of change over the whole period. 'How far was xxx the key turning point?' This has no focus on causation, instead students are asking themselves 'What patterns of change can be seen over the whole period' and 'what change in pattern is associated with the chosen event - what difference did the event make? Did it see the biggest change over the period, or were other events associated with greater degrees of change? Judgements about the extent to which a particular event, episode or period is a 'turning point' primarily involves looking at its impact, effects and/or consequences. Hence a judgement about the importance of the 1832 Reform Act as a turning point, for example, would involve looking at such matters as its impact on the size of the electorate, its effects on methods of electioneering and the organisation of political parties, and its impact on the distribution of political power within Britain. Judgements about a turning point will necessarily involve comparison of the states of affairs before and after the event in question in order to establish the difference it made.

The qualities of high level work are:

- sustained analysis of the process of change over the whole period

- analysis supported by well selected information

- information used from a range of reading/other appropriate sources

- discriminating use of reading and other material - evaluation of argument and, as appropriate, interpretations

- cogent and lucid exposition.

Centre-designed Coursework Programmes

A centre-designed coursework programme (CCW) proposal must be approved by Edexcel at one of the INSET meetings held for this purpose. Once approved, your programme (and the assignments if submitted for comment) may be used in subsequent years without resubmission.

The programme must meet the criteria ie it must:

- range over 100 years

- ensure that, in combination with Unit 3, students are studying more than one country or period at A2

- provide scope for studies in depth in Part A in which students can make use of contemporary source material.

Before beginning the process, teachers are advised to consult the Edexcel-designed exemplars contained within this guide.

The Coursework Approval Process

Filling in the Coursework Programme Approval Form

The purpose of the Coursework Programme Approval Form is to enable Edexcel to validate the centre's proposed programme. Approval will determine whether the proposal:

- meets the criteria outlined in the specification for breadth and coherence

- has the potential to fulfil the assessment objectives

- avoids overlap with other parts of the candidates' course.

The Coursework Programme Approval Form requires the following:

1   A List of the topics your candidates will study in units 1, 2 and 3.

2   A title for the programme theme.

3   A short statement identifying the main focus of the theme (c25 - c50 words).

4   A short statement of coherence showing the linkage between examined units and unit 4 (c50 words).

5   A list of the **key issues** (expressed as four bullet points) of the context course students will follow.

6   The approval form also provides space for you to suggest possible assignments. These may be adapted or replaced without seeking re-approval. The purpose of their inclusion on the proposal form is to show that the proposed course does give sufficient scope for students' assignments**.**

Centres currently offering centre-designed coursework programmes based on a period of at least 100 years do not need to seek reapproval from Edexcel, provided that the centre can guarantee that the coursework programme meets the requirements of the specification. Please contact Edexcel for further guidance.

Amendments to the Programme

Items 1-5, once approved, form the basis of the coursework programme agreed between the centre and Edexcel. Teachers should consult pages 52-55 which detail ways in which Edexcel programmes may be amended. Centre-designed programmes may also be adapted to that extent. Any other departures from the approved programme will need re-approval at an appropriate INSET session.

The Coursework Programme Approval Form is available on-line at *www.edexcel.com* and on page 138.

Exemplification 1 Designing a Programme

The five aspects to designing your own coursework programme are illustrated below through three programmes: one with 19th and early 20th century political focus; one with a focus on the Tudor State and one addressing power and conflict in late medieval England. Each of these is shown in completed form at the end, and may be adopted as an Edexcel-designed coursework unit without seeking approval. Advice on the design of sample assignments also follows.

1. List the topics studied in examined units

Example A	Example B	Example C
Unit 1	**Unit 1**	**Unit 1**
F3 The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896-1943	B1 Luther, Lutheranism and the German Reformation, 1517-55	B1 Meeting the Challenge? The Catholic Reformation, 1540-1600
F7 From Second Reich to Third Reich: Germany, 1918-45	B3 The Revolt of the Netherlands, 1559-1609	B3 The Revolt of the Netherlands, 1559-1609
Unit 2	**Unit 2**	**Unit 2**
E1 Britain and the Nationalist Challenge in India, 1900-47	A2 Crown, Parliament and Authority in England 1588-1629	A2 Crown Parliament and Authority in England 1588-1629
Unit 3	**Unit 3**	**Unit 3**
E1 The World in Crisis, 1879 -1941	A2 Revolution, Republic and Restoration: England 1629-67	A1 Protest, Crisis and Rebellion in England, 1536-88

2. Devise a title for the centre coursework programme (CCW).

Example A	Example B	Example C
The Liberals in Britain: From Greatness to Decline 1830- c1939	The Tudor State 1485-1588	Power Authority and Control in Late Medieval England, 1415-1529

3. Provide a short statement identifying the main focus of the CCW theme.

Example A	Example B	Example C
Focus:	**Focus:**	**Focus:**
Factors explaining the changing fortunes of the Liberal party in the 19th and early 20th century and the extent to which their domestic policy aims changed over time..	Changes in the nature and extent of the power of the state, the monarchy and the nobility in Tudor England and forces within 16th century society which influence that process..	The exercise of power and the challenges to it in England and Europe in the early modern period..

4. Provide a short statement of coherence showing the linkage between Units 3 and 4

(Each of the depth studies in Unit 3 allows students to explore issues of challenge and conflict within or between societies and systems, and the impact of those challenges and conflicts in the period studied. This could form the basis of any statement for a centre-designed coursework programme (CCW).

Example A	Example B	Example C
Units 1, 2 and 3 explore conflicts within and between the powers in Europe and the impact of those conflicts on the powers concerned in the period 1879-1941.	Unit 3 allows students to explore issues of challenge and conflict within English society in the 17th century, Unit 4 links closely with this and with their study of late Tudor England in units 1 and 2.	Unit 3 explores the fluctuating authority of the Monarchy in England, extending the 16th and 17th century studies students follow in the other units, and allowing them to explore the forces for conflict and changes in ruling authority in the 15th and early 16th centuries.
Unit 4 allows students to explore the forces for change in the power and influence of the Liberal party in England during this period.	It completes the picture for them, allowing them to focus of the forces of power, control and conflict in Tudor and Stuart England 1485-1667.	

5.   Identify the key issues (expressed as four bullet points) of the context course students will follow.

Example A	Example B	Example C
• The Whig and Liberal parties of Grey, Melbourne and Palmerston • Gladstone: Reform and division • New Liberalism and its achievements in the early 20th century • Liberals in decline: the impact of the First World War	• The early Tudors and the growth of authority 1485-1547 • The Mid Tudor Crisis? • Settlement and security? The reign of Elizabeth to 1588 • The role of the nobility 1485-1588: over-mighty subjects?	• The reign of Henry V • Challenge and Civil War • Henry VII - a new grip on government? • The over-mighty subject: the role of the nobility, 1415-1529

6.   Suggest and exemplify the areas for student assignments.

It is recommended that teachers designing their own assignments for CCW programmes follow the format of the published Edexcel-designed coursework programmes and consult the section above. The material on 'adapting the Edexcel assignments' will be helpful for teachers designing example assignments for students.

Teachers devising the example assignments may find that it is helpful to begin with the Part B theme, and then identify depth studies for part A which relate to it. The linking of the two parts of the assignment is to help students see this as one task. However, teachers are not required to approach it in this way, since the only elements of the coursework which are subject to approval are elements 1-5. Those teachers who prefer to submit two topic lists, one for Part A and one for Part B may do so. They should however, retain the focus on events, factors and individuals when drawing up the lists, and keep the generic questions stems in mind when setting or approving tasks.

Suggestion for Area 1 Factors: There many possible grouping here. A factor could be movements (eg) pressure groups; technology; economic forces; military conflict; religious conflict; the power of the nobility; international rivalry; migration. A chosen factor will form the focus of the Part B. The stem can be developed from the formulation:

Asses the significance of [factor] in changing XXX in the [period of study].

Eg Assess the significance of disputes *over religion* in *influencing the power of Monarchs* in England in the period 1485 -1588.

Students could choose for their Part A from appropriate examples of conflicts over religion influencing the power of Parliament.

Eg What was the short-term significance of Henry VIII's Break with Rome?

Suggestions for Area 2 Individuals: Any individual who had a bearing on a chosen theme can be selected. The role of individuals will form the basis of Part B.

Eg Assess the significance of *the role of the monarch's key servants* in *influencing the power of the monarchy* in *Tudor England to 1588*

Students could choose for Part A from a list of individuals who played a part in the changing power of the monarchy during the period.

Eg What was the short-term significance of *Thomas Cromwell's administrative reforms*?

Suggestions for Area 3 turning points: Any event which has a bearing on a chosen theme can be selected. For example:

Students could choose their Part A assignment from a list of events which were associated with increases or decreases in the power of the monarchy, and either set that same event, or another one against the significance of others when looking at patterns of change over the whole period.

Eg Part A: What was the short-term impact of *Mary I's reign* on the power *of the monarchy?*

Part B: In considering the *changing power of the monarchy in England* in *the period 1485-1588*, How far can the *reign of Mary I* be seen as the key turning point?

Re-sit students

Students who are resitting may rework an assignment identical to the one they originally completed; that is, they may follow the same questions for Part A and Part B.

The completed coursework programme content:

CW 46 **Power Authority and Control in Late Medieval England, 1415-1529**	Focus: The exercise of power and the challenges to it in England and Europe in the early modern period. • The reign of Henry V. • Challenge and Civil War. • Henry VII - a new grip on government? • The over-mighty subject: the role of the nobility1415-1529. *This programme may not be combined with:* *Unit 1 Topic A5: Anglo-French Rivalry: Henry V and Henry VI, 1413-53* *Unit 1 Topic A6: The Wars of the Roses in England 1455-85* *Unit 1 Topic A7: The Reign of Henry VII 1485-1509* *Unit 2 Topic A1: Henry VIII: Authority Nation and Religion 1509-40.*
CW 47 **The Tudor State 1485-1588**	Focus: Changes in the nature and extent of the power of the state the monarchy and the nobility in Tudor England and forces within 16th century society which influenced that process. • The early Tudors and the growth of authority 1485-1547 • The Mid Tudor Crisis? • Settlement and security? The reign of Elizabeth to 1588 • The role of the nobility 1485-1588: over-mighty subjects? *This programme may not be combined with:* *Unit 1 Topic A7: The Reign of Henry VII 1485-1509* *Unit 2 Topic A1: Henry VIII: Authority Nation and Religion 1509-40* *Unit 3 Topic A1: Protest, Crisis and Rebellion in England, 1536-88.*
CW 48 **The Liberals in Britain: From Greatness to Decline 1830- c1939**	Focus: Factors explaining the changing fortunes of the Liberal party in the 19th and early 20th century and the extent to which their domestic policy aims changed over time. • The Whig and Liberal parties of Grey Melbourne and Palmerston • Gladstone: Reform and division • New Liberalism and its achievements in the early twentieth century • Liberals in decline: the impact of the First World War *This programme may not be combined with:* *Unit 2 Topic B1: Britain 1830-85: Representation and Reform* *Unit 2 Topic C1: The Experience of Warfare in Britain: Crimea Boer and the First World War 1854-1929* *Unit 2 Topic C2: Britain c1860-1930: The Changing Position of Women and the Suffrage Question.*

The full coursework programmes can be found on pages 134-136.

Exemplar Scheme of Work for Unit 4

The following table shows how the issues which need to be covered in relation to CW 42, The Making of Modern China c1900-2000, might be incorporated into a preliminary overview course to provide context. 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 as a whole comprises 48 one-hour lessons and that the overview course should occupy approximately a quarter of the teaching time available. Much of this introductory part of the course could, if the centre chose, take place at the end of the summer term. Students would also benefit later in the course from time devoted to the development of techniques necessary for the effective production of coursework essays: the ability to analyse significance; evaluate source material; and to explore the process of change over an extended period of time.

CW 42 The making of Modern China c1900 - 2000	
The focus here is on the salient developments in the evolution of modern China throughout the 20th century. The intention is to establish a broad contextual knowledge of the process of change for the students which will assist them in the conduct of their two chosen enquiries. The aim is not to provide detailed guidance but to signal general patterns.	
3 HOURS **The Interplay of old and new**	• The basic geography and outline history of China. • The political structures and traditions of Imperial China - Confucius as model and strait-jacket. • The impact of western liberal ideas and Marxism.
3 HOURS **Foreign influence as the driving force of change**	• The humiliations of 1895-1919 - Sino Japanese War 1895, aftermath of the Boxer Rising, the Twenty One Demands 1915, the May 4th Movement. • Japan as role model and threat. • Soviet Influence 1919-1959 - tutor and potential oppressor. • The power and wealth of the USA - an ambivalent super-power.
3 HOURS **The impact of individuals**	• Jiang Jienshi. • Mao Zedong. • Deng Xiaoping. • What were the similarities and differences between these three rulers of China in terms of their approaches to government and their visions of a reformed China.
3 HOURS **Consequences**	• Economic growth and development. • The changing position of women. • China's position in the world as a great power. • The price of change - oppression and suffering. • What has been achieved in the twentieth century and at what cost?

Supporting student coursework 36 hours	
6 hours	Getting the assignments underway. Enquiry techniques, note taking, identifying relevant reading and source material.
12 hours	Practice for small group or the whole-class in the development of writing within the theme of the coursework programme: for example: • assessing significance of factor individual or event xxxxx, in the short-term - 4 hours • exploring the process of change over the hundred year period - 4 hours • analysis and evaluation of source material - 4 hours.
18 hours	• support for individual progress and discussion of findings.

Unit 4 Exemplar Student Work

Exemplification of assessed coursework

Six examples of students' work have been selected, three to exemplify Part A responses and three to exemplify Part B responses.

Part A

CW21: Britain and India 1845-1947

Example 1 (extracts)

Assignment: What, in your view, was the short-term significance of the Amritsar massacre?

The short-term significance of the Amritsar massacre cannot be over-exaggerated. It highlighted what many saw as the true nature of British rule: that despite talk of reform and co-operation, the British could, and would, hold India by force. In doing this, the Massacre gave the 'green light' to Indian nationalism. The sources I have researched for this enquiry focus on the massacre, the 'punishment' of General Dyer and the nature of British rule. Here there is disagreement - some see it as indicative of an immoral government, others see it as a one-off by an individual at odds with his government. Collectively, however, they largely agree that the Amritsar massacre exposed the moral barrenness of the British presence in India and in doing so encouraged the growth of nascent nationalism.

The secondary works by John Keay and Jan Morris strongly criticise the inadequate punishment of General Dyer. Keay suggests that the slowness of the enquiry, combined with the nature of his punishment implied tacit support for Dyer: he was never formally punished and received financial and ideological support from the British public. The phrase 'riddled away' referring to the shootings, reflects criticism. The 'casualties' mentioned include the end of the already fragile relationship of co-operation with India. This is supported by Kulke and Rothermund, who see the Amritsar massacre as the 'beginning of the end of the British Indian Empire'. They claim that, because of Amritsar, Indians would no longer co-operate with the British and would unite more strongly for self-rule. This change is also identified by Jan Morris, who additionally highlights the fact that discontent at British rule pre-dates the Massacre, following the Rowlett Acts.

Indeed, the Rowlatt Commission isolated Bengal, Bombay and the Punjab as centres of revolutionary activity, recommending that the old wartime controls should be used there to contain the situation. It should be remembered that Montagu sanctioned the Rowlatt Acts with supreme reluctance and that it was Viceroy Chelmsford who pushed them through the Imperial legislative Council in the face of opposition from every single Indian member. British rule, even in the face of rebellion, was not united. Hoping to gain some insight into the Indian attitude to Amritsar, the *Encyclopaedia of Sikhism* was consulted. Although the relevant entry did not directly address the nature of British rule, the use of the word 'martyrs', with its religious connotations, approval of the Amritsar monument's name and of the monument itself can be linked to growing Indian nationalism and the desire for independence. This strongly implies that support for Indian nationalism was a reaction to the nature of British rule revealed by the Massacre.

Kulke and Rothermund, interestingly, identify General Dyer's actions with the views of the British government. Rosemary Rees, on the other hand, is firmly of the opinion that this was not the case. She points to the growing anger of the Secretary of State for India, Edwin Montagu, at the way in which martial law was being applied in India. The vast distance between London and Delhi, let alone Amritsar, meant, Rees argues, that Montagu never felt he was in command of the situation. News could take weeks to meet him, and when it did, the situation on the ground had inevitably changed, and any decision he made could be inappropriate. Rees points to the horror he expressed when he learned of the details of the 'Crawling Order'.

Kulke and Rothermund differ from other writers in that they see Britain's co-operation with Indians as serving pragmatic, political reasons rather than moral ones. They identify non-co-operation as being a 'fitting' response to the Massacre, suggesting the authors' sympathy with nationalism. Indeed, the seeds of Indian nationalism can be detected long before the Amritsar massacre. In 1885, 73 representatives from every province of British India met in Bombay for the first annual meeting of the Indian National Congress. Dominated by high-caste Hindus, it was presided over by Womesh Bonnerjee, a barrister from the Calcutta High Court. It is, however, important to remember that this was at first simply a forum for discussion and the delegates were not exclusively Indian. Allan Hume, for example, a close friend of Lord Ripon who was viceroy between 1880 and 1884, played a key advisory role in the new Congress. It wasn't until after the First World War and the key focus point of the Amritsar massacre that Congress attracted a wider following and, under Gandhi, became a force for Indian nationalism.

Dyer's own report, as one would expect, alone defends the massacre because of the threat to order. He focuses on the problems of public disorder and protest against the Rowlatt Acts, whilst at the same time ignoring the fact that the powers granted under the Act were quickly found to be unnecessary and the Acts were repealed. His report is partially supported by Jan Morris, who suggests the crowd at Amritsar was potentially dangerous. Rosemary Rees disagrees, emphasising the relaxed nature of the crowds, who were playing cards, throwing dice and generally relaxing in the warm sun. She points out that the crowd, although large, was certainly unarmed. Churchill and the Hunter Commission both condemn the actions of Dyer, but clearly separate them from the British government. This suggests they believe that until this incident, British rule had been beneficial. This reflects a narrow focus on events. The Hunter Commission blames Dyer, thus legitimising British rule by making Dyer take personal responsibility. In doing so, it ignores the context of the massacre: specifically the 1919 Government of India Act which caused protest throughout the Punjab where hopes had been high, in the wake of the Chelmsford-Montagu reforms, that Home Rule would follow.

However, one needs to go beyond simple cross-referencing and weigh up the relative value of the evidence. Tagore's letter, Churchill's Memorandum, Dyer's report and the Report from the Hunter Commission are all contemporary accounts reflecting immediate reactions to the massacre. Tagore's letter illustrates the views of high class, educated Indians. It represents the views of many formerly moderate nationalists - and herein lies its value, for Tagore both spoke for and influenced his own class. Churchill's memorandum is a reliable reflection of the British government's public face - it clearly aimed to quieten critics. However, one has to remember that although Churchill condemned Dyer, he opposed independence throughout the 1930s, believing the loss of India would fatally damage Britain's status. His attack on Dyer was a defence of British rule.

Overall, it does seem clear that the short-term significance of Amritsar was to focus the minds of the Indian people on the nature of British rule. The British were exposed as struggling to keep control over India, as shown by Dyer's actions at Amritsar and the British government's reaction to these action, and Britain's concern to maintain their status and image clearly suggested Britain's indifference to the welfare of the Indian people. Amritsar weakened British control over India, leading to the rise of nationalism and demands for self-government. Millions of loyal Indians turned against the Raj, believing that Amritsar had revealed the true face of British rule, and that any British reform that tended toward Indian independence was simply a sham, designed to fool the Indian people into believing that they had some control over their destiny.

Comment:

AO1 assessment - Level four

The student's answer is broadly analytical and shows a good understanding of the focus of the question. The response starts out by introducing the nature of the enquiry and establishing its parameters. The main body of the enquiry does focus on the significance of the Massacre, showing an understanding of the key issues with some evaluation of argument. The analysis is supported by predominately well-selected factual material which is relevant to the focus of the enquiry. The exposition is controlled and the student demonstrates the skills needed to produce a convincing account of the results of the enquiry. Overall, the qualities of Level 4 are securely displayed.

AO2 assessment - Level four

The student has here selected, and is using, a wide range of sources with discrimination, although the integration of their evidence into a structured argument is not always sustained. However, the strength of the response in other respects does not prevent full marks being awarded for this objective. The evidence is interrogated confidently and critically in order to identify issues and make and support judgements. The status of the evidence is carefully considered (see the penultimate paragraph) and the interpretation and evaluation of the evidence takes account of the nature of the sources and shows an understanding of the need to explore the implications of the evidence in the light of its historical context. High Level 4.

Example 2 (extracts)

Assignment: What, in your view, was the short-term significance of the Amritsar massacre?

John Keay says that the Amritsar massacre showed that 'the moral pretence for British rule had been riddled into transparency' and I agree. This is the short-term significance of it. The Amritsar massacre was a turning point in which false pretence was exposed and the British could be seen for the immoral rulers they were. There are several sub-questions I need to investigate before answering the big one. For example, were the British moral rulers in the first place? Did the actions of Dyer represent British rule or was it just a one-off? Did the Indian people turn against the British as a result of 1919? By answering these questions I will be able to gather enough weight to make a valid judgement.

Conflicting evidence can be seen in the official condemning of Dyer which is evident in the memorandum written by Churchill to the British cabinet on 8 July 1920 and in the Report from the Hunter Commission published in the same year. The Hunter Commission brands Dyer as inhuman and un-British, which seems to concur with Kulke and Rothermund's belief that the British depended on the co-operation of the Indians for the good of their rule. Learning from the Mutiny, it would make sense for the British to be on the Indian public's good side rather than giving them a reason to turn against the British.

There is an indication that the Amritsar massacre was not representative of British rule and was solely the actions of General Dyer. In Dyer's very own account of what happened, he mentions the scenario if he had more troops on hand. Although claiming to act in the interest of Britain, it can be questioned whether he did not have more troops because the action was not sanctioned nor ordered by any higher power in the British government. It is known that at the time the British were keen to curb any seditious movements but at no point in his report does Dyer mention being ordered to carry out a massacre of such severity which would lead me to conclude that he did so under his own direction. Dyer was discharged from the army as a result of Amritsar, which is confirmed by John Keay, Churchill's memorandum and Jan Morris. Surely if he carried out the massacre under the instruction of Britain, he would not have been discharged. Add to this the scathing comments he received from Churchill in his Memorandum, it can be argued that the Amritsar massacre was a case of Dyer acting on his own.

There is evidence to suggest that the short-term significance of Amritsar was that many Indians, who were mostly neutral, turned against the British. John Keay, in his book *India: a History*, suggests this most strongly. One neutralist was Sir Rabindranath Tagore, who was knighted during World War One. The action of giving up such a prestigious title in protest of the Amritsar massacre signals the outstanding effect it had on Indians like himself. The INC, who were notoriously anti-British even moved to Amritsar in protest which was significant for an organisation that usually sat on the fence.

It is easy to recognise the backlash the British received by Indians after Amritsar but Indian-British relations were not so good before the massacre of 1919. With influential figureheads such as Tilak and Gandhi speaking of Indian nationalism the British were no strangers to tension. Kulke and Rothermund outline the uncontrolled unrest in the Punjab before the Amritsar massacre, as does Jan Morris, who refers to Amritsar as 'a volatile place.'

To truly evaluate the qualitative value of the source material I have used in this enquiry, their individual provenance needs to be questioned. Four of the works I consulted (Keay, Morris, Singh and Kulke and Rothermund) were all written well after the event so will have the advantage of hindsight. Conflict could occur in Singh's *Encyclopaedia of Sikhism* which may contain a favourable approach to Sikhs and Jan Morris's *Farewell the Trumpets: an Imperial Retreat* could have been written more to entertain than to inform. The letter from Tagore, Churchill's Memorandum, Dyer's report and the report from the Hunter Commission are all primary sources written close to the event and so can give a pretty reliable insight into how the different sources felt at the time. I was cautious when reading them but due to the severity of the incident and the time frame of each source, a useful snapshot can be taken which can indicate the thoughts and feelings of the time.

The reason I believe the Amritsar massacre to have key significance is because it was in many ways a turning point for British rule in India. This is because the events that followed 1919 would not have been possible without the massacre and the reactions to the massacre. The notion from the Government of India Act 1919 was that Britain would one day leave India. This planted the seeds of independence and shaped bills and actions taken by the government in direction of this goal. The severity of the massacre caused a massive change to happen, and Britain lost a considerable amount of Indian support, causing Congress to grow in confidence and the Muslim League to start up. A trend was developing up to 1919 of minor changes to the political structure of India, from the Morley-Minto reforms of 1909 to the Montagu Declaration and the establishing of dyarchy. These promised much but delivered little in terms of empowering Indians. 1919 was significant because it broke from this trend and marked the beginning of independence for India.

Comment:

AO1 assessment - Level three

The student's response is broadly analytical and shows an understanding of the focus of the enquiry. A number of sub-questions are posed in the opening paragraph, showing some understanding of the key issues. The predominant focus is on the significance of the massacre the selection of material is appropriate. However, it is not wholly convincing in range and depth and does include some material that is descriptive. The response shows some degree of direction and control, but these are not sustained throughout the answer and there are some syntactical errors. The qualities of Level three are securely displayed.

AO2 assessment - Level three

The student has selected a range of sources with which to develop the enquiry. Whilst there is a tendency to take the sources at face value, using them for content and not as evidence, there is some effective cross-referencing and an indication that the student appreciates the need to interpret source material within context. The paragraph beginning 'to truly evaluate' shows that the student understands the need to weigh evidence, but this tends to be a 'stand alone' paragraph and not sufficiently related to the judgements made. Although qualities of Level three are displayed, they are not sufficiently strong to put the response high in the level.

Example 3 (extracts)

Assignment: What, in your view, was the short-term significance of the Amritsar massacre?

It can be said that the events at Amritsar were significant for British rule in India as the Massacre left thousands of Indian civilians dead and, as Singh points out, the site of the massacre has now become a place of national pilgrimage where stands a memorial paying tribute to those killed. It could be said that the British were immoral, as John Keay does, and that they did not care about the welfare of the Indian community but if this is true then why did the British continue to have rule over India until 1947? They helped India a lot by introducing law and order, education and railways as well as many others.

Many of the sources I have researched blame General Dyer for the events at Amritsar and also for how the Indian people reacted to the British rule after the Massacre. A history of India textbook says that General Dyer's actions 'indicated the beginning of the end of the British Indian Empire'. Churchill's memorandum refers to Amritsar as 'an event causing sinister isolation.' And the Report of the Hunter Commission says that 'adopting an inhuman and un-British method of dealing had done great disservice to the interest of British rule in India.' These sources show that the British knew their actions were wrong and that there would be a huge uproar from the Indian public which is probably why Keay says that, 'details of the Amritsar massacre emerged only slowly.' When the public finally found out the great number of deaths of women and children that occurred many declined all things to do with British rule such as Mohital Nehru who stripped his palatial residence of its European furniture. Nehru also stopped wearing his Saville Row suits and started wearing traditional Indian clothes such as homespun cotton like Gandhi. Others such as Sir Rabindranath Tagore who sent back his medal he received for his service in the great war to the Viceroy ' Badges of honour make our shame glaring. My countrymen who for their so-called insignificance are liable to suffer degradation not fit for human beings' as he says in his letter.

There had been riots and demonstrations before the events in Amritsar according to Jan Morris which means that the Indians had already begun to see through the British pretence and that Amritsar was to be seen as a British retaliation to the deaths of five Englishmen and the assault on an English woman missionary. Jan Morris also says that public assemblies had been banned but the Indian people had deliberately disobeyed the new laws and Kulke and Rothermunde agree that the meeting at Amritsar was unauthorised. General Dyer, in his report, also believes that his actions were perfectly reasonable and even commented that there would have been more casualties had his troops been there. The crowd gathering at Amritsar could have been perceived by General Dyer and the British as a mass protest that could have become violent and out of control so his actions, although extreme, could have been necessary. The question could be asked that if the Indians only blamed General Dyer for his irrational decisions or if the whole British rule was blamed and would the Indians have continued to rebel and want nationalism if Amritsar had never happened?

The previous rebellions show that the Indians had had enough of British rule in India and the fact that the government had put a ban on public assemblies shows that they were worried about the power of the Indian community and probably already predicted the nearing of the end of British rule in India but was just trying to prolong their stay by enforcing rules used to stop rebellion and therefore stopping Indian freedom.

In conclusion I think that the Indian civilians had already started to see through the British as they had already started rebelling against the government. There had also been transport boycotts and many people had stopped growing the designated purple dye set by the British and started growing their own crops. Leaders such as Gandhi emerged who was in favour of India's own rule and many people believed that India was ready. I do also believe that the events at Amritsar showed the whole of India the cruelty of the British but this had already been seen in the great famine that killed thousands of Indian civilians which could have been halved if the British government had helped. I think that the Indians believed that the British were no longer needed and that it was time for India to stand alone.

Comment:

AO1 assessment - Level two

This student produces statements with some minimal development, most of which are relevant to the enquiry. However, they tend to be generalised and the inferences drawn from generalised statements are not always accurate. There is much assertion with little concentration on the analytical demands of the enquiry. Whilst there is a reasonable general understanding of the significance of the event, this is described and narrated, with focus on the minutiae and not the broader issues. The writing shows elements of coherence but there are passages that lack clarity and proper organisation. Low level two.

AO2 assessment - Level one

The student has identified material relevant to the enquiry and understands it. However, the source material selected for the enquiry is used to provide a body of information relating to the topic under investigation and not as evidence to be weighed, considered and used reflectively to support a conclusion. Indeed, concepts such as reliability and utility are not addressed, either explicitly or implicitly: the source material is taken at face value, but with limited inference and comment from it. Although the source material is related to its historical context, this is not sustained throughout the answer. There is some combination of the material, but the sources are mainly used singly, paraphrasing the content to illustrate comments made.

The students consulted and used the following source material:

1 Keay, J, *India: A History* Published 2000

2 A letter from Sir Rabibdranath Tagore written in 1919

3 Memorandum written by Winston Churchill to the Cabinet, 8 July 1920

4 Singh, H *The Encyclopaedia of Sikhism* Published 2001

5 A report by General Dyer to the General Staff, 16th Division, 25 August 1919

6 Kulke, H and Rothermund, D *A History of India* Published 1986

7 Report of the Hunter Commission 1920

8 Morris, J *Farewell the Trumpets: an Imperial Retreat* Published 2003

Part B -

CW29: Ireland and the Union, 1815-1998

Example 1

Assignment: In considering the process of change in the development of Irish nationalism over the whole period 1800-1920, how far can the Easter Rising of 1916 be seen as the key turning point?

During the years 1800-1918 a great many significant events occurred which affected the course of Irish nationalism and in some cases considerably furthered its development. A sense of nationalism had been an existing sentiment for many hundreds of years amongst the people of Ireland but it was the aforementioned period that saw its growth from an underlying sense of Irish loyalty and patriotism into a full-scale political movement.

Commencing with the Act of Union and concluding with Sinn Fein's triumphant victory at the General Election, the years between 1800 and 1918 saw many occurrences that could easily be described as turning points in terms of the Irish Nationalist movement. Yet it is in reference to the year of 1916 that this phrase is most commonly used. This is largely due to widespread opinion that 1916 was when the very nature of Irish Nationalism was altered. As the historian F S L Lyons noted '*the whole constitutional movement, in the last analysis, was the chief casualty of 1916' (1*) It was replaced by a far more radical, militant movement. Led by the zealous Nationalist group Sinn Fein, who had replaced the Redmonites at the forefront of Irish nationalism. This enquiry will attempt to examine other events during the years 1800-1922 that could be considered to be crucial in the development of the movement and to conclude whether or not the year of 1916 can accurately be described as the key turning point of the period.

The first event to affect the development of Irish nationalism was the Act of Union, which took effect on 1 January 1801 and under which the 'United Kingdom of Great Britain and Ireland' was established. The Act included terms that led to the abolition of the Irish parliament and Ireland's incorporation into the British Parliament as well as the integration of the churches of Ireland and England.

The Act of Union can be viewed as the birth of the active Nationalist movement as all opposition to its passing was *based primarily on a feeling of Irish nationality (2)* Irish nationalists were furious as they felt the Act of Union *seemed to confirm Ireland as a province (3)* and thus ignored its status as a thriving European country. This patronising treatment of Ireland's church and culture by the British government encouraged anti-British sentiment amongst the aggrieved Nationalists.

The fact that the Protestant ascendancy continued to control Ireland after 1801 only furthered the Nationalists' infuriation and also ultimately led to *the religious and national divide in Ireland being strengthened (4)* as Irish Protestantism soon became associated with pro-Unionism. In turn, many Catholics began to associate increasingly strongly with anti-Unionism, particularly when it became evident that the promised economic advantages of the Union were unlikely to prevail.

It was from this atmosphere of Catholic discontent that Daniel O'Connell emerged and eventually became known by the reverential moniker of 'The Great Liberator.' O'Connell devoted his life to achieving Catholic Emancipation. He set about this firstly through the Catholic Association, established in 1823, which sought Catholic civil and political rights. So to some extent this could be called a turning point, but maybe not the key turning point.

The extent of O'Connell's popularity was demonstrated in the 1828 election when he won the seat of County Clare with a huge majority. The fact that O'Connell could not legally take his seat in the House of Commons, as well as the fear of various English MPs as to the consequences if he was not ultimately permitted to do so, led to Sir Robert Peel regretfully agreeing to ensure the passage of the proposed Catholic Emancipation Bill through parliament. He did so and in 1829 the Roman Catholic Emancipation Act was passed, granting *virtually full civil and political rights to Roman Catholics (5)*

O'Connell's actions were to have a significant effect on the course of Irish nationalism. He was the first to bring the 'Irish Question' to the attention of the British Parliament and without his persistence it is doubtful whether Catholic Emancipation would have been granted at all. It was O'Connell who *rejected the use of violence (6),* who shaped the Nationalist movement into one that set out to achieve its aims through legitimate, peaceful means and who reinforced its affiliation with the Roman Catholic Church. O'Connell's constitutional approach to resolving the Irish Question was one that was to be favoured by Nationalists for a significant number of the following years.

The great Famine was an event that drastically affected the course of Irish Nationalism. The potato blight had catastrophic effects on a population that depended on this staple crop. *About a million people in Ireland are reliably estimated to have died of starvation and epidemic disease between 1846 and 1851 (7)* with an additional two million emigrating, primarily to the USA, to escape starvation. Many Irish perceived Britain's role as one of abandonment, confirming suspicions that Britain viewed Ireland as *a provincial backwater (8)* Out of post-famine Ireland's depleted but furious population rose fervent Nationalist groups such as the Fenians and other associated with the Young Ireland movement. Furthermore, Irish immigrants living in the USA, incensed by the British desertion, formed their own radical groups that encouraged anti-British sentiments amongst the Irish-American community, The Great Famine thus had the effect of profoundly radicalising what had been a relatively passive movement into one which had a significant number of followers prepared to fight - and die - for the Irish cause.

However, this new wave of radicalised and volatile Nationalist had not yet attracted widespread popular support and thus they postponed heir plans for combative action upon the re-emergence of a seemingly viable constitutional route, led by the hugely popular Charles Stewart Parnell. Parnell was elected as a Home Ruler in 1875 and later became leader of the Irish Parliamentary Party (IPP) He *remained convinced throughout his life that real change for Ireland could only come through the Westminster parliament (9)* yet he managed to retain Nationalist support through his aggressive *attitude and contempt for English opinion. (10)* However, Parnell was not to test his ability to square this particular circle. His fall from grace and death in 1891 led to divisions emerging within the Nationalist movement and a number of more militant Nationalists reverted to an increasingly militant course. Important though the rise and fall of Parnell was, and the affect it had on the Nationalist movement, it cannot be considered a turning point as it simply enabled the always present militant radicalism to emerge. Ultimately, maybe Parnell's most significant contribution to Irish Nationalism was his *strategy of militant constitutionalism, which forced Ireland on to the political agenda at Westminster. (11)*

This militant radicalism was given reality by the formation of two opposing groups with their associated militant wings: the Ulster Unionist Council (UUC) with its paramilitary division, the Ulster Volunteer Force (UVF), and Sinn Fein with the militant Irish Volunteers, later to become the Irish Republican Army (IRA) The formation of these two groups proved to be significant in the development of Irish Nationalism, but not necessarily a turning point. The launch of the UUC and the UVF in particular demonstrated how Unionism had developed *both an increasingly negative or*

defensive attitudes and a powerful religious undercurrent (12), two characteristics that had only surfaced following the proposed Home Rule bills. Indeed, it appears that religion was beginning to play an even more important role, with nationalism in particular becoming synonymous with the religion of most of its followers: Roman Catholicism.

However, whatever militancy was developing within Ireland was completely overshadowed by the outbreak of war in August 1914. Initially, both Nationalists and Unionists offered assistance to the war effort, with both sides hoping that this outward sign of solidarity with the British government would ultimately help them to *secure some positive response in support of their Irish claims (13)* With this in mind, neither group was too put out when Asquith announced that the matter of Home Rule would be shelved until the end of the war. However, the insensitive creation of a special military division for the Protestant UVF but not for the Catholic Irish Volunteers had the effect of re-affirming to more revolutionary Nationalists that the constitutional route was one that was unlikely to reap any results in the near future or ever at all.

It was at this point that a number of revolutionary Irish Nationalists decided to take matters into their own hands. On Easter Monday 1916 a small group of Irish Volunteers and members of the Irish Citizen Army were led by Patrick Pearse into Dublin, where they seized some public buildings and announced the birth of the Irish Republic. This insurrection, which became known as the Easter Rising, was to have huge repercussions on the development of Irish Nationalism. Interestingly, this was not due to the events themselves which attracted little support, but to the ensuing treatment of the rebels at the hands of the British government. This unnecessarily callous treatment martyred the rebels and vastly increased anti-British feeling in Southern Ireland. In 1917, the party won two by-elections and the following year went on to win an astounding 73 seats in the general election compared to the IPP's 6. It was this that made the Easter Rising the key turning point in the development of the Nationalist movement.

Sinn Fein's swift ascent to power was to greatly affect the course of Irish nationalism. The party's boycotting of the Irish Convention in 1917 and their vow to destroy English control over Ireland by every means available won huge support. The establishment of the Dial Eirann on 21 January 1919 and its subsequent Declaration of Independence confirmed that Irish Nationalism had finally found its true voice. Sinn Fein offered a combination of constitutional legitimacy and militant radicalism that rendered it the first Nationalist party which could *realistically claim to represent the will of the Irish majority (14)* Its willingness to advocate violence culminated in the hugely destructive Anglo-Irish War. Public support for violence, always a threat, had become reality.

In conclusion, it is evident that there were many events during the years 1800-1920 which could be viewed as turning points. The Act of Union was hugely significant as its passing ultimately led to the birth of Irish Nationalism as we know it. From that point onwards, numerous events were to affect the path of the Nationalist Movement. Each occurrence left its own mark. However, none was more significant than the Easter Rising of 1916 because it had such profound and far-reaching effects. It was out of the insurrection that Sinn Fein emerged as the voice of southern Ireland, garnering huge public support and ultimately declaring the creation of the Irish Republic. Never before had a political party been virtually synonymous with the Irish people, nor able to achieve immense political success despite its radical ideology. It is because these milestones were finally achieved in 1916 that the year can be seen as the most significant turning point in the history of Irish Nationalism.

References

1 Adelman R & Pearce, R *Great Britain and the Irish Question 1800-1922,* p133

2 Adelman R & Pearce, R *Great Britain and the Irish Question 1800-1922*, p24

3 Kee, R, *The Green Flag a History of Irish Nationalism,* p149

4 Adelman R & Pearce, R *Great Britain and the Irish Question 1800-1922,* p27

5 Adelman R & Pearce, R *Great Britain and the Irish Question 1800-1922,* p37

6 http://www.spartacus.schoolnet.co.uk

7 http://www.bbc.co.uk/history/state/nations/famine

8 Adelman R & Pearce, R *Great Britain and the Irish Question 1800-1922,* p26

9 Adelman R & Pearce, R *Great Britain and the Irish Question 1800-1922,* p78

10 Adelman R & Pearce, R *Great Britain and the Irish Question 1800-1922,* p79

11 Rees, R, *Ireland 1905-25,* p347

12 Rees, R, *Ireland 1905-1925,* p348

13 Adelman R & Pearce, R *Great Britain and the Irish Question 1800-1922,* p128

14 Adelman R & Pearce, R *Great Britain and the Irish Question 1800-1922,* p136

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Adelman, P *Great Britain and the Irish Question*

Coogan, TP *1916 The Easter Rising*

Foster, R E *The Oxford History of Ireland*

Kee, R *The Green Flag*

Rees, R Ireland 1905-25

Comment:

AO1 assessment - Level four

The student here offers an analytical response that shows a clear understanding of the process of change over time. The student demonstrates a clear understanding of the key issues raised by the enquiry and remains focused on those issues. The analysis of the situation is supported by accurate factual material which ranges across the period, providing chronological balance. However, the sources used are somewhat limited and the quotations taken from them could easily have been replaced by the student's own words. The response is cogent and lucid in exposition, and displays the qualities of high level four.

To lift this response to Level 5, analysis of the implications of the Easter Rising needed further development to tease out more fully the ways in which it represented a turning point. The student should also have made use of a wider range of appropriate sources of informational and addressed the arguments and interpretations contained within that material concerning the process of change relevant to the development of the nationalist movement in Ireland.

Example 2

Assignment: In considering the process of change in the development of Irish nationalism over the whole period 1800-1920, how far can the Easter Rising of 1916 be seen as the key turning point?

During the years between the Act of Union in 1800 and the Republican parliamentary gains in the General Election of 1918, Irish nationalism evolved and progresses in accordance to the ever-changing political landscape imposed upon Ireland by the British. Within this landscape, the Easter Rising of 1916 and the British mis-judgements that followed, were one of several hugely significant events, including the Great Famine, World War One and the failure to grant Home Rule.

The Act of Union, implemented at the beginning of the 19th century, served to antagonise nationalist sentiment as Irish republicans were embittered by their further loss of independence. The apparent exploitation by the British of the less developed Irish economy, together with the continuing failure to grant catholic emancipation following the Union, created the terms in which a new generation of Irish nationalist agitators denounced British intervention in their affairs.

A theme consistent throughout the 19th century was the efforts of small bands of nationalists to escape from the Union by force. Greatly inspired by revolutionary France (Liberté, Egalité, Fraternité etc) men like Emmett believed the widespread discontent would lead to a Jacobin-style revolution and went about organising the masses for violent rebellion, arming them with hand-held pikes. However, his attempted rebellion in 1803, like so many nationalist uprisings in the years to come (1848, 1849, 1867) failed miserably. In many ways 1916 was just another cack-handed attempt. It was simply its fortunate timing and placement in Irish history that allowed just another failed rebellion to be the petrol on the nationalist flame that was to rage across the country, burning the ties with Britain forever.

A new form of constitutional Irish nationalism developed under the leadership of O'Connell. His movement had, until overwhelmed by the Famine in 1845, acquired mass support from the people, unlike anything previously put forward in the name of Irish nationalism. According to historian Robert Kee, his new movement had different names at different times, depending on its immediate political objective, but its real objective, under whatever label, was the improvement of the lot of the Irish common people as a national aim in itself. In the space of just over twenty years O'Connell headed two great political campaigns in succession. The first was for Catholic emancipation. Although it can be argued that the right to sit in parliament was of little interest to the ordinary Irish peasantry, O'Connell's ability to lead and organise the masses in the name of equality for all within the union ultimately won concessions from the British government. On the other hand, O'Connell's failure to actually achieve repeal of the Act of Union damaged the cause of constitutionalism. His failure to succeed created a schism between those who remained loyal to constitutional methods and those who became increasingly frustrated by them. By his arrest in 1844, whilst not achieving the repeal of the Union, O'Connell and his organisation had demonstrated that the Irish people could, and would, stand up as a united and disciplined front in the face of the English government.

The mass emigration of 4.5 million Irish people between 1845 and 1850 directly resulting from the Famine, created a strong expatriate nationalism in which a violent form of Fenianism was reborn. Most of those emigrating during these years went to live in England and the USA. They took with them ghastly images of unnecessary human suffering at the hands of the British. These images, deeply embedded in their minds, led to a ferocious form of Anglophobia that rejected O'Connell's constitutionalism in favour of a more radical and separatist approach to achieving Repeal. This rebellious nationalist development saw the formation of bodies such as the Fenian Brotherhood in 1858 in the USA. The Great Famine, therefore, is a turning point for Irish nationalism.

However, directly after the Famine, during the 1850s, Irish nationalism took a backward step as Ireland succumbed to political apathy. For the middle-class farmers at least, this expressed itself in a concern with their immediate social and economic interests rather than the more abstract doctrines of nationalism.

The outbreak of the First World War in 1914 had serious implications for Irish politics, putting the long-awaited Home rule on hold. Although some nationalists declared that 'England's difficulty is Ireland's opportunity', they were encouraged by Redmond to support the British and any even fought in the British army with the belief that participation would guarantee Home Rule at the war's end. As the war dragged on, militant elements within the IRB and other republican groups, came increasingly to the fore as their resentment grew stronger and a mass outrage at the introduction of conscription developed. It was the slaughter of working-class men at the Front and the potential which revolution contained to reshape society that combined to persuade nationalist James Connolly that an armed uprising represented a real opportunity for change.

The 1916 Rising is another crucial point in Irish history. Its significance lies not so much in the military action itself, but more in the British governmental mismanagement that followed. The Rising is important from a variety of perspectives, not least because the Republic was declared during its course, and because it disillusioned those in Ireland who had initially supported the war. It seems that 1916 certainly played a major role in rejuvenating nationalist consciousness, enabling the Republican victory at the General Election of 1918 and the proclamation of Dial Eireann that followed.

It is perhaps due to favourable circumstances that 1916 achieved more success than it actually deserved. There is a growing feeling that out of the Rebellion more has been got than by constitutional methods. The status of the Rebellion as a turning point owes much to what followed so soon after. However, by 1916, although Irish nationalism could boast few concrete achievements it had, in fact, become unstoppable. It was because of this context that the Uprising, despite its military failure, was able to make such an impact on the course of Irish history.

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Comment:

AO1 assessment - Level three

The student's response to the enquiry is broadly analytical and does show some understanding of the process of change over time. However, some of the analysis is unsupported and so appears in the response as a series of assertions. There are descriptive passages of straightforward narrative that, whilst being predominately factually accurate, are only implicitly linked to the enquiry. The answer does range over the whole period, although the main emphasis is on the early years of Irish nationalism following the Act of Union in 1800. The jump from the Famine to the First World War is somewhat alarming as the work and influence of Charles Stewart Parnell is completely missing. Thus the material is not wholly convincing in its range and depth.

The bibliography is sound, although the student has not indicated where the enquiry has drawn upon the works cited.

The answer does show a degree of direction and control, demonstrating some of the skills necessary to produce a convincing essay, although this is not sustained throughout the answer.

This response displays many of the qualities necessary for a Level three response, although they are not convincing enough to merit a mark at the high level.

Example 3

Assignment: In considering the process of change in the development of Irish nationalism over the whole period 1800-1920, how far can the Easter Rising of 1916 be seen as the key turning point?

On Easter Monday 24 April 1916 a small detachment of Irish Volunteers and members of the Irish Citizen Army led a rebellion. Their intention was to overthrow British rule and to create an independent Ireland. The rebellion was mainly confined to Dublin. In the end it was a failure and the people who took part were either executed or imprisoned. Nevertheless, by 1920, most people in Ireland were determined to get independence (except the Ulster Protestants) and a few years later the Republic of Ireland came into being. This enquiry is going to explore to what extent the year 1916 can be seen as a key turning point, given that the Irish Nationalist Movement had been going on for more than a century.

Over this long period there had been constant rebellion failures including attempts from individuals like Daniel O'Connell, Charles Stewart Parnell and even Robert Emmet, who led a failed rebellion in 1803 and was executed by the British government. He and his organisation, the United Irishmen, attempted to remove Ireland from the United Kingdom by force of arms. His plan had been ambitious, to seize Dublin castle as a signal to the rest of the country to rise in arms. Emmet hoped to assemble 2,000 men to attack the Castle but he mustered only 80 (Kee p69) Furthermore, one of Emmet's arms depots in Dublin had accidentally blown up the week before, alerting the Government to what was afoot.

Although the actual rebellion was a failure, it was a turning point because Emmet recognised that the Act of Union was something of a fraud. This encouraged Irishmen to think more about independence.

O'Connell, like Emmet, was a great believer in Irish independence as he wanted to repeal the Act of Union. O'Connell, however, tackled the issue of emancipation for Roman Catholics. The majority of the people living in Ireland were Catholic and they had few civil rights. His successful by-election victory of 1828 gave him the power to enforce the Catholic Emancipation Bill of 1829, which granted Catholics almost full civil rights. This success showed that O'Connell and his Catholic Association had out-thought the British government, meaning that they were therefore successful in raising awareness in Ireland. The 1829 Catholic Emancipation Bill was a turning point because before this bill Catholics had hardly any civil rights but from now on they had a voice in parliament. This was especially important for Irish Nationalism as it was largely a Catholic movement. Another effective policy adopted by O'Connell was the Catholic Rent of one penny a month for supporters instead of the high subscription originally proposed.

However, O'Connell's imprisonment in 1843 by the British government for conspiracy and incitement meant that he couldn't fulfil all his plans for Ireland. Two years later Ireland was plunged into catastrophe when the potato crop failed. The extent of the disaster was huge. The famine caused mass starvation. It also forced huge numbers of Irishmen to emigrate from Ireland mainly to America in these years. The famine can be regarded as a turning point for Irish nationalism. Because many people in Ireland involved in the famine were aware of the insufficient policies the British government were adopting to offset this disaster. Many Irishmen after the famine said 'God sent the blight, but the English made the Famine.' Nationalists after this felt even more strongly the desire not to be dictated to by the British government. For example, Jeremiah O'Donovan Rossa captured the anger the Irish felt: 'There was no famine, but plunder of the Irish people by the English government of Ireland.'

Another important development was the series of failed attempts to pass Home Rule Bills for Ireland. Home Rule Bill attempts from Parnell and William Gladstone lacked the real support they needed. Foe example, all classes in Protestant Ulster were violently against Home Rule, because they feared the Bill gave too much power to the Catholics. Gladstone did not take this problem very seriously. Many English MPs were afraid that Home Rule would lead to Irish independence and Catholic power. Gladstone wanted the Bill to be focussed on making independent decisions in Ireland without help from England. This was bitterly attacked by the Conservatives and by many leading Liberals such as Lord Hartington and Joseph Chamberlain, who believed the First Home Rule had a lot of questions that needed to be answered. One major criticism was whether 'members of the future Irish legislature could be trusted to protect even-handedly the lives and property of all Irishmen, especially Protestants (Adelman p101) The efforts to pass the Home Rule Bill however proved to be a turning point in the development of Irish nationalism.

Ulster protestants feared the economic and political results of Home Rule and their resistance remained an issue for years to come Ulster Unionists (Protestants) were always perceived as 'different' by the Catholic majority in that they tended to be strongly anti-Catholic. Gladstone's Home Rule Bills worried them, 1880s-90s. In 1905 the Unionists created the Ulster Unionist Council, a democratically elected body centred on Belfast representing various interest groups - the Orange Order, Protestant churches, unionist clubs etc. It gave the unionists a strong single voice. It was a turning point because it meant that Ulster would have to be treated in a different way from the rest of the country when independence finally arrived.

The fall of Parnell was a crucial factor in the defeat of the Second Home Rule Bill. Parnell was a 'charismatic figure' (Adelman p81) who had taken over the leadership of the Home Rule Party from the weak Isaac Butt. His contempt for the English made him a powerful spokesman for Irish nationalism. From 1880-90 he was a crucial figure as the leader of the Irish Parliamentary Party, supporting Gladstone's Home Rule Bills. His fall from power because of his affair with Kitty O'Shea led to him being banned from the Liberal Party in 1890. This and his death shortly after came as an unexpected blow to Home Rule. As Kee puts it 'The chances of Home Rule for the next 20 years were buried with him.'

Nevertheless, Parnell's leadership in itself was a turning point for Irish Nationalism. Not only did he play the most crucial role in creating Home Rule Bills, but he also built up 'a united, disciplined Irish Parliamentary Party backed up by a efficient electoral machine in Ireland itself' (Adelman p105).

Several things made the 1916 rebellion different from earlier efforts. First of all there had already been a cultural revolution centred in Dublin involving poetry, theatre and sport. Another factor was the First World War, largely because the punishments were harsher for the rebels as they had been negotiating with Germany the enemy. Many middle-class people initially enthusiastic about the Easter Rising changed their minds when they saw the harshness of the punishments. When America entered the war this brought another pro-Irish factor into the picture. One of president Wilson's 14 Points was about self-determination. For most Americans, Ireland was on of the countries that should have it. American backing helped the Easter Rising and made it an internationally celebrated effort and therefore more of a turning point than it might have been otherwise.

On the 23 April 1916 a rebellion was planned for Easter Sunday, by the Irish Republican Brotherhood. They sent agents to America to raise money in order to purchase guns and ammunition from Germany. A lot of people were against the rising, including Eoin MacNeil, founder of the Irish Volunteers, when he heard that the German ship bringing in the arms for the rising had been stopped by a British patrol boat. Many saw before the Easter Rising had begun it looked as though it would be a huge failure and although the Rising was a failure it was the aftermath that proved to be crucial in the history of Irish nationalism. As a result of the aftermath, Sinn Fein an Irish nationalist group became increasingly popular. ''Sinn Fein came to occupy the place formerly held by Redmond's parliamentary Party as the dominant force in Irish Nationalism' (Adelman p135)

The vast majority of Ireland had now turned against the British government, more so than ever before. Therefore, providing a huge possibility of an independent Ireland, which despite many efforts had failed to enforce itself in the previous century. There were a number of turning points in the development of Irish nationalism leading up to 1916, which was the most important one. The success of this event depended on all the turning points that had come before. 1916 ultimately led to a Republic, which is what Irish Nationalists had been searching for over this long period and this is why 1916 is the key turning point.

Comment:

AO1 assessment - Level two

The student has produced some development, implying an understanding of change over time. There is much narrative and considerable assertion that specific events or developments were turning points. Some limited analysis has been attempted as has linkage between paragraphs, but the analytical focus of the enquiry is largely implicit. There are some factual errors, inconsistencies and internal contradictions.

Information has been taken from just two identifiable sources and is used illustratively although the selection of specific passages is appropriate.

The writing does display some elements of coherence, but there are passages that lack clarity and proper organisation. The range of skills needed to produce a convincing essay is limited.

This response displays the qualities needed for achievement at the mid-point of Level 2.

Edexcel-designed coursework programme for Unit 4:

CW 1: Roman Britain c43 - c300

Focus:	The impact of the Roman invasion of 43AD on Britain and the changes brought about to government, economy and society by the shifting nature of Roman power and control
Course content: Teachers must design their own teaching programme based on these four bullet points	• The process of conquest • Rebellion and reaction • The governance of Roman Britain • Economics and society

Suggested Areas of Enquiry

Example 1

Factors	One of the following examples of aspects of Roman settlement in Britain: • The building of Watling Street. • The building of Verulamium (or a town in your locality). • The building of Chedworth (or a villa in your locality).
Assignment Focus	Part A What in your view was the short-term significance of [the chosen example]? Part B Assess the significance of Roman building and engineering work in bringing about changes to the economy and society in Britain.

Example 2

The role of individuals	The role of one of the following individuals: Boudicca; Claudius; Caratacus; Agricola.
Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual]? Part B Assess the significance of the role of individuals in establishing and developing the Roman governance of Britain.

Example 3

Key events	The significance of one of the following: • The campaigns of Vespasian. • The military occupation of the north. • The rebellion of the Iceni. • Building Hadrian's wall.
Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen event]? Part B In considering the process of change in Roman power and control in Britain throughout the whole period c43-c300, how far can [the chosen event] be seen as the key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.
All such assignments must be approved by the teacher.

There are no forbidden combinations with this coursework programme.

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Edexcel-designed coursework programme for Unit 4:

CW 2: Continuity and Change in Anglo-Saxon England c300-790

Focus:	The challenge to Roman control. The formation and governance of Anglo-Saxon England
Course content: Teachers must design their own teaching programme based on these four bullet points	• The ending of Roman control. • The early English kingdoms, their leadership and society. • The conversion of England and the role of the Christian Church in England. • Continuity and change in Roman and Anglo-Saxon England: approaches to government, law and order, and the economy in England.

Suggested Areas of enquiry

Example 1	Factors	One of the following examples of external influences on change and continuity in Britain c300-790: • The impact on Britain of the withdrawal of the Romans in 411- 30 AD. • The impact on Britain of the invasions of Angles and Saxons. • The impact on Britain of Augustine's mission.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen example]? Part B Assess the significance of external influences in bringing about change in Britain in the years 300-790
Example 2	The role of individuals	The role of one of the following individuals: Vortigern; Augustine; Bede; King Ethelbald of Mercia.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual]? Part B Assess the significance of the role of individuals in bringing about changes in Britain 300-790
Example 3	Key events	The significance of one of the following: • The withdrawal of Roman troops from Britain in 406 • The Battle of Mount Badon 495 • The Battle of Chester 610 • The synod of Whitby in 664
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen event]? Part B In considering the process of change in the formation of Anglo-Saxon England throughout the whole period c300-c790, how far can [the chosen event] be seen as a key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

There are no forbidden combinations with this coursework programme.

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Edexcel-designed coursework programme for Unit 4:

CW 3: Islam and the Creation of an Islamic Civilisation c570 - c750

Focus:	The impact on the neighbouring civilisations of Islam and the changes brought about by the Islamic civilisation.
Course content: Teachers must design their own teaching programme based on these four bullet points	The foundations of Islam and the importance of Mecca as a trading and religious centre. • The conquest of the Byzantine and Persian Empires. • The development of the Caliphate under the Umayyads and the Abbasids. • Islamic culture and commerce.

Suggested Areas of Enquiry

Example 1

Factors	One of the following examples of factors enabling Islam to spread in the years to c750: • The Byzantine Empire's internal problems c636. • The weakness of the Persian Empire c637. • The co-operation of Spanish Christians c710.
Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen example]? Part B Assess the significance of external factors in the spread of Islamic civilisation.

Example 2

The role of individuals	The role of one of the following individuals: Abu Bakr; Uthman; Muawiyah; Abu Muslim.
Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual]? Part B Assess the significance of the role of individuals in bringing about the spread and consolidation of Islamic civilisation.

Example 3

Key events	The significance of one of the following: • The Riddah Wars c632-633. • The conquest of Egypt c639-42. • The first Fitna c656-661. • The invasion and conquest of Spain c711-718.
Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen event]? Part B In considering the process of change in the Islamic Empire throughout the whole period c570-750, how far can [the chosen example] be seen as a turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

There are no forbidden combinations with this coursework programme.

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Edexcel-designed coursework programme for Unit 4:

CW 4: Medieval Medicine c1000 - c1650

Focus:	Change and continuity in the development of ideas and practices in medicine and surgery.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The significance of the Islamic contribution to the understanding of the causes of disease and medicine. • The significance of the Christian Church in the development of medicine and surgery. • Public health: growing awareness of the connection between dirt and disease. • The Medical Renaissance.

Suggested Areas of Enquiry

Example 1	War	One of the following examples of the ways in which war impacted upon the development of medical knowledge: • Ambroise Pare and the 16th century French campaigns in Spain and Italy. • Hugh of Lucca and the 5th Crusade (1217-1221). • John of Ardene and battles in the 100 Years War (1337-1453).
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen example]? Part B Assess the significance of war in bringing about change in the development of surgery in the years 1000-1650.
Example 2	The role of individuals	The role of one of the following individuals: Ibn Sina; Galen; Vesalius; William Harvey.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual]? Part B Assess the significance of the role of individuals in the development of ideas and practices in medicine and surgery
Example 3	Key events	The significance of one of the following: The Crusades; The Black Death; The invention of printing; The Renaissance.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen event]? Part B In considering the process of change in the development of ideas and practices in medicine and surgery over the whole period 1100-1650, how far can [the chosen event] be considered a turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:

(i)   they relate to the taught coursework programme and

(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

There are no forbidden combinations with this coursework programme.

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Edexcel-designed coursework programme for Unit 4:

CW 5: Crusading Europe , 1095-1204

Focus:	The changing nature and purpose of crusading and the ways in which the concept of knighthood altered.
Course content: Teachers must design their own teaching programme based on these four bullet points	• Christians and Moslems. • Clermont the First Crusade. • The establishment and defence of Outremer. • The significance of Salah al-Din.

Suggested Areas of Enquiry

Example 1	Factors	One of the following examples of the role of the Papacy in changing the purpose of crusading and the concept of knighthood: • Gregory VII and the concept of a just war. • Urban II and the papal response to Alexius Comnenus. • The ambitions of Innocent III.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen example]? Part B Asses the significance of the role of the Papacy in bringing about change to the nature and purpose of crusading in the years 1095-1204.
Example 2	The role of individuals	The role of one of the following individuals: Peter the Hermit; Nur al Din; Salah-al-Din; King Richard I.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual]? Part B Assess the significance of the role of individuals in bringing about change to the nature and purpose of crusading in the years 1095-1204.
Example 3	Key events	The significance of one of the following: • The establishment and defence of Outremer. • The People's Crusade 1096. • The fall of Jerusalem 1187. • The fall of Acre 1191.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen event]? Part B In considering the process of change to the nature and purpose of crusading 1095-1204, how far can the [chosen event] be seen as a key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i) they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

There are no forbidden combinations with this coursework programme.

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Edexcel-designed coursework programme for Unit 4:

CW 6: The Golden Age of Spain, 1474 -1598.	
Focus:	The reasons for the changing aims and policies of Spanish monarchs, leading to the growing importance and influence of Spain as a nation state, and the centrality of orthodox religion.
Course content: Teachers must design their own teaching programme based on these four bullet points	• Spain in the late 15th Century. • The nature of the rule of Ferdinand and Isabella (1474-1516). • The nature of the rule of Charles I (1516-56). • The nature of the rule of Philip II (1556-98).

Suggested Areas of Enquiry

Example 1

The pursuit of religious uniformity	• One of the following examples of the pursuit of religious uniformity: • The conquest of Granada, 1481-92. • The conversion of the Moriscos, 1492-1525. • The 'reconquest' of the Netherlands, 1577-92.
Assignment Focus	Part A What in your view was the short-term significance of [the chosen example]? Part B Assess the significance of Spanish rulers' desire to establish and uphold Roman Catholic Christianity in the expansion of their power within and beyond the Iberian peninsula in the years 1474 -1598.

Example 2

The role of individuals	The role of one of the following individuals: Gonzalo de Cordoba - the Great Captain; Ximenez de Cisneros, 1492-1517; Hernan Cortes, conqueror of Mexico; Alexander Farnese.
Assignment Focus	Part A What was the short-term significance of [the chosen individual]? Part B Assess the significance of the role of individuals for the growth of Spanish power in the years 1474-1598?

Example 3

Key events	The significance of one of the following events: • The accessions of Ferdinand and Isabella in 1479. • The discovery of Hispaniola, 1492-3. • The death of the Archduke Philip, 1506. • The abdication of Charles I, 1555. • The Enterprise of England, 1585-88.
Assignment Focus	Part A What was the short-term significance of [the chosen event]? Part B How far can [the chosen event] be considered a key turning-point in the changing influence of Spain throughout the period 1474-1598?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

There are no forbidden combinations with this coursework programme.

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Edexcel-designed coursework programme for Unit 4:

CW 7: Rebellion and Disorder in Tudor England, 1485-1587

Focus:	The ways in which the nature and frequency of rebellion and disorder changed during the Tudor period and the extent to which England became more politically stable during the period 1485-1603.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The causes and nature of Tudor rebellions. • The Reformation and Tudor Religious Settlements. • Economy and Society. • Power, faction and succession.

Suggested Areas of Enquiry		
Example 1	Factors for Change	One of the following examples of factors affecting relations between the crown and the nobility: • The accession of Henry VII in 1485. • The rise to power of Wolsey from 1513. • The emergence of the Privy Council by 1540. • The rebellion of the Northern Earls in 1568.
	Assignment Focus	Part A What was the short-term significance of [the chosen example] on the role of the greater nobility and their relations with the crown? Part B Assess the significance of the role and power of the territorial nobility in influencing political stability in England in the years 1485-1603.
Example 2	The role of individuals	The role of one of the following individuals: John Morton; Thomas Cromwell; William Cecil; Elizabeth I (1558-72).
	Assignment Focus	Part A How significant were the actions taken by [the chosen individual] in strengthening royal authority in the short-term? Part B Assess the significance of the actions taken by individual monarchs and their advisers in influencing political stability in England in the years 1485-1603.
Example 3	Key events	The significance of one of the following rebellions • The Cornish Rebellion, 1497. • The Pilgrimage of Grace, 1536. • The Western Rising, 1549. • Kett's Rebellion, 1549.
	Assignment Focus	Part A What was the short-term significance of [the chosen rebellion]? Part B In considering the process of change in political stability in England over the whole period 1485 -1587, how far can [the chosen rebellion or its suppression] be seen as the key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 1, Topic A7: The Reign of Henry VII, 1485-1509
Unit 2, Topic A1: Henry VIII: Authority Nation and Religion, 1509-40
Unit 3, Topic A1: Protest, Crisis and Rebellion in England, 1536-88.

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Edexcel-designed coursework programme for Unit 4:

CW 8: The Changing Role of Parliament in England, 1529-1629

Focus:	The changing nature and composition of parliaments and the extent to which parliamentary power and its role within government changed throughout the period.
Course content: Teachers must design their own teaching programme based on these four bullet points	• Religious settlements and the changing role of parliaments in Tudor England. • The interaction between political, religious, social and economic developments in shaping the British system of government. • The reign of James I, 1603-25. • Charles I's relations with parliaments, 1625-29

Suggested Areas of Enquiry

Example 1	Factors for Change: Society and economy	One of the following forces for change: • The Bible in English, 1536-53. • War and inflation, 1538-53. • The rise of the gentry, 1536-58. • The role of the Privy Council, 1536-58.
	Assignment Focus	Part A Assess the impact of [the chosen example] on English society and government in the years 1529-58. Part B How significant were social and economic factors in bringing about changes in the role of parliaments in the years 1529-1629?
Example 2	The role of individuals	The role of one of the following individuals in the changing relationship between crown and parliaments: Thomas Cromwell; Peter Wentworth; Robert Cecil, Earl of Salisbury; George Villiers, Duke of Buckingham
	Assignment Focus	Part A What, in your view was the short-term impact of [the chosen individual] on relations between Crown and parliaments. Part B Assess the significance of the role of individuals in bringing about a growth of parliamentary power in the years 1529-1629.
Example 3	Key events	The significance for the role of parliament of one of the following religious changes: • The Henrician Reformation, 1530-39. • The Edwardian Reforms, 1547-52. • Religion in the reign of Mary Tudor, 1553-58. • The Elizabethan Settlement, 1558-66.
	Assignment Focus	Part A What was the short-term significance of the changes made to religion and the Church in England by [the chosen example]. Part B In considering the changes made to the nature, composition and role of parliaments across the years 1529-1629, how far can [the chosen example] be seen as a key turning-point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 2, Topic A2: Crown, Parliament and Authority in England, 1588-1629
Unit 3, Topic A1: Protest, Crisis and Rebellion in England, 1536-88.

Bibliography

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Edexcel-designed coursework programme for Unit 4:

CW 9: The Ascendancy of France, 1589 - 1715

Focus:	The increasing power of the monarchy in France and the changing power of the French monarchy in Europe.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The power and condition of the French monarchy in France and in Europe in 1589. • The re-establishment of royal power to 1643. • The minority of Louis XIV, 1643-61. • The reign of Louis XIV, 1661-1715.

Suggested Areas of Enquiry

Example 1	Factors for Change: Military Conflict	One of the following examples of military conflict as a factor affecting the power of the monarchy in France: • War in Europe, 1628-48. • The Frondes and after, 1648-61. • The Dutch War of Louis XIV, 1672-9.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen conflict]? Part B Assess the significance of military conflicts in influencing the power of the monarch within France in the years 1589-1715.
Example 2	The role of individuals	The role of one of the following individuals in the growth of French power in Europe: Cardinal Richelieu; Cardinal Mazarin; Louvois; Vauban.
	Assignment Focus	Part A What in your view was the short-term significance of [the chosen individual]? Part B Assess the significance of the role of individuals in the growth of French power in Europe in the years 1589-1715.
Example 3	Key events	The significance of one of the following events: • The assassination of Henry IV, 1610. • The Peace of the Pyrenees, 1659. • The opening of Versailles, 1682. • The death of Carlos II of Spain, 1700.
	Assignment Focus	Part A Assess the short-term significance of [the chosen event]. Part B In considering the process of change in the power of France and the French monarchy over the whole period 1589-1715, how far can [the chosen event] be seen as the key turning-point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

There are no forbidden combinations with this coursework programme.

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Edexcel-designed coursework programme for Unit 4: (Extended Programme)

CW 10: Challenge and Rebellion in Tudor and Stuart England, 1509-1660

Focus:		The ways in which the nature and frequency of rebellion changed during the Tudor and Stuart period, and the extent of the challenge to monarchical authority.
Course content: Teachers must design their own teaching programme based on these four bullet points		• The nature of Tudor and Stuart challenges to the Monarch. • The Reformation and Tudor Religious Settlements. • The roots of challenge in parliament and society. • Power, faction and succession.

Suggested Areas of Enquiry

Example 1	Factors for Change: Military Conflict	One of the following examples of religious conflicts: The Western Rising, 1549; Elizabethan Puritanism, 1565-88; Reactions to Archbishop Laud, 1633-44; The emergence of the Radicals, 1645-59.
	Assignment Focus	Part A How significant was the threat posed to royal authority by [the chosen conflict]? Part B Assess the significance of religious conflicts in creating a parliamentary challenge to royal authority in the years 1529-1649.
Example 2	The role of individuals	The role of one of the following individuals as a threat to royal power: John Dudley, Duke of Northumberland, 1549-53; Sir Thomas Wyatt, 1554; Mary, Queen of Scots 1568-87; John Pym, 1640-43.
	Assignment Focus	Part A What, in your view was the short-term significance of [the chosen individual]? Part B How important were the actions of individuals in developing a parliamentary challenge to royal authority in the years 1509-1660?
Example 3	Key events	The significance of one of the following events: • The accession of Edward VI, 1547. • The Rebellion of the Northern Earls, 1568. • The Scottish Rebellion, 1637-40. • The calling of the Long Parliament, 1640.
	Assignment Focus	Part A Assess the short-term significance of [the chosen event] for royal power. Part B In considering the process of change in royal power England in the period 1509-1660, how far can [the chosen event] be considered a key turning-point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

Students entering for Unit 2, Topic A1: Henry VIII: Authority, Nation and Religion, 1509-40 or Unit 2, Topic A2: Crown, Parliament and Authority in England, 1588-1629 may follow this coursework programme but they must not focus their Part A enquiry in depth on content prescribed for the externally examined unit for which they have been entered.
This programme may not be combined with: Unit 3, Topic A1: Protest, Crisis and Rebellion in England, 1536-88; Unit 3, Topic A2: Revolution, Republic and Restoration: England, 1629-67

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Edexcel-designed coursework programme for Unit 4:

CW 11: Crown, Parliament and People in Britain 1714-1815

Focus:	The changing balance of power between crown, parliament and people during the period and the impact of the American and French Revolutions on change in Britain.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The British political and constitutional system in 1714. • Society and Government in Britain in the 18th century to 1776. • The impact of the American War of Independence, 1766-89. • Reaction and reform in Britain 1789-1815.

Suggested Areas of Enquiry

Example 1	Factors	One of the following examples of factors that influenced the changing balance of power • Widespread opposition to the Excise Bill in 1733. • The Declaration of Independence by the American colonies. • 1779-82 demands for reform through the Association Movement. • The publication of the *Rights of Man*.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen example)? Part B Assess the significance of popular opposition to established authority in bringing about a change in the balance of power between crown, parliament and people in Britain in the period 1714-1815.
Example 2	The role of individuals	The role of one of the following individuals: Robert Walpole 1722-42; Christopher Wyvill; Edmund Burke; Thomas Paine.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen individual)? Part B Assess the significance of the role of individuals in bringing about a change in the balance of power between crown, parliament and the people in Britain in the period 1714-1815.
Example 3	Key events	The significance of one of the following Reforms • 1715 The Riot Act. • 1733 Introduction of the Excise Bill. • 1767 Townshend's Revenue Act. • 1795 Seditious Meetings Act.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen reform)? Part B In considering the process of change in the balance of power between crown, parliament and people over the whole period 1714-1815, how far can (the chosen reform) be seen as the key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with: Unit 3, Topic B2: Challenging Authority: Protest, Reform and Response in Britain, c1760-1830.

Bibliography

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Stevenson, J - *Popular Disturbances in England 1700-1832,* second edition, (Longman, 1992)

Edexcel-designed coursework programme for Unit 4:

CW 12: British Foreign Policy, 1763-1879

Focus:	The principles underlying the formulation and execution of British foreign policy and the extent to which that policy was effective in achieving its objectives and in maintaining Britain's influence.
Course content: Teachers must design their own teaching programme based on these four bullet points	• Britain's position and priorities in 1763. • Relations with European powers. • Defence and expansion of Trade and Empire. • Change and continuity in the purpose of, and approach to, foreign relations in the period.

Suggested Areas of Enquiry

Example 1	Factors	One of the following examples of factors influencing the exercise of British power and the execution of foreign policy: • The acquisition of Canada 1763. • The confirmation of British control of Malta 1815. • The gaining of Hong Kong 1842. • Annexation of the Transvaal 1877.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen example)? Part B Assess the significance for the conduct of British foreign policy of the steady acquisition of bases and territory in the period 1763-1879.
Example 2	The role of individuals	The role of one of the following individuals: Robert Stewart, Viscount Castlereagh as foreign secretary 1812-1822; George Canning as foreign secretary 1822-27; Henry Temple, Viscount Palmerston as foreign secretary 1830-41; Benjamin Disraeli as Prime Minister 1874-79.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen individual) Part B Assess the significance of personality in the formulation and execution of British foreign policy in the period 1763-1879
Example 3	Key events	The significance of one of the following: • The loss of the American Colonies 1783. • The Acquisition of the Cape of South Africa 1815. • The first Afghan War 1838-42. • The Purchase of the Suez Canal Shares 1875.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen event)? Part B In considering the process of change in the conduct of British foreign policy throughout the years 1763-1879, how far can the chosen event be seen as a key turning point ?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:

(i)   they relate to the taught coursework programme and

(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 1, Topic C2: Relations with the American Colonies and the War of Independence, c1740-89
Unit 1, Topic C4: Commerce and Conquest: India, c1760-c1835
Unit 1, Topic C5: Commerce and Imperial Expansion, c1815-70.

Bibliography

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Padfield, P - *Maritime Power 1788-1851* John Murray 2003

Edexcel-designed coursework programme for Unit 4:

CW 13: The Impact of Industrialisation in Britain c1780-1914

Focus:	The significance of the industrial revolution and the process of industrialisation in changing the lives of the people in Britain and affecting the structure both of the economy and the workforce.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The establishing of factories and the impact of change from water to steam power. • Transport: the impact of canals and the reasons for the collapse of a canal-based economy; the development of the rail network from 1830. • Heavy industry: its growth and development to 1914. • The role of the state in response to the industrial revolution.

Suggested Areas of Enquiry

Example 1	Technology	One of the following examples of technological inventions: Henry Cort's puddling furnace 1784; Edmund Cartwright's power loom 1785; Henry Bessemer's converter 1856; Charles Parson's turbine 1896.
	Assignment Focus	Part A What in your view was the short-term significance of [the chosen example]? Part B Assess the impact of technology on the process of industrialisation in the years 1780-1914.
Example 2	The role of individuals	The role of one of the following individuals: Samuel Crompton; George Hudson; Isambard Kingdom Brunel; Richard Oastler.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual]? Part B Assess the significance of the role of individuals in bringing about changes to the economy and / or changes to the workforce of Britain in the years 1780-1914.
Example 3	Key events	The significance of one of the following: • Factory Act 1833 • Mines Act 1842 • Public Health Act 1848 • National Insurance Act 1911
	Assignment Focus	Part A What, in your opinion, was the short-term significance of [the chosen legislation]? Part B In considering the process of industrialisation in changing the lives of the people in Britain, how far can the [chosen legislation] be seen as a turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 3, Topic B2: Challenging Authority: Protest, Reform and Response in Britain, c1760-1830.

Bibliography

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Edexcel-designed coursework programme for Unit 4:

CW 14: Challenging Authority: From Corresponding Societies to Trade Unions, 1789-1889

Focus:	The changing relationship between protestors and authorities and the impact of protest in the period.
Course content: Teachers must design their own teaching programme based on these four bullet points	• Radicals and Protest 1789-1832. • The Chartists 1839-50. • Labour movements and trades unions to c1880. • New Unionism in the 1880s.

Suggested Areas of Enquiry

Example 1	Popular pressure	One of the following examples of popular pressure for change: • 1811-16 'Luddism'. • The Tolpuddle 'Martyrs'. • 1866 The Sheffield Outrages. • 1888 Women Match-Maker's Strike.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen example)? Part B Assess the significance of popular pressure in bringing about improved pay and conditions for workers in the period 1789-1889.
Example 2	The role of individuals	The role of one of the following individuals: Henry 'Orator' Hunt; Robert Owen; William Lovett; Annie Besant.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen individual)? Part B Assess the significance of individuals in challenging authority and bringing about change in the years 1789-1889.
Example 3	Key events	The significance of one of the following: ... • 1795 Seditious Meetings Act. • 1825 Combination Act. • 1867 Master and Servant Act. • 1871 Trade Union Act and Criminal Law Amendment Act.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen event)? Part B In considering the process of change in the relationship between protestors and authorities over the whole period of 1789-1889, how far can (the chosen event) be seen as the key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 2, Topic B1: Britain, 1830-85: Representation and Reform
Unit 3, Topic B2: Challenging Authority: Protest, Reform and Response in Britain, c1760-1830

Bibliography

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Quinalt, R and Stevenson, J - *Popular Protest and Public Order (Studies in British History 1790-1920)* (St Martin's Press 1975)

Edexcel-designed coursework programme for Unit 4:

CW 15: Defending Great Power Status: British Foreign Policy 1814-1914

Focus:	The changing emphasis on the basic principles underlying the formulation and execution of British foreign policy and the extent to which that policy was effective in sustaining Britain's power and status in world affairs.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The changing perception of British interests. • The European dimension. • The world dimension. • The impact of personalities: Castlereagh, Canning, Palmerston, Salisbury.

Suggested Areas of Enquiry

Example 1

Factors	One of the following examples of the objectives of foreign secretaries as shown by: • Castlereagh's reconstruction of Europe. • Canning's support of national self-determination. • Derby's handling of the Eastern Question. • Grey's development of the Alliance System.
Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen factor]? Part B Assess the significance of the objectives of foreign secretaries in sustaining Britain's power and status in world affairs in the years 1814-1914.

Example 2

The role of individuals	The role of one of the following individuals: Viscount Palmerston; Cecil Rhodes; Charles Gordon; Lord Salisbury.
Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual]? Part B Assess the role of individuals in changing the emphasis of British foreign policy in the years 1814-1914.

Example 3

Key events	The significance of one of the following: • The Crimean War 1854-6. • The opening of the Suez canal 1869. • Conflict in the Balkans 1876-8. • The Boer War 1888-1902.
Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen event]? Part B In considering the changing emphasis on the basic principles underlying the formulation and execution of British foreign policy in the years 1814-1914, how far can [the chosen event] be seen as the key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 3, Topic E1: The World in Crisis, 1879-1941.

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Platt, D C M - *Finance, Trade and Politics in British Foreign Policy 1815-1914* (Clarendon Press, 1968)

Edexcel-designed coursework programme for Unit 4:

CW 16: Ireland and the Union, 1815-1922

Focus:	The changing demands for alterations to the constitutional relationship between Ireland and Great Britain and the developing divisions between Catholic and Protestant communities in this period.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The constitutional relationship between Britain and Ireland in the early 19th century. • The leadership and objectives of the Catholic and Protestant communities in the period. • The response of the British government to pressure for change in Ireland. • Partition of Ireland and the reasons for it.

Suggested Areas of Enquiry

Example 1	Movements	One of the following examples of movements seeking political change in Ireland: • The Catholic Association, 1823-29. • Young Ireland, 1842-48. • The Irish Land League, 1879-82. • The Home Rule movement, 1881-93.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen movement]? Part B Assess the significance of movements seeking political change in influencing the relationship between Ireland and Great Britain in the period 1815-1922.
Example 2	The role of individuals	The role of one of the following individuals: Lord Randolph Churchill; Padraig Pearse; Sir Edward Carson; Michael Collins,
	Assignment Focus	Part A What in your view was the short-term significance of [the chosen individual]? Part B Assess the significance of the role of individuals in the development of political attitudes in Ireland 1815-1922.
Example 3	Key events	The significance of one of the following events in the growth of demands for Irish independence: • The Irish Potato famine, 1845-51. • The failure of Home Rule, 1886-93. • The Curragh mutiny, 1914. • The Easter Rising, 1916.
	Assignment Focus	Part A What, in your view was the short-term significance of [the chosen event]. Part B In considering the process of change in the relationship between Ireland and Great Britain in the years 1815-1922, how far can [the chosen event] be seen as a turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 2, Topic D1: Britain and Ireland, 1867-1922

Bibliography

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Edexcel-designed coursework programme for Unit 4:

CW 17: The Conservative Party 1815-1922

Focus:	Factors explaining the changing fortunes of the Conservative Party in the 19th and early twentieth centuries, and the extent to which the composition of, and support for, the Conservative Party changed during this time.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The party of Lord Liverpool and Sir Robert Peel 1815-46. • The mid-19th century party: a 'declining' interest. 1846-68. • The changing composition of, and support for, the party 1867-1922. • The role of individuals: Disraeli, Salisbury, Balfour, Chamberlain, Bonar Law.

Suggested Areas of Enquiry

Example 1	Movements	One of the following examples of the actions of party leaders in affecting support for the Conservative Party: • Lord Liverpool's support for the Corn Laws 1815. • Robert Peel's Tamworth Manifesto 1835. • Benjamin Disraeli's support for the Public Health Act 1875. • Andrew Bonar Law's opposition to the Home Rule Bill 1911.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen action]? Part B Assess the significance of the actions of party leaders in affecting support for the Conservative Party.
Example 2	The role of individuals	The role of one of the following individuals: William Huskisson; Lord Randolph Churchill; Richard Cross; Joseph Chamberlain.
	Assignment Focus	Part A What, in your view, was the short-term significance [of the chosen individual]? Part B Assess the significance of the role of individuals in bringing about change to the composition of, and support for, the Conservative Party in the years 1815-1922.
Example 3	Key events	The significance of one of the following • Reforms of the 'Liberal Tories' 1822-7. • Repeal of the Corn Laws 1846. • The Reform Act of 1867. • The Coalition Government of 1915-18.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen event]? Part B In considering the process of change in support for, and the fortunes of, the Conservative Party, over the whole period 1815-1922, how far can [the chosen event] be seen as a key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 2, Topic B1: Britain, 1830-1885: Representation and Reform.

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Selson, A and Snowdon, P - *The Conservative Party* (Sutton, 2004)

Edexcel-designed coursework programme for Unit 4:

CW 18: The State and the Poor c1815-1939

Focus:	The changing attitudes to the poor throughout the period and the impact this had upon the ways in which state provision for the poor changed.
Course content: Teachers must design their own teaching programme based on these four bullet points	• Pressure to change the old Poor Law. • Recommendations of the Poor Law Commission and the implementation of the Poor Law Amendment Act of 1834. • The increasing involvement of the state in public health and provision for the poor in the years to 1900 and the reasons for this. • The welfare measures of the Liberal governments 1906-14 and their success in alleviating poverty.

Suggested Areas of Enquiry

Example 1	The condition of the people	One of the following examples of the condition of the people in bringing about a change in state involvement in providing for public health and the poor: • Rising cost of the poor rates in the years to 1834 • The 1831-2 cholera epidemic • Benjamin Seebohm Rowntree's survey of poverty in York, 1901
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen example]? Part B Assess the significance of the condition of the people in bringing about change in state provision for public health and the poor.
Example 2	The role of individuals	The role of one of the following individuals: Edwin Chadwick; Joseph Bazalgette; Charles Booth; David Lloyd George.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual] Part B Assess the significance of the role of individuals in bringing about increased state provision in the fields of public health and relief of poverty.
Example 3	Key legislation	The significance of one of the following: • The Poor Law Amendment Act 1834 • The Public Health Act 1848 • The Artisan's Dwelling Act 1875 • The Old Age Pensions Act 1909
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen reform] Part B In considering the process of change in state provision for the poor 1815-1939, how far can [the chosen reform] be seen as the key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:

(i)   they relate to the taught coursework programme and

(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 2, Topic B2: Poverty, Public Health and the Growth of Government in Britain, 1830-75.

Bibliography

Brundage, A - *The Making of the New Poor Law* (Hutchinson, 1978)
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Rees, Rosemary - *Poverty and Public Health 1815-1945* (Heinemann, 2001)
Rose, M E - *The Relief of Poverty 1834-1914* (Macmillan, 1972)

Edexcel-designed coursework programme for Unit 4:

CW 19: Representation and Democracy in Britain c1830-1931

Focus:	The process of change whereby a representative system of government developed in Britain from just before the 1832 Reform Act to just after 1928 when women obtained the vote on the same basis as men.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The ways in which political parties and the parliamentary system changed during the period. • The ways in which the size and composition of the electorate changed during the period. • Relevant key factors eg popular pressure for change and the role of the aristocracy. • Relevant key events and developments eg legislation re redistribution, franchise and corruption; growth of the Labour Movement.

Suggested Areas of Enquiry

Example 1	Popular pressure	One of the following examples of popular pressure for reform of the franchise: The Bristol riots of 1831; The Hyde Park riots of 1867; The militant suffragette movement 1911-14.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen example]? Part B Assess the significance of popular pressure in bringing about improved representation and greater democracy in Britain in the period 1830-1931.
Example 2	The role of individuals	The role of one of the following individuals: Lord John Russell; Benjamin Disraeli; Emmeline Pankhurst; Emily Wilding Davison.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual]? Part B Assess the significance of the role of individuals in bringing about improved representation and greater democracy in Britain in the period 1830-1931.
Example 3	Key events	The significance of one of the following reforms: Reform Act 1832; Second Reform Act 1867; Secret Ballot Act 1872; Parliament Act 1911.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen reform]? Part B In considering the process of change in representation and democracy over the whole period 1830-1931, how far can [the chosen reform] be seen as the key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   **they relate to the taught coursework programme and**
(ii)   **the Part A assignment focuses on depth and the Part B assignment on breadth.**

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 2, Topic B1: Britain, 1830-85: Representation and Reform
Unit 2, Topic C2: Britain, 1860-1930: The Changing Position of Women and The Suffrage Question.

Bibliography

Evans, E.J - *Parliamentary Reform 1770-1918* (Pearson Education, 2000)
Mayer, A - *The Growth of Democracy in Britain* (Hodder + Stoughton, 1998)
Pearce, R and Stearn, R - *Government and Reform 1815-1914* (Hodder Murray, 2000)
Pugh, M - *The Evolution of the British Electoral System 1832-1987* (Blackwell, 1993)
Whitfield, B - *The Extension of the Franchise 1832-1931* (Heinemann, 2000)

Edexcel-designed coursework programme for Unit 4:

CW 20: Crime and Punishment in Britain, c1830-1965

Focus:	The factors influencing changing attitudes to crime and punishment and the outcomes of these changed attitudes.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The impact of industrialisation on the crime rate in the early 19th century and on the crimes committed. • Changes in policing. • The successes and failures of different forms of prison for men, women and juveniles. • The changing approaches to punishment and law enforcement over the period.

Suggested Areas of Enquiry

Example 1

Law enforcement and the Police	One of the following examples of the development of policing since c1830: • The establishment of the Metropolitan Police Force, 1829-30. • The County Borough Police Act, 1856. • The establishment of CID, 1877. • The beginnings of Special Branch, 1883.
Assignment Focus	Part A What was the short-term significance of [the chosen example]? Part B Assess the significance of developments in policing in influencing the effectiveness of law enforcement in the period 1830-1965.

Example 2

Attitudes to individual cases	The significance of one of the following individual cases: • The Tolpuddle Martyrs, 1834. • The 'Turf Frauds' 1876. • The Trial of Oscar Wilde, 1895. • The Case of Christopher Craig and Derek Bentley, 1953.
Assignment Focus	Part A What impact did [the chosen case] have on attitudes to crime and punishment in the short-term? Part B Assess the significance of individual cases in changing attitudes towards crime and punishment in the years 1830-1965.

Example 3

Key events	The significance of one of the following events: • The Select Committee on Transportation, 1837. • The Opening of Pentonville Prison, 1842. • The Children's Act, 1908. • The Trial and Execution of Ruth Ellis, 1955.
Assignment Focus	Part A How significant in the short-term was [the chosen event] in making methods of punishment more humane? Part B To what extent can [the chosen event] be considered a turning-point in approaches to the punishment of criminals in Britain in the years 1830-1965.

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

There are no forbidden combinations with this coursework programme.

Bibliography

Briggs J, Harrison C, McInnes A, Vincent D - *Crime and Punishment in England - an introductory history,* (Routledge, 1996)
Thomas, D - *The Victorian Underworld* (John Murray, 1998)
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Edexcel-designed coursework programme for Unit 4:

CW 21: Britain and India 1845-1947

Focus:	The changing attitudes to Empire in Britain and in India and the changing ways in which Britain controlled and dismantled its empire in India.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The role of the East India Company in the mid-19th century. • Relationships between Britain and India, 1857-1914. • The impact of the First and Second World Wars on relations between Britain and India. • The rise of nationalism in India and the path to independence.

Suggested Areas of Enquiry

Example 1	Law enforcement and the Police	One of the following examples of Indian nationalism: • The first meeting of the Indian National Congress 1885. • The founding of the Muslim League 1906. • The Salt Satyagraha 1930. • The 'Quit India' campaign 1942.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen example]? Part B Assess the significance of Indian nationalism in the period 1845-1947 in changing Britain's relationship with its empire in India.
Example 2	Attitudes to individual cases	The role of one of the following individuals: Lord Curzon; Muhammad Ali Jinnah; Lord Mountbatten; Jawaharlal Nehru.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual]? Part B Assess the significance of the role of individuals in the years 1845-1947, in changing Britain's relationship with its empire in India.
Example 3	Key events	The significance of one of the following: The Indian Mutiny 1857; The Morley-Minto Reforms 1909; The Amritsar Massacre 1919; The Round Table Conferences 1930-2.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen event] ? Part B In considering the process of change in Britain's relationship with its empire in India throughout the whole period 1845-1947. How far can [the chosen event] be seen as a turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 2, Topic D2: Britain and the Nationalist Challenge in India, 1900-47.

Bibliography

Brown, Judith - *Modern India: the Origins of an Asian Democracy* (OUP, 1985)
Copland, Ian - *India 1885-1947: The Unmaking of an Empire* (Longman, 2001)
Keay, John - *India: A History* (Harper Collins, 2000)
James, Lawrence - *Raj: the Making and Unmaking of British India* (Little, Brown 1997)
Rees, R - *India 1900-47* (Heinemann, 2006)
Wolpert, S - *A New History of India* (OUP, 2004)

Edexcel-designed coursework programme for Unit 4:

CW 22: The Changing Role of Women c1850 - c1950

Focus:	The changing role and status of women at work and in the home and the factors driving those changes.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The role and status of women in the economy. • Women's changing role in the political system. • Educational opportunities for girls and women. • The changing domestic role of women.

Suggested Areas of Enquiry

Example 1

Popular pressure	One of the following examples of the actions of women in bringing about change in their role and status: • The campaigns of the Langham Place group. • The militancy of the suffragettes. • The experience of women in the First World War. • The experience of women in the Second World War.
Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen example]? Part B Assess the significance of popular pressure in bringing about change to the role and status of women in the years 1850-1950.

Example 2

Attitudes to individual cases	The role of one of the following individuals: Frances Mary Buss; Elizabeth Garrett Anderson; Marie Stopes; Eleanor Rathbone.
Assignment Focus	Part A What in your view was the short-term significance of [the chosen individual]? Part B Assess the significance of the role of individuals in bringing about changes to the roles and status of women 1850-1950

Example 3

Key legislation	The significance of one of the following: • 1870 Education Act. • 1882 Married Women's Property Act. • 1918 Representation of the People Act. • 1923 Matrimonial Causes Act. • 1928 Equal Franchise Act
Assignment Focus	Part A What in your view was the short-term significance of [the chosen reform]? Part B In considering the process of change in the role and status of women 1850-1950, how far can the [chosen reform] be seen as a turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 2, Topic C2: Britain, 1860-1930: The Changing Position of Women and The Suffrage Question.

Bibliography

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Hollis, Patricia - *Women in Public 1850-1900* (George, Allen & Unwin 1979)
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Marwick, Arthur - *Women at War 1914-18* (Fontana, 1977)
Mayer, Annette - *Women in Britain 1900-2000* (Hodder & Stoughton, 2002)

Edexcel-designed coursework programme for Unit 4:

CW 23: Colonisation and Decolonisation in Africa, c1870- c1981

Focus:	Changing attitudes to Empire in Britain and in Africa and the changing ways in which Britain controlled, extended and dismantled its Empire in Africa.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The growth of Empire in Africa. • The impact of the Boer and First World War on relations between Britain and its colonies in Africa. • The growth, nature and strength of movements for independence in the British colonies and their role in decolonisation. • Britain's changing attitudes to, and relations with its colonies in Africa 1939-81.

Suggested Areas of Enquiry

Example 1	Factors	One of the following examples of military conflict: Khartoum 1885; Second Boer War 1899-1902; 1956 Suez Crisis.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen example)? Part B Assess the significance of military conflict in influencing Britain's relationship with its empire in the period c1870-c1981.
Example 2	Attitudes to individual cases	The role of one of the following individuals: Cecil Rhodes; Kwame Nkrumah; Jomo Kenyatta; Robert Mugabe.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen individual)? Part B Assess the significance of the role of individuals in bringing about the expansion and dismantling of the British Empire in Africa in the period c1870-c1981.
Example 3	Key legislation	The significance of one of the following for Britain's Empire in Africa: • The purchase of Suez Canal shares. • The creation of the Commonwealth. • Macmillan's 'Wind of Change' speech. • Rhodesia's Unilateral Declaration of Independence (UDI).
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen event)? Part B In considering the process of colonisation and decolonisation by the British in Africa in the period c1870-c1981, how far can (the chosen event) be seen as the key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 1, Topic C6: Britain and the Scramble for Africa, 1875-1914
Unit 1, Topic C7: Retreat from Empire: Decolonisation in Africa, 1957-81.

Bibliography

Ferguson, N - *Empire: How Britain Made the Modern World* (Penguin, 2004)
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Edexcel-designed coursework programme for Unit 4:

CW 24: Medicine in Britain c1870-c1990

Focus:	The transformation of approaches to medical treatment and surgery in the period and the role of wars, government policies and developments in science and technology in influencing this process.
Course content: Teachers must design their own teaching programme based on these four bullet points	• Improvement in medicine and surgery in the late 19th century. • The impact of war on treatment to 1945. • Government policies and their influence on provision in the 20th century. • The impact of developments in science and technology on approaches to surgery and medical treatment.

Suggested Areas of Enquiry

Example 1	Technology	One of the following examples of technology that could be used to transform approaches to medical treatment and surgery: X-ray machines (1896); Electrocardiographs (1903); Heart-lung machines (1953); Ultra-sound body scanners (1970).
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen example]? Part B Assess the significance of technology in influencing the transformation of approaches to medical treatment and surgery in the period 1870-1990.
Example 2	Attitudes to individual cases	The role of one of the following individuals: Joseph Lister; Alexander Fleming; Jonas Salk; Christiaan Barnard.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual] ? Part B Assess the significance of the role of individuals in influencing the transformation of approaches to medical treatment and surgery in the period 1870-1990
Example 3	Key legislation	The significance of one of the following key events in changing approaches to medical treatment and surgery: • The First World War • The Second World War • The National Health Service Act 1946
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen event] in transforming approaches to medical treatment and surgery? Part B In considering the process of change in the approaches to medical treatment and surgery over the whole period 1870-1990, how far can [the chosen event] be seen as a key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 2, Topic C1: The Experience of Warfare in Britain: Crimea, Boer and World War I, 1854-1929.
Unit 3, Topic D2: Britain and the Challenge of Fascism: Saving Europe at a Cost? c1925-60.

Bibliography

Brunton, D (ed) - *Medicine Transformed: Health, Disease and Society in Europe 1800-1930* (Manchester University Press, 2004)
Hardy, A - *Health and Medicine in Britain since 1869* (Palgrave, 2001)
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Marwick, A - *British Society since 1945* (Penguin, 1996)
Rivett, G - *From Cradle to Grave: Fifty Years of the NHS* (Kings Fund, 1997)

Edexcel-designed coursework programme for Unit 4:

CW 25: Protest, Challenge and Reform in Britain 1880-1992

Focus:	The objectives and methods of protest in the period, the response of authority and the extent to which protest was successful.
Course content: Teachers must design their own teaching programme based on these four bullet points	• Trades Union and Labour Movements c1880-1918. • The General Strike and its Consequences. • Political protest methods and challenges to order 1903-39. • Post-war protest campaigns and the response of authority: the Campaign for Nuclear Disarmament and the Poll Tax riots.

Suggested Areas of Enquiry

Example 1	Factors	One of the following examples of popular protest challenging authority: Match Girls' Strike 1888; Militant suffragettes 1911-14; CND marches 1958-61; Poll Tax riots 1990-2.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen example] ? Part B Assess the significance of popular protest in challenging authority and its success in bringing about change in the years 1880-1992.
Example 2	Attitudes to individual cases	The role of one of the following individuals: Ben Tillett; Emmeline Pankhurst; Canon Collins; Arthur Scargill.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual]? Part B Assess the significance of the role of individuals in challenging authority and bringing about change in the years 1880-1992.
Example 3	Key events	The significance of one of the following in challenging authority and bringing about change: • Formation of the ILP 1893. • Taff Vale case 1901. • General Strike 1926. • The 'winter of discontent' 1978-9.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen event] ? Part B In considering the changing objectives and methods of protest in the period, the response of authority and the extent to which protest was successful, how far can [the chosen event] be seen as a key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 2, Topic C2: Britain, 1860-1930: The Changing Position of Women and The Suffrage Question.

Bibliography

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Marwick, A - *British Society since 1945* (Penguin, 1996)
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Edexcel-designed coursework programme for Unit 4: (Extended programme)

CW 26: Riot, Protest and Organisation: Challenges to Authority, 1780-1939

Focus:	The changing relationship between protestors and authorities and the ways in which protest became institutionalised.
Course content: Teachers must design their own teaching programme based on these four bullet points	• Radicals and protest 1780-1832. • Mass movements and the franchise: the Chartists; the women's suffrage movement. • Labour movements and trade unions to c1906. • Challenges from Left and Right in the 20th Century.

Suggested Areas of Enquiry

Example 1	Factors	One of the following examples of popular protest that challenged the authorities: 1792-9 The London Corresponding Society; 1817 The March of the 'Blanketeers'; 1911-14 Militant suffragettes; 1926 General Strike.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen example) Part B Assess the significance of popular protest in challenging the authorities in the period 1780-1939
Example 2	Attitudes to individual cases	The role of one of the following individuals: Thomas Hardy; Millicent Fawcett; Keir Hardie; Oswald Mosley.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen individual)? Part B Assess the significance of the role of individuals in challenging authorities in Britain in the period 1780-1939
Example 3	Key events	The significance of one of the following events: 1793 Friendly Societies Act; 1825 Combination Act; 1880 Employer's Liability Act; 1927 Trades Disputes and Trade Union Act.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen event)? Part B In considering the process of change in the relationship between labour organisations and the authorities 1780-1939, how far can (the chosen event) be seen as the key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:

(i)   they relate to the taught coursework programme and

(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 3, Topic B2: Challenging Authority: Protest, Reform and Response in Britain, c1760-1830

Bibliography

Archer, J - *Social Unrest and Popular Politics in England, 1780-1840,* (New Studies in Economic and Social History, Cambridge University press, 2000)

Behagg, C - *Labour and Reform: Working Class Movements, 1815-1914* (Hodder Murray, Access to History, 2000)

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Pearce, M and Stewart, G - *British Political History, 1867-1995,* (Routledge, 2002)

Quinalt, R and Stevenson, J - *Popular Protest and Public Order (*Studies in British History 1790-1920) St Martin's Press 1975

Edexcel-designed coursework programme for Unit 4: (Extended programme)

CW 27: Challenging Authority: From Corresponding Societies to the Poll Tax, 1789-1992

Focus:		The objectives and methods of protest in the period, the response of authority, and the extent to which protest was successful.
Course content: Teachers must design their own teaching programme based on these four bullet points		• Radicals and protest 1789-1850. • Trades Union and Labour Movements c1830-1939. • Protest methods and Challenge to Order 1903-92. • Change and continuity in the roots of protest 1903-92.

Suggested Areas of Enquiry

Example 1	Public protest	One of the following examples of methods of protest: • 1795 Food riots in Sheffield (or an example in your locality). • 1819 St Peter's Fields rally in Manchester. • CND Marches 1950s and 60s. • 1990 Poll tax demonstrations.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen example)? Part B Assess the significance of public protest in challenging authority in Britain in the period 1789-1992.
Example 2	Attitudes to individual cases	The role of one of the following individuals: William Lovett; Ben Tillett; A J Cook; Arthur Scargill.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen example)? Part B Assess the significance of the role of leading individuals in challenging authority in Britain in the period 1789-1992.
Example 3	Key events	The significance of one of the following events: 1799 Combination Act; 1846 Repeal of the Corn Law; 1982 Employment Act; 1992 Local Government Finance Act.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen measure)? Part B In considering the process of change in methods of protest over the whole period 1789-1992, how far can (the chosen measure) be seen as a key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

Students entered for Unit 2, Option B1: Britain, 1830-85: Representation and Reform, or Unit 2, Option C2: Britain, c1860-1930: The Changing Position of Women and the Suffrage Question may follow this programme but must not focus their Part A enquiry in depth on content prescribed for the externally examined unit for which they have been entered.

This programme may not be combined with:
Unit 3, Topic B2: Challenging Authority: Protest, Reform and Response in Britain, c1760-1830.

Bibliography

Archer, J - *Social Unrest and Popular Politics in England, 1780-1840,* (New Studies in Economic and Social History, Cambridge University press, 2000)
Behagg, C - *Labour and Reform: Working Class Movements, 1815-1914* (Hodder Murray, Access to History, 2000)
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Quinalt, R and Stevenson, J - *Popular Protest and Public Order (Studies in British History 1790-1920)* (St Martin's Press 1975)

Edexcel-designed coursework programme for Unit 4: (Extended programme)

CW 28: The State and the Poor: Public Health, Welfare and the Relief of Poverty c1800-1990

Focus:	The changing attitudes to the poor throughout the period and the impact this had upon the ways in which state provision for the poor changed.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The operation and reform of the Poor Law c1800-c1875. • The changing nature of state involvement in public health and provision for the poor in the years to 1900 and the reasons for this. • The welfare measures of 20th century governments to 1990 and the extent of their success in alleviating poverty. • Changing approaches to provision for public health and a National Health Service in the 20th century and the reasons for this.

Suggested Areas of Enquiry

Example 1

Factors	One of the following examples of government action: Artisan's Dwelling Act 1875; Abolition of workhouses and Boards of Guardians 1929; Family Allowances Act 1945; Social Security Act 1966.
Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen example] ? Part B Assess the significance of government action in changing provision for the poor throughout the period c1800-1990.

Example 2

Attitudes to individual cases	The role of one of the following individuals: Ramsay MacDonald; Ebenezer Howard; William Beveridge; Margaret Thatcher.
Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual] ? Part B Assess the significance of the role of individuals in changing attitudes to state provision for the poor in the period c1800-1990.

Example 3

Key events	The significance of one of the following: • Election of a Liberal government in 1906 • The Depression of the 1930s • Building Stevenage, the first New Town, in 1946 • Setting up the National Health Service 1948
Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen event] ? Part B In considering the process of change in provision for the poor throughout the whole period c 1800-1990, how far can [the chosen event] be seen as the key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

Students entering for Unit 2, Topic B2: Poverty, Public Health and the Growth of Government in Britain, 1830-75 may follow this coursework programme, but they must not focus their Part A enquiry in depth on content prescribed for the externally examined unit for which they have been entered. There are no forbidden combinations with this coursework programme.

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Evans, E J - *Social Policy 1830-1914* (Routledge & Kegan Paul, 1978)
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Rees, R - *Poverty and Public Health 1815-1948* (Heinemann 2001)
Wohl, A - *Endangered Lives* (Dent, 1983)

Edexcel-designed coursework programme for Unit 4: (Extended programme)

CW 29: Ireland and the Union, 1815-1998

Focus:	The changing demands for alterations to the constitutional relationship between Ireland and Great Britain and the developing divisions between Catholic and Protestant communities in this period.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The constitutional relationship between Britain and Ireland in the period to 1922. • The leadership and objectives of the Catholic and Protestant communities in the period to 1922. • The response of the British Government to pressure for change in Northern Ireland, 1922-98. • Reasons for continuing division between communities in Northern Ireland from Partition to the 1990s and for the negotiation of the Good Friday Agreement in 1998.

Suggested Areas of Enquiry

Example 1	Movements	One of the following examples of movements seeking influence in Ireland: • The Catholic Association, 1823-29. • The Orange Order to 1835 [1815-35 if preferred]. • The Civil Rights Association in Northern Ireland, 1967-72. • The Women's Peace Movement in Northern Ireland.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen movement? Part B Assess the significance of popular protest movements in changing the constitutional relationships existing between the British government and the different parts of Ireland in the years 1815-1998.
Example 2	Attitudes to individual cases	The role of one of the following individuals in shaping relationships between Great Britain and Ireland: Daniel O'Connell; Robert Peel; Eamonn de Valera, 1922-48; Terence O'Neill.
	Assignment Focus	Part A How significant were the short-term effects of actions taken by [the chosen individual] on Anglo-Irish relations. Part B Assess the significance of individual political leaders in the evolution of Anglo-Irish relations in the years 1815-1998.
Example 3	Key events	The significance of one of the following: Catholic Emancipation, 1829; The Irish Famine 1845-51; Bloody Sunday, 1972; The Anglo-Irish Agreement, 1985.
	Assignment Focus	Part A How significant was short-term impact of [the chosen event] on relations between the different communities within Ireland? Part B In considering the political development of Ireland in the years 1815-1998, how far would you consider [the chosen event] to be a key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.
All such assignments must be approved by the teacher.

There are no forbidden combinations with this coursework programme.

Bibliography

Cannon, J (ed.) - *The Oxford Companion to British History* (OUP, 1997)
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Adelman, P and Byrne, M - *Great Britain and the Irish Question, 1798-1921* (Hodder Murray, Access to History, 3rd edition, 2005)

Edexcel-designed coursework programme for Unit 4:

CW 30: Autocracy, Expansion and Enlightenment? Russia, 1682-1796

Focus:	The extent to which the Tsars of Russia succeeded in enhancing Russia's influence in Europe and reforming its society and economy at home.
Course content: Teachers must design their own teaching programme based on these four bullet points	• Russia in 1682 • The reforms and policies of Peter the Great and their impact • Influence in Europe 1725-96 • The extent of domestic reform and economic achievement 1725-96

Suggested Areas of Enquiry

Example 1	Factors	One of the following examples of factors leading to the enhancement of Russia's influence in Europe. • Peter's visit to Western Europe in 1697-98. • Foundation of the Russian Navy by Peter The Great • Russia's participation in the War of Austrian Succession. • The Partitions of Poland
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen example) in increasing Russia's power and prestige? Part B Assess the significance of military conflict in influencing Russia's power and prestige in Europe in the years 1682-1796
Example 2	Attitudes to individual cases	The role of one of the following individuals: Franz Timmermann and/or General Patrick Gordon; Voltaire; Montesquieu; Beccaria.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen individual)in promoting reform in Russia? Part B Assess the significance of the role of foreigners in bringing about domestic reform in Russia in the period 1682 -1796.
Example 3	Key events	The significance of one of the following Reforms • Table of Ranks 1722 • Poll tax 1724 • Nakaz 1766 • Foundation of the Smolny Institute 1764
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen reform) Part B In considering the process of change in Russia over the whole period 1682-1796, how far can (the chosen reform be seen as the key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

There are no forbidden combinations with this coursework programme

Bibliography

Christian, D, - *Imperial and Soviet Russia, Power, Privilege and the Challenge of Modernity* (Palgrave and Macmillan, 1997)
Freeze, G. L ed. *Russia A History* (Oxford University Press, 2002)
de Madariaga, I - *Catherine the Great, A Short History* (Yale University Press, London 1993)
Oppenheim, W - Europe *and the Enlightened Despots,* Access to History (Hodder and Stoughton, 1990)

Edexcel-designed coursework programme for Unit 4:

CW 31: Autocracy and Enlightenment in Europe, c1700-c1800

Focus:	The factors influencing the development of 'enlightened' ideas in Europe and the extent to which these influenced the nature and direction of government in the territories ruled by the Hohenzollerns and the Habsburgs in the period.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The work of the philosophers. • Frederick II in Prussia. • Maria Theresa and Joseph II in Austria. • The legacy of 'enlightenment' ideas to 1800.

Suggested Areas of Enquiry

Example 1	Factors	One of the following examples of factors: • 1723 establishment of the General Directory of Finance, War and Domain by Frederick Wilhelm I. • 1748 creation of the Landschaften in Prussia - a system of raising low rate loans on land and property by the nobility. • Growth of religious toleration in Austria 1769-1782. • 1781 the abolition of serfdom in Austria.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen example)? Part B Assess the significance of 'enlightened' ideas in strengthening absolute monarchy in the period c1700-c1800?
Example 2	Attitudes to individual cases	The role of one of the following individuals: Samuel von Cocceji; Voltaire; Cesare Beccaria; Quesnay, the leader of the physiocrats.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen individual)? Part B Assess the role of individuals in the development of 'enlightened' ideas in the period c1700 -c1800.
Example 3	Key events	The significance of one of the following events: • 1723 the Finance, War and Domain Directory founded in Prussia by Frederick Wilhelm I. • 1763 Decree on Education, Prussia. • 1781 Edict of Toleration for Protestants (Jews 1782) Austria. • 1779 The Tax and Agrarian Law, Austria.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen reform)? Part B In considering the process of change in the nature and direction of government in Austria and Prussia over the period c1700-c1800, how far can (the chosen event) be seen as a key turning point.

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

There are no forbidden combinations with this coursework programme.

Bibliography

Ingrao, Charles - *The Habsburg Monarchy 1618-1815* (Cambridge University Press, 2000)
Koenigsberger, H - *Early Modern Europe 1500-1789* (Longman, 1992)
Oppenheim, Walter - *Europe and the Enlightened Despots* (Access to History, Hodder and Stoughton, 1990)

Edexcel-designed coursework programme for Unit 4:

CW 32: India: from Mughal Empire to the British Raj c1700-c1857

Focus:	The ways in which European intrusion into the sub-continent altered its political, economic and social structure and the changing motives behind Britain's involvement in India.
Course content: Teachers must design their own teaching programme based on these four bullet points	• India c1700. • The collapse of Mughal power in India. • The consolidation of the British presence. • The Mutiny of 1857.

Suggested Areas of Enquiry

Example 1	Factors	One of the following examples of British intrusion into the Indian sub-continent: • Founding of Calcutta 1690. • Siege of Arcot 1751. • Battle of Plassy 1757. • Punjab campaigns 1846-9.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen example] ? Part B Assess the significance of British intrusion into the Indian sub-continent in the years c1700-1857 in bringing about change to India's political, economic and social structure.
Example 2	Attitudes to individual cases	The role of one of the following individuals: Joseph Dupleix; William Bentinck; Henry Dundas; Charles Cornwallis.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual] ? Part B Assess the significance of the role of European individuals in bringing about change to the political, economic and social structure of the Indian sub-continent.
Example 3	Key events	The significance of one of the following events: • The French capture of Madras 1746. • The 'Black Hole' of Calcutta 1756. • The impeachment of Warren Hastings 1787. • The Indian Mutiny 1857.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen event]? Part B In considering the process of change in the political, economic and social structures in the Indian sub-continent over the whole period c1700-c1857, how far can [the chosen event] be seen as a key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 1, Topic C4: Commerce and Conquest: India, c1760-c1835.

Bibliography

Brown, J - *Modern India* (OUP, 1994)
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James, L - *Raj: the Making and Unmaking of British India* (Little, Brown & Company 1997)
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Wolpert, S - *A New History of India* (OUP, 2004)

Edexcel-designed coursework programme for Unit 4:

CW 33: Tsarist Russia, 1762-1881: An Age of Reform?

Focus:	The extent to which Tsars of Russia succeeded in enhancing Russia's influence in Europe and reforming its society and economy at home.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The Russia of Catherine the Great. • Conflict and influence in Europe. • Pressures for change in Russia. • The reforms of Alexander II.

Suggested Areas of Enquiry

Example 1	Factors	One of the following examples of factors that influenced reform in Russian society: • Pugachev Rebellion 1773-75. • The campaigns of 1812-14 against Napoleon. • Decembrist revolt 1825. • 1861 peasant revolt at Bezdna against the terms of the Emancipation of Serfs Decree.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen example)? Part B Assess the significance of revolts and rebellions in reforming Russia's society in the period 1762-1881?
Example 2	Attitudes to individual cases	The role of one of the following individuals: Alexander I in 1804-14; P D Kiselev Minister of State Domains; Leo Tolstoy; Dimitri Milyutin.
	Assignment Focus	Part A What in your view was the short significance of (the chosen individual)? Part B Assess the significance of the roles of individuals in enhancing Russia's influence in Europe in the period 1762-1881?
Example 3	Key events	The significance of one of the following events: • 1767-8 Legislative Commission formed to study economic and social reforms. • 1856 Peace of Paris and end of the Crimean War. • Emancipation of the Serfs 1861. • Establishment of Zemstvo 1864.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen event)? Part B In considering the process of change in serfdom in Russia over the whole period of 1762-1881, how far can (the chosen event) be seen as the key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.
All such assignments must be approved by the teacher.

There are no forbidden combinations with this coursework programme.

Bibliography

Christian, D - *Imperial and Soviet Russia, Power, Privilege and the Challenge of Modernity* (Palgrave Macmillan, 1997)
Freeze, G. L ed - *Russia A History* (Oxford University Press, 1997)
Gooding, J - *Rulers and Subjects: Government and People in Russia 1801-1991* (Hodder/Arnold, 1996)
Pipes, R - *Russia Under the Old Regime* (Weidenfield and Nicolson, 1974)

Edexcel-designed coursework programme for Unit 4:

CW 34: The Making of Modern Germany, c1800-c1900

Focus:	The process by which Germany was unified in the 19th century and strengthened its power and influence in Europe.
Course content: Teachers must design their own teaching programme based on these four bullet points	• The German States in the early 19th century and the impact of the Napoleonic wars. • The process of unification and the role of Bismarck, 1845-71. • Diplomacy and the growth of German influence. • Developing national identity in a united Germany.

Suggested Areas of Enquiry

Example 1

Movements and organisations	One of the following examples of movements or organisations influencing nationalism: • Romantics and Revolutions in Germany, 1810-33. • The growth of the Zollverein, 1818-34. • The Frankfurt assembly, 1848-49. • The Pan-German League 1891-c1900.
Assignment Focus	Part A What was the short-term contribution of [the chosen example] to the growth of German nationalism among contemporaries? Part B How far did the aims and aspirations of German nationalists change in the years c1800-c1900?

Example 2

Attitudes to individual cases	The role of one of the following individuals in the unification and strengthening of Germany to c1900: Frederick William IV, King of Prussia; William I, King of Prussia; Helmuth von Moltke; Otto von Bismarck 1862 - 1871.
Assignment Focus	Part A What was the significance of [the chosen individual] in the short-term? Part B Assess the significance of individual leaders in the emergence of Germany as a European and world power in the years c1800-c1900

Example 3

Key events	The significance of one of the following events: • The fall of Metternich, 1848. • The Austro-Prussian war, 1866. • Bismarck's break with the Liberals, 1878. • The accession of Wilhelm II, 1888.
Assignment Focus	Part A What, in your view was the significance of [the chosen event] in the short-term? Part B In considering the making of modern Germany in the years c1800-c1900, how far do you regard [the chosen event] as a key turning point in the process?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 1, Topic E2/F2: The Unification of Germany, 1848-90

Bibliography

Stiles, A and Farmer, A - *The Unification of Germany, 1815-1919* (Hodder Murray, Access to History, 3rd edition 2007)
Thomson, D - *Europe since Napoleon* (Penguin, 1966)
Craig, G - *Germany - 1866-1945* (OUP, 1981)

Edexcel-designed coursework programme for Unit 4:

CW 35: The Making of Modern Italy, c1800-1900

Focus:	The process by which Italy was unified in the 19th century and the extent to which measures to promote a strong and united state had succeeded by 1900.
Course content: Teachers must design their own teaching programme based on these four bullet points	• Italy in the early 19th century. • The growing challenge to foreign rule to 1848. • The process of unification and the roles of Italian leaders and foreign intervention. • Developing national identity in a united Italy.

Suggested Areas of Enquiry

Example 1	Foreign influence	One of the following examples of foreign influence in Italy: • Napoleonic rule to 1814. • The Vienna Settlement and the role of Austria, 1815-47. • Revolutions in Europe; the roles of France and Austria 1848-50. • Louis Napoleon Bonaparte - revolutionary and Emperor to 1870.
	Assignment Focus	Part A Assess the short-term impact of [the chosen example] on the growth of nationalist feeling in Italy. Part B How significant was foreign influence in shaping Italian political and social development in the years c1800-c1900?
Example 2	Attitudes to individual cases	The role of one of the following individuals in the development of the Italian state: Giuseppe Mazzini; Giuseppe Garibaldi; Count Camillo Cavour; Pope Pius IX.
	Assignment Focus	Part A What was the short-term significance of [the chosen example] in the process of unification in Italy? Part B How significant was the role of individuals in the making of modern Italy in the period c 1800-to c1900?
Example 3	Key events	The significance of one of the following events: • The fall of Metternich, 1848. • The death of Cavour, 1861. • The Law of Guarantees, 1871. • The Battle of Dogali, 1887.
	Assignment Focus	Part A What was the short-term significance of the impact of [the chosen event] on Italian politics and society? Part B How far would you consider [the chosen event] to be a key turning-point in the development of the Italian state and society in the years c1800-c1900?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 1, Topic E1/F1: The Road to Unification: Italy, c1815-70.

Bibliography

Robert Pearce and Andrina Stiles - *The Unification of Italy (*Hodder Murray, Access to History, 3rd edition 2006)
Thomson, D - *Europe since Napoleon* (Penguin 1966)
Evans, D - *Years of Liberalism and Fascism: Italy 1870-1945,* (Hodder and Stoughton, 2003)

Edexcel-designed coursework programme for Unit 4:

CW 36: The USA: The Making of a Nation, 1815-1917

Focus:	The challenge of internal expansion and diversity in the USA and the extent to which social and political tensions had been resolved by 1917. The growing influence of the USA in world affairs.
Course content: Teachers must design their own teaching programme based on these four bullet points	• Expansion and the origins of conflict within the USA to 1860. • Civil War and Reconstruction and division in the USA in the second half of the 19th century • The internal challenges faced by a diverse nation, 1877-1917. • The USA's foreign policy: the growth of power and influence.

Suggested Areas of Enquiry

Example 1

Factors	One of the following examples of internal migration: • Migration to Oregon and California in the 1840s. • Settlement in Kansas in the 1850s and 1860s. • The Oklahoma land rush.
Assignment Focus	Part A What in your view was the short-term significance of (the chosen example)? Part B Assess the significance of the influence of internal migration on social and political tensions within the USA in the period 1815-1917.

Example 2

Attitudes to individual cases	The role of one of the following individuals: James Monroe; Jefferson Davis, elected President of the Confederacy; Abraham Lincoln; Theodore Roosevelt.
Assignment Focus	Part A What in your view was the short-term significance of (the chosen individual)? Part B Assess the significance of the roles of individual presidents in the making of the US as a nation in the period 1815-1917

Example 3

Key events	The significance of one of the following events • 1820 The Missouri Compromise. • 1863 Emancipation Proclamation. • 1864 Wade-Davis Bill. • 1887 Dawes Act.
Assignment Focus	Part A What in your view was the short-term significance of (the chosen event) Part B In considering the process of change in the making of the US as a nation how far can the chosen event be seen as a key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:

(i)   they relate to the taught coursework programme and

(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.

All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 3, Topic C1: The USA, 1820-77: A Disunited Nation?

Bibliography

Boyer, P - *The Enduring Vision: A History of the American People,* concise edition (Houghton Mifflin, 2001)

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Farmer, A - *The American Civil War and its Origins, 1848-65* Third Edition (Hodder Murray, Access to History, 2006)

Edexcel-designed coursework programme for Unit 4:

CW 37: The Changing Nature of Warfare, C1845-1991	
Focus:	The influence of new technology on warfare. The ways in which and the reasons why the nature of warfare changed during the years 1845-1991.
Course Content: Teachers must design their own teaching programme based on these four bullet points	• War on land and sea in the 19th century. • The First World War 1914-18. • New approaches to warfare: the Second World War 1939-45. • Warfare in the nuclear age, 1945-91: the impact of new and advanced technology.

	Suggested Areas of Enquiry	
Example 1	Factors	One of the following examples of technological developments: • The building of HMS Dreadnaught. • The building and deployment of the first tanks 1915-16. • The building and deployment of the first jet fighters 1944-45.
	Assignment Focus	Part A What in your view was the short-term significance of [the chosen example]? Part B Assess the significance of the deployment of new technology in influencing warfare throughout the years c1845-1991.
Example 2	The role of individuals	The role of one of the following individuals: Robert E Lee; Admiral Sir John Fisher; Erich von Manstein; Air Chief Marshall Sir Arthur Harris.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual] Part B Assess the significance of the role of leadership in determining victory in the period c 1845-1991.
Example 3	Key events	The significance of one of the following: • The Battle of the Somme July-November 1916. • The attack on Pearl Harbour, December 1941. • The bombing of Hiroshima and Nagasaki, August 1945. • The Battle of Dien Bien Phu 1954.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen event]? Part B In considering the process of change in the conduct of warfare in the years c1845-1991, how far can [the chosen event] be seen as a turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i) they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.
All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 2, Topic C1: The Experience of Warfare in Britain: Crimea, Boer and World War I, 1854-1929
 Unit 3, Topic E1: The World in Crisis, 1879-1941.

Bibliography

Dixon, Norman - *On the Psychology of Military Incompetence* (Jonathan Cape, 1976)
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Keegan, John - *Intelligence in War: Knowledge of the Enemy from Napoleon to Al Qaeda* (Pimlico, 2004)
Murray, Williamson - *War in the Air 1914-45* (Cassell, 1999)
Edited by Charles Townshend - *The Oxford History of Modern Wa*r (OUP, 2000)

Edexcel-designed coursework programme for Unit 4:

CW 38: The Making of Modern Russia, 1856-1964

Focus:	Similarities and differences between the rule of the Tsars and Communist rule and the impact on the peasantry of the main economic changes throughout the period.
Course Content: Teachers must design their own teaching programme based on these four bullet points	• The nature of Tsarist rule in Russia, 1856-1917. • The structure of the Soviet system. • The attempt to reform Stalin's Russia to 1964. • A comparison between dictators, Communist leaders and Tsars.

Suggested Areas of Enquiry

Example 1

Attempts at reform	One of the following examples of attempts to reform Russian government and society: • The Emancipation of the Peasants, 1857-61. • The era of the Dumas, 1905-14. • The Provisional Government of 1917. • Khrushchev's rejection of Stalinism, 1956-64.
Assignment Focus	Part A What, in your view, was the short-term impact of [the chosen example] on Russian government and society? Part B How significant was the work of reforming leaders in changing the nature of Russian government and society in the years 1856-1964?

Example 2

The role of individuals	The role of one of the following individuals: Leo Tolstoi; K.P. Pobedonostev; Georgi Plekhanov; Leon Trotsky.
Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual]? Part B How significant was the role of individuals in the making of modern Russia in the years 1856-1964?

Example 3

Key events	The significance of one of the following events: • Defeat in the Crimea, 1856. • The Russo-Japanese war, 1904-05. • The outbreak of the First World War, 1914. • The Hungarian Revolt, 1956.
Assignment Focus	Part A How significant were the effects of [the chosen event] on Russian government and politics at the time? Part B To what extent do you consider that [the chosen event] was a key turning-point in the development of modern Russia in the years 1856-1964?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.
All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 1, Topic D3: Russia in Revolution, 1881-1924: From Autocracy to Dictatorship
Unit 1, Topic D4: Stalin's Russia, 1924-53

Bibliography

Acton, E and Stableford T — *The Soviet Union: A Documentary History, 1917-40* (University of Exeter Press, 2005)
Evans, D and Jenkins, J - *Years of Russia and the USSR, 1851-1945* (Hodder and Stoughton 2002)
There are also three volumes in Hodder's Access to History series, written by Russell Sherman, Robert Pearce and Michael Lynch that cover the period.
Oxley, P - *Russia: From Tsars to Commissars, 1855-1991* (OUP 2001)

Edexcel-designed coursework programme for Unit 4:

CW 39: The USA: From Reconstruction to Civil Rights, c1877-1981

Focus:	The changing ways in which the United States reacted to the challenges of massive internal expansion and the presence of diverse communities within one large, and increasingly powerful, federal nation state.
Course Content: Teachers must design their own teaching programme based on these four bullet points	• The main ethnic divisions across the United States and the extent to which living standards and economic and social opportunities varied between them. • Factors promoting change in the second half of the 19th century, eg westward expansion, industrialisation and communications. • Key events and developments in the first half of the twentieth century, eg the immigration boom and federal immigration policies, the influence of the First and Second World Wars on attitudes to civil rights. • 1945-81 - the path to civil rights and the extent to which equality of opportunity had been achieved.

Suggested Areas of Enquiry

Example 1	Factors	One of the following economic factors that promoted change across the United States: 1862-1897 growth of the Union Pacific Railroad; Growth of the car industry 1913-1929; The New Deal 1933-39; Industrial growth during the Second World War and the growth of prosperity 1941-46.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen example)? Part B Assess the significance of economic factors in contributing to the growth of the United States as a powerful, federal nation state in the period 1877-1981?
Example 2	The role of individuals	The role of one of the following individuals in advancing civil rights: Marcus Garvey; John Collier, founder of the American Indian Defence Association, 1941; Rosa Parks; President L B Johnson.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen individual)? Part B Assess the significance of the role of individuals in reducing racial discrimination in the USA in the period 1877-1981.
Example 3	Key events	The significance of one of the following events: 1887-91 Jim Crow Laws; The Quota Act 1921 and the National Origins Act 1924; Executive Order 8802 known as The Fair Employment Act 1941; Civil Rights Act 1964.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen event)? Part B In considering the process of change in attitudes towards ethnic diversity in the period 1877-1981, how far could the (chosen event) be seen as the key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.
All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 1, Topic D5: Pursuing Life and Liberty: Equality in the USA, 1945-68
Unit 3, Topic C2: The United States, 1917-54: Boom, Bust and Recovery.

Bibliography

Clements, Peter - *Prosperity, Depression and the New Deal,* Third Edition (Hodder Murray, 2005)
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Sanders, Vivienne - *Race Relations in the USA 1863 -1980,* Third Edition, (Hodder Murray, 2003)
Sanders, Vivienne and Farmer, Alan - *An Introduction to American History, 1860-1990,* (Hodder Murray, 2002)

Edexcel-designed coursework programme for Unit 4:

CW 40: Twentieth Century International Relations, 1879-1980

Focus:	The changing relationships between the powers and the ways in which this affected the balance of power throughout the period.
Course Content: Teachers must design their own teaching programme based on these four bullet points	• The making of the European alliance system and the arms race 1879-1912. • The post-war settlement and its breakdown, 1919-39. • The origins of the Cold War. • Détente 1969-80.

Suggested Areas of Enquiry

Example 1	Factors	One of the following examples of factors responsible for the changing relationship between the powers: • Anglo-German naval rivalry 1905-1914. • The Washington Naval Conference and Treaty 1921-22. • The Cuban Missile crisis 1962. • 1972 Strategic Arms Limitation Treaty (SALT) 1972.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen example)? Part B Assess the significance of arms races and attempts to disarm in the changing relationships between the powers in the period 1879-1980.
Example 2	The role of individuals	The role of one of the following individuals: Prince Otto von Bismarck as German Chancellor 1879-1890; President Woodrow Wilson 1916-20; Benito Mussolini 1922-43 Henry Kissinger 1969-77.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen individual)? Part B Assess the significance of the role of individuals in changing the relationships between the powers in the period 1879-1980.
Example 3	Key events	The significance of one of the following events • Entente Cordiale 1904. • The Japanese attack on Pearl Harbour 1941. • Berlin Blockade 1948-49. • The Sino-Soviet split 1959-68.
	Assignment Focus	Part A What in your view was the short-term significance of the chosen event? Part B In considering the process of change in relationships between the powers and the ways in which this affected the balance of power in the period 1879-1980, how far can (the chosen event) be seen as a key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.
All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 1, Topic D2: Britain and the Challenge of Fascism: Saving Europe at a Cost c1925-60
Unit 3, Topic E1: The World in Crisis, 1879-1941
Unit 3, Topic E2: A World Divided: Superpower Relations, 1944-90

Bibliography

Ambrose, S - *Rise to Globalism: American Foreign Policy since 1938,* (Penguin, 1993)
Farmer, A - *An Introduction to Modern European History, 1890-1990,* (Hodder Murray, Access to History, Context 2000)
Gaddis, J. L *We Now Know: Rethinking Cold War History,* (Oxford University Press, 1998)
Wolfson, R and Laver, J - *Years of Change: Europe 1890-1945,* (Third edition Hodder Murray, 2001)

Edexcel-designed coursework programme for Unit 4:

CW 41: Germany United and Divided, 1890-1991

Focus:	Germany's changing relationships with her European neighbours over the period and the impact on Germany of two world wars and of the influence of the Soviet Union.
Course Content: Teachers must design their own teaching programme based on these four bullet points	• Germany's involvement in World War I and its consequences. • The rise and fall of Nazism in Germany. • The partition of Germany and the contrasting development and foreign relations in East and West Germany. • The reasons for the reuniting of Germany in 1991.

Suggested Areas of Enquiry

Example 1	Themes - The role of the Soviet Union	One of the following examples of German relationships with Russia and the USSR: • The Treaty of Brest-Litovsk, 1918. • The Treaty of Rapallo, 1922. • The Nazi-Soviet Pact, 1939. • The Berlin Crisis 1948-49.
	Assignment Focus	Part A What, in your view, was the short-term impact of [the chosen example] on relations between Germany and Russia? Part B To what extent would you agree that the most significant influence on the development of Germany in the period 1890-1991 was rivalry with Russia?
Example 2	The role of individuals	The role of one of the following individuals: Alfred von Tirpitz; Gustav Stresemann; Konrad Adenauer; Helmut Kohl.
	Assignment Focus	Part A Assess the short-term impact of [the chosen individual] on Germany's role in Europe. Part B Assess the significance of the role of individual leaders in influencing Germany's changing relationship with her European neighbours in the years 1890-1991.
Example 3	Key events	The significance of one of the following events on the development of German society or politics: • The outbreak of the First World War, 1914. • The Treaty of Versailles, 1919. • The impact of the Depression, 1929-33. • The Marshall Plan, 1947. • The emergence of Gorbachov, 1985.
	Assignment Focus	Part A Assess the short-term significance of [the chosen event]. Part B In considering the process of change in the development of Germany over the whole period 1880-1991, how far can [the chosen event] be seen as a key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.
All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 1, Topic E5/F5: Germany Divided and Reunited, 1945-91
Unit 1, Topic F7: From Second Reich to Third Reich: Germany, 1918-45
Unit 3, Topic D1 From Kaiser to Fuhrer: Germany, 1900-45.

Bibliography

Farmer, A - *An Introduction to Modern European History, 1890-1990* (Hodder Murray, Access to History Context, 2000)
Gaddis, J. L - *We Now Know: Rethinking Cold War History* (Oxford University Press, 1998)
Kitson, A - *Germany, 1858-1990: Hope, Terror and Revival* (Oxford University Press, 2001)
Laver, J et al - *Years of Division: Europe since 1945* (Hodder Murray, 1999)
McCauley, M - *The Origins of the Cold War* (Longman, Seminar Studies, 1983)
Murphy, D and Morris, T - *Europe, 1870-1991* (Collins Educational, Flagship History, 2004)

Edexcel-designed coursework programme for Unit 4

CW 42: The Making of Modern China, c1900-2000

Focus:	The political, social and economic transformation of China in the 20th century and the factors influential in this process.
Course Content: Teachers must design their own teaching programme based on these four bullet points	• China in the early 20th century: society, economy and government. • The reasons for the nationalists' initial triumph and later overthrow. • China under Mao. • The extent of change in China's society and economy since 1976.

Suggested Areas of Enquiry

Example 1	Factors	One of the following examples of foreign influence: • The impact of the USSR 1919-1927. • The impact of Japan 1937-45. • The impact of the USA 1941-49.
	Assignment Focus	Part A What in your view was the short-term significance of [the chosen example]? Part B Assess the impact on China's development in the 20th century of interference by foreign powers.
Example 2	The role of individuals	The role of one of the following individuals: The Empress Dowager Cixi in the period 1900-1908; Sun Yatsen in the period 1911-25; Lin Biao in the period 1946-49; Jiang Qing in the period 1966-76.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual] Part B Assess the significance of the role of individual leadership and personality in hastening or retarding change in China throughout the twentieth century.
Example 3	Key events	The significance of one of the following … • The Wuchang rising of 1911. • The violent break between the KMD and the Communists in 1927. • The proclamation of the PRC in 1949. • The death of Mao Zedong in 1976.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen event]? Part B In considering the process of change in twentieth century China, how far can [the chosen event] be seen as a turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.
All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 1, Topic D1: Crises, Tensions and Political Divisions in China, 1900-49
Unit 1, Topic D2: Mao's China 1949-76

Bibliography

Jenner, W J F – *The Tyranny of History* (Penguin, 1992)
Mitter, Rana – *A Bitter Revolution* (Oxford University Press, 2004)
Schoppa, Keith – *The Columbia Guide to Modern Chinese History* (Columbia, 2000)
Spence, Jonathan – *The Search for Modern China* (Norton, 1999)
Steward, Geoff – *China 1900-76* (Heinemann, 2006)
Lynch, Michael – *Access to History: China – From Empire to People's Republic 1900-49* (Hodder, 1996)
Lynch, Michael – *Access to History: The People's Republic of China 1949-76* (Hodder, 2008)
Lawrance, Alan – *China since 1919: Revolution and Reform: A Sourcebook* (Routledge, 2004)

Edexcel-designed coursework programme for Unit 4: (Extended Programme)

CW 43: The Middle East and the Arab-Israeli Conflict c1900-2001

Focus:	The changing relationship between Jews and Arabs in the Middle East and the reasons for continuing conflict.
Course Content: Teachers must design their own teaching programme based on these four bullet points	• Jewish settlement in Palestine, 1900-45. • The creation of the state of Israel and its impact. • Reasons for, and outcomes of, Arab-Israeli conflicts to 1973. • Arab nationalism in the 1980s and 1990s, and divisions in the Arab world.

Suggested Areas of Enquiry

Example 1	The role of foreign powers in the problems of the Middle East.	One of the following examples of foreign presence in the region: British intervention, 1914-21; Britain, Egypt and Suez, 1945-56; The impact of the Cold War, 1956-73; The U.N. and the Gulf War, 1990-91.
	Assignment Focus	Part A Assess the impact of [the chosen example] on the growth of Arab nationalism in the ensuing decade. Part B How significant was the presence of foreign powers as an influence on the nature and growth of Arab nationalism in the years 1900-2001?
Example 2	The role of individuals	The role of one of the following individuals: David Ben Gurion; Colonel Abdel Nasser; Yasser Arafat; Saddam Hussein.
	Assignment Focus	Part A How significant, in the short term, were the actions of [the chosen individual] in creating hostility among the peoples of the Middle East? Part B What significance would you attribute to the role of individual leaders in shaping relationships among the peoples of the Middle East in the years 1900-2001?
Example 3	Key events	The significance of one of the following events: The creation of the state of Israel, 1948; The war of Yom Kippur, 1973; The Iranian Revolution, 1979; The assassination of Yitzhak Rabin, 1995.
	Assignment Focus	Part A Assess the short-term significance of [the chosen event] for political relationships within the Middle East. Part B To what extent do you consider [the chosen event] to be a key turning point in the political development of the Middle East across the 20th century?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.
All such assignments must be approved by the teacher.

This programme may not be combined with:
Unit 1, Topic E6/F6: The Middle East, 1945-2001: The State of Israel and Arab Nationalism.

Bibliography

Norman Lowe's *Mastering Modern World History,* (3rd edition Macmillan Masters 1997). There is also a considerable range of video material available, including an excellent analysis of the Iranian revolution in the BBC Cold War series.

BBC series *Cold War* written by Jeremy Isaacs and Taylor Downing, published by Transworld in 1998

Hunter, R E - *The Six Day War* (Purnell's History of the 20th Century, Vol. 6 Chapter 94, BBC 1969)

Kyle, K - *Suez: Britain's End of Empire in the Middle East* (I B Tauris, 2003)

Mandle, B - *Conflict in the Promised Land* (Heinemann 1976)

Mansfield, P - *A History of the Middle East* (Penguin 2003)

Perkins, S J - the Arab-Israeli Conflict (Nelson Thornes, 1991)

Regan, G - *Israel and the Arabs* (CUP 1993 edition)

Scott-Baumann, M - Conflict in the Middle East: Israel and the Arabs (Hodder Murray, 2007)

Edexcel-designed coursework programme for Unit 4: (Extended programme)

CW 44: Expansion, Conflict and Civil Rights in the USA, 1820-1981

Focus:	The changing ways in which the United States reacted to the challenges of massive internal expansion and the presence of diverse communities within one large and increasingly powerful, federal nation state.
Course Content: Teachers must design their own teaching programme based on these four bullet points	• The great Westward expansion and its implications for diversity and unity in the USA in the 19th Century. • Civil War and reconstruction in the USA to 1877. • Key events and developments in the first half of the twentieth century eg, the immigration boom and federal immigration policies, the influence of the First and Second World Wars on attitudes to Civil Rights. • 1945-81 - the path to civil rights and the extent to which equality of opportunity was achieved by 1981.

Suggested Areas of Enquiry

Example 1	Factors	One of the following examples of population movements: The Oregon Trail and northwards expansion 1820-44; Indian Removal Act 1830; Immigration boom 1880-1915; Immigration from Central and South America after 1965.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen example)? Part B Assess the significance of population movements in the process of the development of the USA as a powerful, federal nation in the period 1820-1981.
Example 2	The role of individuals	The role of one of the following individuals in advancing civil rights in the US: William Lloyd Garrison; Booker T Washington; John Collier, Commissioner for Indian Affairs; Senator Pat McCarran.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen individual)? Part B Assess the role of individuals in bringing about improved civil rights for minority ethnic groups the United States in the period 1820-1981?
Example 3	Key events	The significance of one of the following events: 1882 Chinese Exclusion Act; 1887 Dawes Act; 1924 National Origins Act; 1975 The Indian Self-Determination Act.
	Assignment Focus	Part A What in your view was the short-term significance of (the chosen event)? Part B In considering the process of change in the diversity and unity of the United States over the whole period 1820-1981, how far can the (chosen event) be seen as the key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.
All such assignments must be approved by the teacher.

Students entered for Unit 1, Topic D5: Pursuing Life and Liberty: Equality in the USA, 1945-68 may follow this programme, but may not select the focus of their Part A enquiry in depth from the content prescribed for the externally examined unit for which they have been entered.
This programme may not be combined with:
Unit 3, Topic C1: The United States, 1820-77: A Disunited Nation?
Unit 3, Topic C2: The United States, 1917-54: Boom, Bust and Recovery.

Bibliography

Patterson, David, Willoughby, Doug and Susan, *Civil Rights in the USA, 1863-1980* (Heinemann, 2001)
Pennington, Joanna - *Modern America: The USA, 1865 to the Present* (Hodder Murray, 2005)
Sanders, Vivienne - *Race Relations in the USA 1863 -1980,* Third Edition (Hodder Murray, 2003)
Sanders, Vivienne and Farmer, Alan - *An Introduction to American History, 1860-1990* (Hodder Murray, 2002)

Edexcel-designed coursework programme for Unit 4: (Extended programme)

CW 45: Dictatorship and Revolution in Russia and the Soviet Union, 1825-2000

Focus:	The nature and extent of change in the nature of government, society and economy in Russia and the Soviet Union over the period and the relationship between government and the governed over the period.
Course Content: Teachers must design their own teaching programme based on these four bullet points	• Government and society in Russia in the early 19th century • Pressures for change and the extent of reform to 1905 • The Communist revolution and life in the Soviet Union to 1953 • The post-Stalin era and the collapse of communism at the end of the 20th century.

Suggested Areas of Enquiry

Example 1	Themes - foreign influence and the desire for democratic reforms.	One of the following examples of attempts to increase personal rights and freedoms in Russia: • The Decembrist Conspiracy, 1825; The work of the Tsar-Liberator, • 1861-66; The Narodniks of the 1870s; • The work of Mikhail Gorbachov in the 1980s.
	Assignment Focus	Part A Assess the short-term impact of [the chosen example] on personal rights and freedoms in Russia. Part B How significant was the influence of contacts with western Europe in encouraging attempts to increase personal rights and freedoms in Russia in the years 1825-2000?
Example 2	The role of individuals	The role of one of the following individuals: Feodor Dostoevsky; Mikhail Bakunin; Nikita Kruschev, 1953-64; Andrei Sakharov, 1953-1989.
	Assignment Focus	Part A What, in your view, was the short-term significance of [the chosen individual]? Part B To what extent did individual reformers influence the development of Russian government and society in the years 1825-2000?
Example 3	Key events	The significance of one of the following events: • The Emancipation of the Serfs, 1861 • The first attempt on the life of Alexander II, 1866 • Kruschev's denunciation of Stalin, 1956 • The attempted Communist coup of July 1991
	Assignment Focus	Part A Assess the impact of [the chosen event] on Russian development in the short-term. Part B To what extent do you consider [the chosen event] to be a key turning point in the development of Russian government and society to 2000?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.
All such assignments must be approved by the teacher.

Students entered for Unit 1, Topic D3: Russia in Revolution, 1881-1924: From Autocracy to Dictatorship and Unit 1, Topic D4: Stalin's Russia, 1924-53 may follow this programme, but may not select the focus of their Part A enquiry in depth from the content prescribed for an externally examined unit for which they have been entered.
There are no forbidden combinations with this coursework programme.

Bibliography

Acton, E and Stableford, T - *The Soviet Union: A Documentary History, 1917-40* (University of Exeter Press, 2005)
Evans, D and Jenkins, J - *Years of Russia and the USSR 1851-1945* (Hodder and Stoughton, 2002)
There are also three volumes in Hodder's Access to History series that cover the period: Russia 1815-81, written by Russell Sherman and Robert, Pearce, and the two volumes by Michael Lynch that cover the period from 1881-1956.
Oxley, P - *Russia: From Tsars to Commisars, 1855-1991* (OUP, 2001)
Kochan, L and Abraham, R *The Making of Modern Russia*. (Penguin, 1992)

Edexcel-designed coursework programme for Unit 4:

CW 46: Power, Authority and Control in Late Medieval England, 1415-1529

Focus:	The exercise of power and the challenges to Europe in the early modern period.
Course Content: Teachers must design their own teaching programme based on these four bullet points	• The reign of Henry V • Challenge and Civil War • Henry VII - a new grip on government? • The over-mighty subject: the role of the nobility, 1415-1529

Suggested Areas of Enquiry

Example 1

The role of the nobility	The Earl of Suffolk 1437-1450; The Duke of York 1450-1460; The Earl of Warwick 1460-71; The Earl of Lincoln 1485-87
Assignment Focus	Part A What, in your view, was the short-term significance of (the chosen example)? Part B Assess the significance of the role of the nobility in influencing the power of the monarchy in England during the period 1415-1529.

Example 2

The role of monarchs	Henry V 1415-22; Henry VI 1455-61; Richard III 1483-5; Henry VIII 1509-1515
Assignment Focus	Part A What, in your view was the short-term significance of (the chosen individual)? Part B Assess the extent to which individual monarchs were significant in influencing the power of the English monarchy in the period 1415-1529.

Example 3

Key events	• The Battle of Agincourt • Jack Cade's rebellion • The Battle of Stoke 1487 • Wolsey as Lord Chancellor 1515-29
Assignment Focus	Part A What, in your view, was the short-term significance of (the chosen example)? Part B In considering the process of change in the prestige and authority of the English Monarchy over the whole period 1415-1529, how far can (the chosen example) be seen as a key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.
All such assignments must be approved by the teacher.

This coursework programme may not be combined with:
Unit 1, Topic A5: Anglo-French Rivalry: Henry V and Henry VI, 1413-53
Unit 1, Topic A6: The Wars of the Roses in England, 1455-85
Unit 1, Topic A7: The Reign of Henry VII, 1485-1509

Bibliography

Arthurson, I - *The Perkin Warbeck Conspiracy 1491-1499* (Sutton, 1994)

Bevan, B - *Henry VII; the First Tudor King* (Rubicon Press, 2000)

Carpenter, C - *The Wars of the Roses : Politics and the Constitution in England 1437-1509* (Cambridge UP, 1997)

Chrimes, S, Ross, C and Griffiths, R editors - *Fifteenth Century England 1399-1509: Studies in Politics and Society* (Sutton edition, 1997)

Fellows, N - *Henry VIII* (Collins Education, Flagship Historymakers, 2005)

Gwyn, P - *The King's Cardinal: The Rise and Fall of Thomas Wolsey* (Barrie and Jenkins, 1990)

Lander, J.R - *Government and Community: England 1450-1509* (Arnold, 1980)

MacCullough, P (editor) - *The Reign of Henry VIII: Politics, Policy and Piety* (Macmillan, 1995)

Pendrill, C - *The Wars of the Roses and Henry VII* (Heinemann, 2004)

Randall K - *Henry VIII and the Government of England*, 2nd Edition (Hodder Murray, 2001)

Ross, C - *Edward IV* (Yale University Press, 1997)

Turvey, R and Steinsberg, C - *Henry VII, Access to History* (Hodder Headline, 2000)

Edexcel-designed coursework programme for Unit 4:

CW 47: The Tudor State, 1485-1588

Focus:	Changes in the nature and extent of the power of the state, the monarchy and the nobility in Tudor England and forces with 16th century society which influence that process.
Course Content: Teachers must design their own teaching programme based on these four bullet points	• The early Tudors and the growth of authority, 1485-1547. • The Mid Tudor Crisis? • Settlement and security? The reign of Elizabeth to 1588. • The role of the nobility 1485-1588: over-mighty subjects?

Suggested Areas of Enquiry

Example 1	Rebellions	• The Cornish rebellion 1497. • The Pilgrimage of Grace 1536. • Kett's rebellion 1549. • The rebellion of the Northern Earls 1569.
	Assignment Focus	Part A What, in your view, was the short-term significance of (the chosen example)? Part B Assess the extent to which religious division was responsible for creating challenge to royal authority in the period 1485-1588.
Example 2	The role of individuals	Perkin Warbeck; Thomas Cromwell; Robert Kett; Mary Queen of Scots
	Assignment Focus	Part A What, in your view was the short-term significance of (the chosen individual)? Part B Assess the extent to which individuals were significant in influencing the power of the monarchy in England in the period 1485-1588.
Example 3	Key Events	• Henry VIII's Break with Rome • The reign of Edward VI • The reign of Mary Tudor • The Elizabethan Church Settlement
	Assignment Focus	Part A What, in your view, was the short-term significance of (the chosen event)? Part B In considering the process of change in the power of the monarchy in the period 1485-1588, how far can (the chosen example) be seen as a turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii) the Part A assignment focuses on depth and the Part B assignment on breadth.
All such assignments must be approved by the teacher.

This coursework programme may not be combined with:
Unit 1, Topic A7: The Reign of Henry VII, 1485-1509
Unit 2, Topic A1: Henry VIII: Authority, Nation and Religion, 1509-40
Unit 3, Topic A1: Protest, Crisis and Rebellion in England in England, 1536-88.

Bibliography

Anderson, A and Imperato, T - *An Introduction to Tudor England, 1485–1603* (Hodder Murray, Access to History Context, 2001)
Elton, G R - *Reform and Reformation, 1509–1558*, (Arnold, 1977)
Fellows, N - *Henry VIII* (Collins Education, Flagship Historymakers, 2005)
Gwyn, P - *The King's Cardinal: The Rise and Fall of Thomas Wolsey* (Barrie and Jenkins, 1990)
Heal, F and O'Day, R (editors) - *Church and Society in England: Henry VIII to James I* (Palgrave Macmillan, 1977)
Ives, E W - *Faction in Tudor England* (Blackwell, Historical Association Pamphlet, 1979)
Lockyer, R and O'Sullivan, D - *Tudor Britain, 1485–1603*, (Addison Wesley Longman, Longman Advanced History, 1997)
Lotherington, J (editor) - *Tudor Years, Second Edition* (Hodder Murray, 2003)
Murphy, D, Keen, A et al - *England, 1485–1603* (Collins Educational, Flagship History, 1999)
Pendrill, C - *The English Reformation* (Heinemann, Advanced History, 2000)
Randell, K - *Henry VIII and the Government of England, Second Edition* (Hodder Murray, Access to History, 2001)
Rogerson, D, Ellsmore, S and Hudson, D - *The Early Tudors: England, 1485-1558* (Hodder Murray, 2001)

Edexcel-designed coursework programme for Unit 4:

CW 48: The Liberals in Britain: From Greatness to Decline 1830-1939

Focus:	Factors explaining the changing fortunes of the Liberal party in the 19th and early twentieth century and the extent to which their domestic policy aims changed over time.
Course Content: Teachers must design their own teaching programme based on these four bullet points	• The Whig and Liberal parties of Grey, Melbourne and Palmerston. • Gladstone: reform and division • New Liberalism and its achievements in the early twentieth century. • Liberals in decline: the impact of the First world war.

Suggested Areas of Enquiry

Example 1

movements and pressure groups	• The pressure for parliamentary reform 1830-32 • The pressure for Home Rule for Ireland in the 1880s • The Independent Labour Party 1893 - 1900 • The suffragette movement 1903 –14
Assignment Focus	Part A What, in your view, was the short-term significance of (the chosen example)? Part B Assess the significance of movements and pressure groups in the changing fortunes of the Liberal Party in the period 1830-1939.

Example 2

The role of individuals	Lord Grey and the Reform of Parliament c1830-1832; Joseph Chamberlain 1876-86; Thomas Hill Green; Lloyd George as Chancellor of the Exchequer
Assignment Focus	Part A What, in your view was the sort term significance of (the chosen individual)? Part B Assess the extent to which individuals were significant in bringing about change in the Party in the period 1830-1939.

Example 3

Key events	• The 1867 Reform Act • The Revolt of the Liberal-Unionists 1886 • The election of 1906 • The appointment of Lloyd George as Prime Minister in 1916
Assignment Focus	Part A What, in your view, was the short-term significance of (the chosen event)? Part B In considering the process of change in the fortunes of the Whig and Liberal Parties in the period 1830-1939, how far can (the chosen example) be seen as a key turning point?

Students may, if they wish, devise their own Part A and/or Part B assignments, provided:
(i)   they relate to the taught coursework programme and
(ii)   the Part A assignment focuses on depth and the Part B assignment on breadth.
All such assignments must be approved by the teacher.

This coursework programme may not be combined with:
Unit 2, Topic B1: Britain 1830-85: Representation and Reform
Unit 2, Topic C1: The Experience of Warfare in Britain: Crimea, Boer and the First World War, 1854-1929
Unit 2, Topic C2: Britain c1860-1930: The Changing Position of Women and the Suffrage Question

Bibliography

Byrne, M - *Britain, 1895–1918* (Hodder Murray, Access to History, 2005)
Collier, M and Pedley, P - *Britain, 1815–51: Protest and Reform* (Heinemann, Advanced History, 2000)
Dutton, D - *A History of the Liberal Party in the Twentieth Century* (Macmillan, 2004)
Evans, E. J - *Parliamentary Reform, c1770–1918* (Addison Wesley Longman, 2000)
Evers, C and Welbourne, D - *Britain, 1783–1851: From Disaster to Triumph?* (Hodder Murray, 2003)
Lynch, M - *An Introduction to 19th Century British History, 1815–1914* (Hodder Murray, 1999)
Murphy, D, Staton R et al - *Britain, 1783–1918* (Collins Educational, Flagship History, 2003)
Pearce, R and Stearn, R - *Government and Reform, 1815–1914, 2nd Edition,* (Hodder Murray, Access to History, 2000)
Pugh, M - *The Making of British Politics, 1867–1939, Second Edition* (Blackwell, 1993)
Watts, D - *Whigs, Radicals, and Liberals, 1815–1914 — 2nd Edition* (Hodder Murray, Access to History, 2002)

Resource Record Sheet Template

Assignment Title

Issue	Sources	Comments	Teacher's comments if appropriate	Teacher's initials and date

GCE History
Coursework Programme Approval Form - Page 1 of 2

This form should only be used by centres designing their own coursework programme. Teachers should bring this form with them when attending the coursework INSET events in order to obtain approval. This form must NOT be posted to Edexcel.

Centre Number	Centre Address / Telephone Number / Email
Centre Name	
Contact Name	

Examined Units Please give details of all unit options (number and title) making up the AS and A2. For Unit 1 please specify the essay topics you have taught within the chosen option. For Units 2, and 3, if only one section of the unit option is to be taught, please specify the section. If no section is specified it will be assumed that the whole option is to be taught.	**Unit 1, Option:**	**Topic 1:** **Topic 2:**
	Unit 2, Option:	**Topic:**
	Unit 3, Option:	**Topic:**

Coursework Programme Title (Please use titles of the Edexcel-designed coursework programmes as a guide)	
Focus: (Please use the Edexcel-designed coursework programmes as a guide)	
Statement of Content Content must cover a period of not less than 100 years. The statement of content should be listed in four bullet points. (Please use the Edexcel-designed coursework programmes as a guide)	

GCE History
Coursework Programme Approval Form - Page 2 of 2

Statement of Coherence with Unit 3	
Suggested Areas of Enquiry (Students may select additional areas for investigation in Part A and other examples of event or individuals. They may also choose to focus on different topic areas in Parts A and B.)	
Example 1:	
Assignment Focus:	
Example 2:	
Assignment Focus	
Example 3:	
Assignment Focus	

For Edexcel Use only:

Coursework Programme Approval
Comments:
Signed   Date

Please bring this form with you at the Coursework INSET event and hand this form in to the trainer at the beginning of the session.

It is the centre's responsibility to retain a copy of this form. A copy must be submitted with the coursework handed in for moderation.

GCE History

Confidential: Edexcel and QCA use only

Individual Candidate Authentication Sheet

This authentication must be attached to the front of the candidate's work at the time it is submitted for assessment

Centre Number	
Candidate Number	
Candidate Name (in capitals, surname followed by forenames)	
Coursework Programme Title (if Edexcel designed please provide reference code from specification.)	
Assignment Title	**Part A:**
	Part B:
Content (please tick box to acknowledge that content is attached to assignment.)	☐ **Resource Record**
	☐ **Appendix**
Examined Units Give details of all Units (title and option code) making up the AS and A2. *Please Note* Where Unit 4 is a centre-designed coursework programme, one copy of the centre's Coursework Approval Form must be included with the work when submitted for assessment.	**Unit 1:**
	Unit 2:
	Unit 3:

Word Count			
Mark for Part A: AO1 (mark out of 13)	**Mark for Part A: AO2** (mark out of 12)	**Mark for Part B: AO1** (mark out of 25)	**Total Mark: Part A and B** (final mark out of 50)

Statement by candidate

I declare that I have produced the assignment attached without external assistance, apart from any which is acceptable under the Scheme of Assessment and is recorded.

I also declare that the word count given above is correct. I am aware of the penalties that will be imposed for exceeding the word limit (4000 words) by any amount.

Signature: **Date:**

Statement by teacher

I declare that the candidate's activities have been kept under regular supervision and that to the best of my knowledge no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature: **Date:**

Getting started for students

What do I need to know, or be able to do, before taking this course?

To study the GCE in History you need an interest in the world around you, an enquiring mind and the ability to weigh up different evidence or arguments. You do not need to have GCSE History in order to study GCE History. However, you may find it helpful, as the GCE builds on the skills developed at GCSE such as the communication of historical knowledge and the ability to analyse historical sources.

What will I learn?

The course consists of four units:

Unit 1: Historical Themes in Breadth

In this unit you will study two broad topics which are linked by a period or theme. You will look at broad developments and changes in the periods studied through a range of perspectives such as social, political or cultural. Examples include *The Collapse of the Liberal State and the Triumph of Fascism in Italy 1896-1943* and *From Second Reich to Third Reich: Germany 1918-45* or *Russia in Revolution 1881-1924: From Autocracy to Dictatorship* and *Stalin's Russia 1924-53.*

Unit 2: British History Depth Studies

In Unit 2 you will carry out a depth study of one period of British history. You will explore source material to develop an in-depth understanding of the attitudes, beliefs and structures of the societies studied. Options in this unit include: *Henry VIII: Authority, Nation and Religion 1509-40*; *The Experience of Warfare in Britain: Crimea, Boer and World War I*, 1854-19 and *Britain and the Nationalist Challenge in India, 1900-47.*

Unit 3: Depth Studies and Associated Historical Controversies

In Unit 3 you will carry out a depth study of a period, and will gain a firm understanding of key issues, problems and debates associated with it. Options in this unit include: *Revolution, Republic and Restoration: England, 1629-67*; *Challenging Authority: Protest, Reform and Response in Britain, c1760-1830*; *The United States, 1820-77: A Disunited Nation?*; *From Kaiser to Führer: Germany 1900-45.*

Unit 4: Historical Enquiry

In this unit you will carry out a historical enquiry. This enquiry will be based on a period of at least 100 years. While your teacher will teach a broad overview of the chosen period, you will be able to chose an aspect within this period which particularly interests you, upon which to base your enquiry. For example you could choose to base your enquiry on the significance of a particular individual or event. You will need to examine significance of the chosen factor, both in the short-term (about 20 years) and across the whole period studied.

Examples of periods which could be studied in this unit include: *Crusading Europe 1095-1204; Colonisation and Decolonisation in Africa c1870-1981; The Changing Nature of Warfare, c1845-91; The Making of Modern China, c1900-2000.*

Is this the right subject for me?

The Advanced GCE in History will appeal to you if:

- you have an interest in the world around you, the society you live in, and how it has developed
- you like learning about people, how they interact, and what motivates them
- you like learning about different countries, societies and cultures
- you enjoy discussion, debate and argument
- you like to think for yourself and develop your own views
- you enjoy research and analysing material to check for bias and propaganda.

How will I be assessed?

Unit 1: Historical Themes in Breadth

You will take a written exam. You will need to answer two extended writing questions, one on each topic you have studied. You will have a choice of two questions for each topic.

Unit 2: British History Depth Studies

You will take a written exam. You will need to answer two questions based on historical sources supplied with the paper. In Question a) you will need to analyse, cross-reference and evaluate the source material to reach a judgement. In Question b) you will address an historical view or claim using two sources and your own knowledge. There will be a choice of two b) questions.

Unit 3: Depth Studies and Associated Historical Controversies

You will take a written exam completing two questions, one essay question on the period studied, and one source based question where you will explore issues of historical debate. Again, for each question, you will have a choice out of two questions.

Unit 4: Historical Enquiry

You will complete an assignment in **two** parts. In Part A you will carry out an enquiry in depth into the short-term significance of a key event or individual within the period of study. In Part B, you will set your chosen event or individual in a broader context, exploring the process of change within the wider time frame. The assignment should consist of about 4000 words.

What can I do after I've completed the course?

You can progress to higher education courses such as honours degrees in History, or to degrees in related subjects such as Politics, English Literature, Economics or Geography; or to vocational qualifications such as the BTEC Higher National Certificate/Diploma in Media (Journalism) or in Travel and Tourism.

An Advanced GCE in History will give you a number of skills relevant to many types of employment, such as the ability to seek information and to analyse it in order to identify facts and motives and to present information clearly for others to understand.

The skills you will obtain through studying history will be useful in a number of careers, either directly related to history (eg working in museums, galleries, heritage sites, record offices and archives and teaching), or in areas such as journalism, libraries, national and local government and the civil service.

Next steps!

Your subject teacher at your school or college should be able to guide you further. You can also find further information, including the full specification and assessment materials on our website, www.edexcel.com.

This document is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com.

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Rewarding Learning